

Characteristics of 2020-21 Public and Private K-12 Schools in the United States

Results From the National Teacher and Principal Survey

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Characteristics of 2020–21 Public and Private K–12 Schools in the United States

Results From the National Teacher and Principal Survey

First Look

DECEMBER 2022

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Introduction

The 2020-21 National Teacher and Principal Survey (NTPS)¹ is a nationally representative survey of public² and private³ K-12 schools, principals, and teachers in the 50 states and the District of Columbia. State-level data are also available for public schools, principals, and teachers. NTPS collects data on core topics including teacher and principal preparation, classes taught, school characteristics, and demographics of the teacher and principal labor forces. The survey is developed by the National Center for Education Statistics (NCES) of the Institute of Education Sciences (IES) within the U.S. Department of Education, and data are collected by the U.S. Census Bureau. This report presents basic estimates from the Public and Private School Data Files of the 2020-21 NTPS, the third collection of NTPS.

The purpose of NTPS is to collect data to provide a detailed picture of U.S. elementary and secondary schools and their staff. Data are collected through school, principal, and teacher surveys. Data on the three surveys can be linked using the school identification number (see the *User's Manual for the 2020-21 National Teacher and Principal Survey Volumes 1-4*, Petraglia et al. 2022).

The 2020-21 NTPS used a school-based sample of public and private schools. The selected samples included about 9,900 public schools and their principals, 68,300 public school teachers, 3,000 private schools and their principals, and 8,000 private school teachers.

Data were collected between October 2020 and August 2021. Items about how schools first adapted to the coronavirus (COVID-19) pandemic during the spring of 2020 were included in the School, Principal, and Teacher Questionnaires. See Berger et al. (2022) for an initial look at results from these items using preliminary NTPS data. In addition, an item was included at the beginning of each questionnaire asking about the current effect of COVID-19 on instruction at the school at the time the survey was completed during the 2020-21 school year. Topics in the 2020-21 NTPS school survey included

- General information about the school, such as the type of school, grades offered, types of before or after school programs available, and the length of the school day and school year;
- School staffing;
- Community services requirements; and

¹ NTPS is a redesign of the Schools and Staffing Survey (SASS). NTPS was introduced in the 2015-16 school year and administered again in 2017-18 and 2020-21.

² Public schools include traditional public and charter schools.

³ While SASS included both public and private sector schools, principals, and teachers, the 2015-16 administration of NTPS only included the public sector. The 2017-18 and 2020-21 administrations of NTPS included both public and private sector schools.

- Special programs and services, such as whether there were students with Individual Education Plans,⁴ students identified as English language learners, students who received Title I services, and whether the school participated in the National School Lunch Program.

The purpose of this First Look is to provide summaries of the new data collected using tables of descriptive information. Selected findings presented in the tables and text show the range of information available in the 2020-21 NTPS Public and Private School data files. Findings presented in the text do not include all differences in the tables and do not emphasize any one issue.

This First Look highlights findings from the NTPS public and private school surveys. Findings from the principal and teacher surveys are presented in two companion First Look reports:

- *Characteristics of 2020-21 Public and Private K-12 School Principals in the United States: Results From the National Teacher and Principal Survey First Look* (NCES 2022-112); and
- *Characteristics of 2020-21 Public and Private K-12 School Teachers in the United States: Results From the National Teacher and Principal Survey First Look* (NCES 2022-113).

Results shown in this report are not causal. Many of the variables in the report relate to one another, but only simple comparisons are presented, which do not account for all possible relationships. More information about NTPS can be found at <https://nces.ed.gov/surveys/ntps>.

⁴ The questionnaire asked how many students had an “Individual Education Plan (IEP).” This is also known as an “Individualized Education Program.”

Selected Findings

- Nationwide, about 29 percent of public K-12 schools and 17 percent of private K-12 schools reported that they normally offered any courses entirely online prior to the coronavirus pandemic. Among traditional public schools that offered these online courses, 41 percent reported that few (1-10 percent of students) enrolled in the courses, and 20 percent reported that most (76 percent or more of students) enrolled in them, while among public charter schools, 26 percent reported that few students enrolled in them, and 36 percent reported that most students enrolled in them. Among private schools that offered any courses entirely online, 51 percent of Catholic schools reported that few students enrolled in the courses and 10 percent reported that most students enrolled in them (table A-1).
- Including full-time and part-time staff, public K-12 schools employed an estimated 144,490 school counselors, 65,920 psychologists, and 55,270 social workers in 2020-21. They also employed 103,850 speech therapists and 88,080 nurses, as well as 92,120 instructional coordinators and supervisors, 70,930 technology specialists, and 70,460 librarians/library media specialists. In addition, public schools employed a variety of full-time and part-time aides, such as 521,960 special education aides and 129,350 regular Title I aides. These schools also employed 53,290 security personnel⁵ and 63,000 school resource officers⁶ (table A-2).
- Among public K-12 schools, 50 percent of schools had staff with any specialist assignments. About 48 percent of all public schools had reading specialists, 23 percent had math specialists, and 7 percent had science specialists. In addition, 49 percent of public schools had staff with any academic coaching assignments, including coaches for reading (29 percent), math (20 percent), science (8 percent), and general instructional coaches (30 percent). Among private K-12 schools, 38 percent of schools had staff with any specialist assignments. About 32 percent of all private schools had reading specialists, 21 percent had math specialists, and 12 percent had science specialists. In addition, 29 percent of private schools had staff with any academic coaching assignments, including coaches for reading (15 percent), math (11 percent), science (7 percent), and general instructional coaches (23 percent) (table A-3).
- Overall, 49 percent of public K-12 schools and 35 percent of private K-12 schools offered instruction beyond the normal school day for students who need academic assistance. Additionally, 32 percent of public schools and 24 percent of private schools offered instruction beyond the normal school day for students who seek academic advancement or enrichment. Among public schools, a higher percentage of charter schools offered instruction beyond the normal school day for students who needed assistance (56 percent) or who sought academic advancement or enrichment (44 percent), compared to traditional public schools (48 percent and 31 percent, respectively) (table A-4).

⁵ Includes non-law enforcement security guards or security personnel.

⁶ Includes career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations (School Resource Officers), and sworn law enforcement officers who are not School Resource Officers.

- Among public K-12 schools, the average start time was 8:13 a.m., with elementary schools having a later average start time by a few minutes (8:16 a.m.) than middle (8:11 a.m.), combined/other (8:08 a.m.), and secondary/high (8:07 a.m.) schools. A higher percentage of public secondary/high schools (9 percent) had start times before 7:30 a.m. when compared to middle (6 percent), combined/other (3 percent), and elementary (3 percent) schools. Private K-12 schools had an average start time of 8:12 a.m., and 1 percent of private schools reported start times before 7:30 a.m. Additionally, the schools' official start times varied by the type of instruction schools reported they were offering as a result of COVID-19 at the time they completed the questionnaire. Public schools offering only distance-learning instruction as a result of COVID-19 had a later average start time by a few minutes (8:21 a.m.) than schools offering a hybrid of in-person and distance-learning instruction (8:11 a.m.) or those schools with only in-person instruction or for which they reported COVID-19 had no effect on the instruction (8:09 a.m.). Among private schools, those offering only distance-learning instruction as a result of COVID-19 had a later average start time (8:24 a.m.) than did schools offering a hybrid of in-person and distance-learning instruction (8:11 a.m.) or those schools with only in-person instruction or for which they reported COVID-19 had no effect on the instruction (8:12 a.m.) (table A-5).
- Among public K-12 schools, about 88 percent reported they were regular schools, 5 percent reported they were special program emphasis schools,⁷ 5 percent reported they were alternative/other schools,⁸ 2 percent reported they were special education schools,⁹ and 1 percent reported they were career/technical/vocational schools.¹⁰ Among private K-12 schools, about 81 percent reported they were regular schools, 7 percent reported they were special education schools, 5 percent reported they were Montessori schools, 3 percent reported they were special program emphasis schools, 3 percent reported they were alternative or other types of schools, and 1 percent reported they were early childhood programs or day care centers¹¹ (table A-6).
- Among public K-12 schools that had teaching vacancies in a specific field, 42 percent found it very difficult or were not able to fill the vacancies for foreign language, 40 percent for special education, 37 percent for physical sciences,¹² 32 percent each for English as a second language or bilingual education and for mathematics, and 31 percent each for biology or life sciences, for computer science, and for career or technical education. Among private K-12 schools that had teaching vacancies in a specific field, 44 percent found it very difficult or were not able to fill the vacancies for special education, 35 percent for computer science, 32 percent for mathematics and for foreign languages, and 31 percent for physical science and for biology or life sciences (table A-7).

⁷ Special program emphasis schools include schools such as science or math schools, performing arts schools, talented or gifted schools, foreign language immersion schools, etc.

⁸ Alternative/other schools offer a curriculum designed to provide alternative or nontraditional education and do not specifically fall into the categories of regular, special program emphasis, special education, or vocational school.

⁹ Special education schools primarily serve students with disabilities.

¹⁰ Career/technical/vocational schools primarily serve students being trained for occupations.

¹¹ Early childhood program or day care centers include schools with transitional first grade as the highest grade offered.

¹² Physical sciences includes chemistry, physics, and earth science.

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Appendix A: Estimate and Standard Error Tables

Table A-1. Online courses: Percentage of K-12 schools that normally offered any courses entirely online prior to the coronavirus pandemic, and among those schools, the percentage distribution of schools, by percentage of students who were enrolled online, school type, and selected school characteristics: 2020-21

School type and selected school characteristic	Percent of schools that normally offered any courses entirely online prior to the coronavirus pandemic	Among schools that normally offered at least one course entirely online prior to the coronavirus pandemic, percentage distribution of students that enrolled				
		1-10 percent of students	11-25 percent of students	26-50 percent of students	51-75 percent of students	76 percent or more of students
All schools	26.3	40.6	19.4	12.1	4.5	21.1
All public schools	28.7	39.3	20.1	12.5	4.7	21.6
School classification						
Traditional public	28.5	40.8	20.7	12.5	4.4	20.0
Charter school	30.6	26.2	14.7	12.7	7.2	36.4
Community type						
City	27.2	24.6	13.8	18.2	8.8	32.4
Suburban	24.4	34.4	19.9	15.8	6.0	22.1
Town	32.3	45.5	21.7	6.3	‡	22.2
Rural	33.8	53.1	24.7	7.8	0.9!	11.8
School level¹						
Elementary	17.7	25.8	18.5	21.9	5.7	25.2
Middle	25.0	44.4	19.5	11.0	5.2	17.8
Secondary/high	50.4	46.1	22.7	6.9	3.8	19.3
Combined/other	51.3	48.4	17.1	7.1	4.3	23.0
Student enrollment						
Less than 100	37.6	20.5	15.0	14.8!	7.3!	41.3
100-199	31.6	34.7	25.0	7.4!	2.0!	26.7
200-499	24.1	40.7	19.7	14.1	4.6	19.0
500-749	28.8	36.5	19.9	15.1	4.3	22.6
750-999	26.1	42.8	21.6	11.1	3.5!	19.6
1,000 or more	41.8	53.2	21.0	6.8	6.0	11.9
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	26.2	43.7	19.0	9.3	2.3	23.6
35-49	29.5	51.3	19.9	12.0	3.1!	12.9
50-74	29.9	39.6	22.8	8.7	4.5	22.5
75 or more	29.5	32.8	19.5	16.3	6.6	22.9
Reported effect of COVID-19 on instruction²						
Offering only distance-learning instruction	26.1	30.8	7.8	3.3!	1.9!	54.8
Offering a hybrid of in-person and distance-learning instruction	29.3	40.9	22.9	15.2	5.8	13.4
Offering only in-person instruction or no effect on the instruction offered	29.1	43.7	20.7	8.4!	‡	24.6

See notes at end of table.

Table A-1. Online courses: Percentage of K-12 schools that normally offered any courses entirely online prior to the coronavirus pandemic, and among those schools, the percentage distribution of schools, by percentage of students who were enrolled online, school type, and selected school characteristics: 2020–21–Continued

School type and selected school characteristic	Percent of schools that normally offered any courses entirely online prior to the coronavirus pandemic	Among schools that normally offered at least one course entirely online prior to the coronavirus pandemic, percentage distribution of students that enrolled				
		1-10 percent of students	11-25 percent of students	26-50 percent of students	51-75 percent of students	76 percent or more of students
All private schools	17.3	48.8	15.0	9.6	3.1!	17.7
School classification						
Catholic	14.3	50.6	16.3	11.1!	‡	9.9!
Other religious	18.9	54.2	11.6	8.9!	‡	17.9
Nonsectarian	17.5	35.6	21.0	9.7!	6.5!	24.3
Community type						
City	19.4	49.2	11.1	8.0!	3.7!	25.3
Suburban	21.7	49.0	17.2	13.3	‡	9.5
Town	12.7	71.0	‡	‡	‡	‡
Rural	9.5	35.0	20.8!	‡	‡	23.5!
School level¹						
Elementary/middle	8.9	61.9	‡	‡	‡	19.5!
Secondary/high	30.5	38.0	22.5	7.5!	‡	23.8
Combined/other	17.6	50.2	12.8	11.6	3.3!	15.4
Student enrollment						
Less than 100	16.6	39.0	15.2	12.0!	3.2!	23.8
100–199	14.1	59.7	11.3!	8.8!	‡	12.5!
200–499	20.4	57.3	17.3	7.7!	‡	11.4!
500–749	28.6	54.8	16.9!	‡	‡	5.0!
750 or more	20.4	50.4	‡	‡	‡	32.2!
Reported effect of COVID-19 on instruction²						
Offering only distance-learning instruction	24.4	36.0	8.7!	‡	‡	55.3
Offering a hybrid of in-person and distance-learning instruction	22.0	44.8	19.4	10.9	4.7!	12.7
Offering only in-person instruction or no effect on the instruction offered	10.7	62.8	5.9!	9.5!	‡	18.1!

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. Either there are too few cases for a reliable analysis, or the coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate).

¹ Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

² Schools were asked to report the current effect of the coronavirus pandemic (COVID-19) on instruction at the school at the time they completed the survey. Thus, this was the reported effect on instruction at the time the survey was completed, not a summary of the school year.

NOTE: Data are weighted estimates of the population. Detail may not sum to totals because of rounding, and because 2.3 percent of all schools (1.8 percent of public school and 5.9 percent of private schools) reported they normally offered online classes but had no students enrolled.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School and Private School Data Files,” 2020–21.

Table A-2. Number of school staff: Total number of full-time and part-time K-12 school staff (head counts), by type of staff, school type, and selected school characteristics: 2020-21

School type and selected school characteristic	Vice principals and assistant principals	Instructional coordinators and supervisors, such as curriculum specialists	Librarians/ library media specialists	Data coaches or data coordinators	Technology specialists
All schools	114,730	104,390	79,770	34,020	85,110
All public schools	99,380	92,120	70,460	30,840	70,930
School classification					
Traditional public	88,910	82,600	67,730	26,930	63,770
Charter school	10,470	9,510	2,730	3,910	7,150
Community type					
City	35,120	30,930	18,160	10,580	17,590
Suburban	36,970	36,250	24,400	10,850	24,150
Town	10,120	8,310	9,190	3,400	9,660
Rural	17,170	16,620	18,710	6,010	19,530
School level⁴					
Elementary	36,990	48,720	39,880	16,760	31,750
Middle	20,700	15,860	12,440	4,730	11,610
Secondary/high	36,400	21,460	13,760	7,170	20,190
Combined/other	5,290	6,080	4,380	2,170	7,370
Student enrollment					
Less than 100	1,780	2,160	1,440	1,000	2,930
100-199	1,680	3,070	3,530	1,760	4,740
200-499	25,540	33,880	30,430	12,710	27,290
500-749	25,160	24,080	17,830	7,350	16,250
750-999	14,590	11,250	7,060	2,930	7,170
1,000 or more	30,640	17,670	10,180	5,100	12,540
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	25,370	24,460	18,800	7,310	20,600
35-49	12,560	10,940	10,650	3,350	10,520
50-74	19,380	15,960	13,270	5,110	12,730
75 or more	42,080	40,750	27,740	15,070	27,070
Reported effect of COVID-19 on instruction⁵					
Offering only distance-learning instruction	20,360	18,230	12,320	6,060	13,140
Offering a hybrid of in-person and distance-learning instruction	74,410	68,770	52,890	22,580	51,370
Offering only in-person instruction or no effect on the instruction offered	4,600	5,120	5,250	2,200	6,420

See notes at end of table.

Table A-2. Number of school staff: Total number of full-time and part-time K-12 school staff (head counts), by type of staff, school type, and selected school characteristics: 2020-21–Continued

School type and selected school characteristic	Student support services professional staff					
	School/guidance counselors, excluding psychologist and social workers	Nurses	Social workers	Psychologists	Speech therapists or pathologists	Other student support services staff
All schools	160,170	98,450	58,250	68,530	109,260	117,660
All public schools	144,490	88,080	55,270	65,920	103,850	100,400
School classification						
Traditional public	133,250	82,330	51,050	61,730	96,840	89,800
Charter school	11,240	5,750	4,220	4,180	7,010	10,590
Community type						
City	44,190	24,530	17,740	19,870	29,850	32,240
Suburban	52,270	29,950	21,430	25,340	38,390	38,370
Town	16,070	11,580	6,140	7,680	13,050	11,290
Rural	31,950	22,020	9,960	13,020	22,560	18,500
School level⁴						
Elementary	50,840	47,100	27,370	36,520	65,320	52,920
Middle	27,050	14,610	9,300	10,520	15,040	12,970
Secondary/high	56,460	19,200	14,630	14,570	15,660	24,230
Combined/other	10,130	7,170	3,970	4,300	7,830	10,280
Student enrollment						
Less than 100	4,900	4,180	3,280	2,830	3,680	5,160
100-199	5,740	4,880	2,840	3,430	5,910	6,940
200-499	42,660	36,640	21,600	27,380	44,530	39,260
500-749	30,410	21,360	12,560	16,000	27,200	22,290
750-999	17,630	8,380	5,470	6,140	10,130	10,060
1,000 or more	43,150	12,630	9,520	10,140	12,400	16,680
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	41,540	23,310	14,250	19,400	27,560	28,980
35-49	21,030	12,400	7,280	9,150	14,350	13,230
50-74	27,370	16,060	9,190	11,430	18,240	16,740
75 or more	54,550	36,310	24,550	25,930	43,690	41,440
Reported effect of COVID-19 on instruction⁵						
Offering only distance-learning instruction	28,790	15,790	11,770	15,740	19,410	18,990
Offering a hybrid of in-person and distance-learning instruction	106,180	66,070	40,550	45,840	77,490	74,960
Offering only in-person instruction or no effect on the instruction offered	9,520	6,210	2,950	4,340	6,940	6,450

See notes at end of table.

Table A-2. Number of school staff: Total number of full-time and part-time K-12 school staff (head counts), by type of staff, school type, and selected school characteristics: 2020-21–Continued

School type and selected school characteristic	Aides				
	Regular Title I aides	English as a second language (ESL) or bilingual teacher aides	Special education aides	Library media center aides	Other classroom aides
All schools	135,670	65,740	544,580	42,650	222,720
All public schools	129,350	64,210	521,960	40,950	181,320
School classification					
Traditional public	113,870	58,810	497,900	39,560	164,110
Charter school	15,470	5,400	24,060	1,390	17,220
Community type					
City	37,740	23,220	138,500	9,230	48,750
Suburban	33,250	24,320	211,960	13,590	61,930
Town	20,770	7,330	64,450	6,230	25,150
Rural	37,590	9,340	107,040	11,900	45,490
School level⁴					
Elementary	89,240	36,540	268,290	22,870	129,060
Middle	12,080	10,660	87,270	7,170	20,000
Secondary/high	14,890	13,930	121,650	8,430	19,000
Combined/other	13,140	3,090	44,750	2,490	13,270
Student enrollment					
Less than 100	4,400	950	21,570	810	5,650
100-199	7,320	2,030	25,610	2,070	7,780
200-499	58,960	25,610	195,920	17,030	80,560
500-749	33,940	17,120	126,520	10,370	51,270
750-999	11,300	7,180	54,800	4,260	19,180
1,000 or more	13,430	11,330	97,540	6,420	16,870
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	17,080	12,410	162,020	12,080	51,770
35-49	14,240	8,630	79,120	6,590	24,530
50-74	27,240	11,630	97,020	8,140	34,350
75 or more	70,780	31,540	183,790	14,140	70,680
Reported effect of COVID-19 on instruction⁵					
Offering only distance-learning instruction	24,520	14,350	99,420	6,750	30,360
Offering a hybrid of in-person and distance-learning instruction	96,090	46,410	388,950	30,840	137,550
Offering only in-person instruction or no effect on the instruction offered	8,730	3,450	33,590	3,370	13,410

See notes at end of table.

Table A-2. Number of school staff: Total number of full-time and part-time K-12 school staff (head counts), by type of staff, school type, and selected school characteristics: 2020-21–Continued

School type and selected school characteristic	Secretaries and other clerical support staff	Food service personnel	Custodial and maintenance personnel	Security guards or security personnel ¹	School Resource Officers ²	Other employees not previously mentioned ³
All schools	322,480	413,850	406,970	60,280	64,850	157,240
All public schools	272,020	384,420	358,950	53,290	63,000	106,720
School classification						
Traditional public	249,200	364,680	337,310	48,120	59,410	90,380
Charter school	22,820	19,750	21,640	5,170	3,590	16,340
Community type						
City	77,010	100,710	96,320	22,570	15,440	34,930
Suburban	104,090	134,060	130,700	21,460	23,960	34,810
Town	30,440	52,810	44,030	3,680	8,740	13,230!
Rural	60,480	96,840	87,900	5,590	14,860	23,750
School level⁴						
Elementary	112,600	184,510	160,350	14,970	28,000	49,850
Middle	47,130	75,000	63,490	9,010	12,090	14,250
Secondary/high	90,120	99,220	107,170	26,400	18,150	23,490
Combined/other	22,180	25,690	27,930	2,920	4,760	19,120
Student enrollment						
Less than 100	8,100	8,240	9,120	1,220	2,990	8,750!
100-199	10,620	13,490	14,750	1,260	2,140	3,700
200-499	87,970	138,090	124,710	12,620	24,790	40,230
500-749	61,020	98,340	86,710	10,040	13,820	23,660
750-999	31,410	45,240	41,490	6,770	7,360	13,960
1,000 or more	72,900	81,010	82,170	21,380	11,910	16,430
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	76,750	88,030	95,670	11,750	17,280	30,490
35-49	38,930	55,380	51,420	6,620	9,630	15,460
50-74	53,760	76,370	71,730	10,230	11,520	17,920
75 or more	102,580	164,640	140,120	24,700	24,560	42,840
Reported effect of COVID-19 on instruction⁵						
Offering only distance-learning instruction	54,640	63,800	61,950	14,790	11,190	17,380
Offering a hybrid of in-person and distance-learning instruction	199,950	296,940	273,670	36,710	48,380	82,460
Offering only in-person instruction or no effect on the instruction offered	17,430	23,690	23,320	1,790	3,420	6,880

See notes at end of table.

Table A-2. Number of school staff: Total number of full-time and part-time K-12 school staff (head counts), by type of staff, school type, and selected school characteristics: 2020-21–Continued

School type and selected school characteristic	Vice principals and assistant principals	Instructional coordinators and supervisors, such as curriculum specialists	Librarians/library media specialists	Data coaches or data coordinators	Technology specialists
All private schools	15,360	12,270	9,310	3,180	14,180
School classification					
Catholic	4,250	2,270	3,330	740	4,910
Other religious	6,500	5,320	3,700	1,260	5,360
Nonsectarian	4,610	4,690	2,280	1,180	3,910
Community type					
City	6,180	4,940	3,700	1,130	5,930
Suburban	6,530	5,800	3,500	1,470	5,520
Town	580	360	760	260	1,050
Rural	2,060	1,170	1,350	320	1,680
School level⁴					
Elementary/middle	2,270	2,330	1,560	420	1,950
Secondary/high	3,430	2,310	1,420	760	3,190
Combined/other	9,660	7,630	6,330	2,000	9,040
Student enrollment					
Less than 100	3,440	3,010	1,510	590	2,560
100-199	2,860	2,360	2,380	790	2,860
200-499	5,210	3,440	3,340	960	4,880
500-749	1,720	1,180	1,030	270	1,780
750 or more	2,140	2,280	1,050	570 ¹	2,100
Reported effect of COVID-19 on instruction⁵					
Offering only distance-learning instruction	990	1,000	450	‡	730
Offering a hybrid of in-person and distance-learning instruction	10,120	8,390	5,960	1,940	10,040
Offering only in-person instruction or no effect on the instruction offered	4,250	2,880	2,900	930	3,400

See notes at end of table.

Table A-2. Number of school staff: Total number of full-time and part-time K-12 school staff (head counts), by type of staff, school type, and selected school characteristics: 2020-21–Continued

School type and selected school characteristic	Student support services professional staff					
	School/ guidance counselors, excluding psychologist and social workers	Nurses	Social workers	Psychologists	Speech therapists or pathologists	Other student support services staff
All private schools	15,680	10,370	2,980	2,610	5,410	17,260
School classification						
Catholic	5,960	3,520	550	510	1,310	3,120
Other religious	5,080	3,450	760	800	1,590	6,810
Nonsectarian	4,640	3,390	1,670	1,310	2,520	7,330
Community type						
City	6,440	3,570	1,040	900	1,760	5,450
Suburban	6,520	4,940	1,500	1,310	2,460	8,350
Town	820	430	110!	130	390	1,190!
Rural	1,900	1,420	340!	260	790	2,270
School level⁴						
Elementary/middle	1,510	1,040	‡	310!	790	2,890!
Secondary/high	5,680	2,330	1,090	900	390	4,310
Combined/other	8,490	6,990	1,620	1,400	4,230	10,060
Student enrollment						
Less than 100	3,120	2,100	1,320	750	2,220	6,460
100-199	2,580	2,390	480!	460	1,340	2,480
200-499	5,180	3,790	720	750	1,260	4,820
500-749	1,970	960	190!	270!	250!	980
750 or more	2,830	1,130	‡	370!	‡	2,520!
Reported effect of COVID-19 on instruction⁵						
Offering only distance-learning instruction	1,270	330	250!	160	420	1,090
Offering a hybrid of in-person and distance-learning instruction	10,600	7,060	2,060	1,610	3,320	10,630
Offering only in-person instruction or no effect on the instruction offered	3,810	2,970	680	840	1,670	5,550

See notes at end of table.

Table A-2. Number of school staff: Total number of full-time and part-time K-12 school staff (head counts), by type of staff, school type, and selected school characteristics: 2020-21–Continued

School type and selected school characteristic	Aides				
	Regular Title I aides	English as a second language (ESL) or bilingual teacher aides	Special education aides	Library media center aides	Other classroom aides
All private schools	6,330	1,530	22,630	1,690	41,400
School classification					
Catholic	2,440	380	2,460	670	17,370
Other religious	2,590	720	4,100	670	14,670
Nonsectarian	1,290!	430	16,060	360	9,360
Community type					
City	3,140	410	6,180	820	17,310
Suburban	1,600	820	11,690	400	16,480
Town	1,100	120!	1,830!	170!	2,700
Rural	480	180!	2,920!	300	4,910
School level⁴					
Elementary/middle	840	210!	1,520!	330!	11,440
Secondary/high	530	210	2,840	320	1,930
Combined/other	4,960	1,110	18,270	1,050	28,030
Student enrollment					
Less than 100	1,520!	470!	15,660	460!	10,860
100-199	1,580	390	3,270	290	9,730
200-499	2,210	370	1,910	610	16,590
500-749	‡	140!	820!	210	2,070
750 or more	‡	160!	‡	130	2,140!
Reported effect of COVID-19 on instruction⁵					
Offering only distance-learning instruction	170!	‡	5,400!	110!	2,070
Offering a hybrid of in-person and distance-learning instruction	3,920	1,040	13,300	1,130	27,020
Offering only in-person instruction or no effect on the instruction offered	2,240	310!	3,920	450	12,310

See notes at end of table.

Table A-2. Number of school staff: Total number of full-time and part-time K-12 school staff (head counts), by type of staff, school type, and selected school characteristics: 2020-21–Continued

School type and selected school characteristic	Secretaries and other clerical support staff	Food service personnel	Custodial and maintenance personnel	Security guards or security personnel ¹	School Resource Officers ²	Other employees not previously mentioned ³
All private schools	50,460	29,430	48,020	6,990	1,860	50,520
School classification						
Catholic	15,680	10,590	14,180	1,160	640	11,010
Other religious	21,810	12,250	20,720	2,970	790	18,810
Nonsectarian	12,970	6,590	13,120	2,850	420	20,700
Community type						
City	19,570	11,390	18,910	3,320	980	22,330
Suburban	20,550	10,250	18,740	2,940	640	19,230
Town	3,060	2,530	3,460	200!	160!	2,530
Rural	7,280	5,260	6,910	520	80!	6,420
School level⁴						
Elementary/middle	7,860	4,060	8,170	710!	100!	4,430
Secondary/high	9,630	7,020	10,470	2,600	600	15,860
Combined/other	32,960	18,350	29,380	3,680	1,150	30,230
Student enrollment						
Less than 100	12,390	6010	10,770	1,290!	320	11,710
100-199	11,090	6,710	9,950	900	430	8,900
200-499	15,620	10,070	15,450	2,120	680	15,680
500-749	5,050	2,950	4,950	1,030	260	7,160
750 or more	6,300	3,700	6,900	1,650	170!	7,080
Reported effect of COVID-19 on instruction⁵						
Offering only distance-learning instruction	2,690	1,350	2,020	410	200!	2,930
Offering a hybrid of in-person and distance-learning instruction	32,730	17,660	31,830	4,860	1,230	35,510
Offering only in-person instruction or no effect on the instruction offered	15,040	10,410	14,170	1,710!	430	12,080

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. Either there are too few cases for a reliable analysis, or the coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate).

¹ Includes non-law enforcement security guards or security personnel.

² Includes career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations (School Resource Officers), and sworn law enforcement officers who are not School Resource Officers.

³ Principals and teachers are not enumerated in the table as “other employees.”

⁴ Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

⁵ Schools were asked to report the current effect of the coronavirus pandemic (COVID-19) on instruction at the school at the time they completed the survey. Thus, this was the reported effect on instruction at the time the survey was completed, not a summary of the school year.

NOTE: Data are weighted estimates of the population. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School and Private School Data Files,” 2020-21.

Table A-3. Schools that had staff with specialist or academic coaching assignments: Percentage of K-12 schools that had staff with specialist or academic coaching assignments and the percentage of schools that had staff with a particular specialist or academic coaching assignment, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	Percent of schools that had staff with any specialist assignments	Percent of schools that had		
		Reading specialists	Math specialists	Science specialists
All schools	47.7	44.4	22.3	8.3
All public schools	50.3	47.6	22.6	7.2
School classification				
Traditional public	50.7	48.1	22.0	6.8
Charter school	47.1	43.5	27.8	10.4
Community type				
City	50.4	46.8	24.6	10.3
Suburban	56.6	54.9	24.3	7.3
Town	45.0	40.9	20.4	4.5
Rural	45.2	43.0	19.4	5.1
School level¹				
Elementary	63.2	61.5	26.4	8.7
Middle	43.7	39.7	24.3	5.2
Secondary/high	26.6	22.5	13.3	5.2
Combined/other	41.3	39.1	19.2	6.3
Student enrollment				
Less than 100	22.8	19.2	12.8	5.4
100-199	39.2	35.9	17.1	7.2
200-499	55.2	53.1	22.9	6.3
500-749	56.7	54.2	26.0	8.4
750-999	51.6	47.4	26.4	8.2
1,000 or more	42.3	38.9	21.6	8.6
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	50.9	48.3	21.5	6.3
35-49	54.8	52.8	24.3	5.2
50-74	49.0	45.6	22.1	5.4
75 or more	49.1	46.5	22.9	9.1
Reported effect of COVID-19 on instruction²				
Offering only distance-learning instruction	45.0	41.0	20.0	7.3
Offering a hybrid of in-person and distance-learning instruction	52.6	50.3	23.8	7.4
Offering only in-person instruction or no effect on the instruction offered	42.7	40.0	18.0	4.2

See notes at end of table.

Table A-3. Schools that had staff with specialist or academic coaching assignments: Percentage of K-12 schools that had staff with specialist or academic coaching assignments and the percentage of schools that had staff with a particular specialist or academic coaching assignment, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Percent of schools that had staff with any academic coaching assignments	Percent of schools that had			
		Reading coaches	Math coaches	Science coaches	General instructional/ not subject-specific coaches
All schools	44.6	25.9	18.2	8.0	28.4
All public schools	48.7	28.8	20.0	8.3	29.8
School classification					
Traditional public	47.9	28.4	19.1	7.4	28.8
Charter school	56.1	32.6	28.3	16.3	39.6
Community type					
City	59.0	34.4	27.0	12.3	38.5
Suburban	51.2	32.1	20.9	8.8	29.0
Town	40.2	22.0	14.3	4.7	25.3
Rural	39.0	22.2	14.3	5.2	23.9
School level¹					
Elementary	56.0	36.4	23.5	8.0	32.3
Middle	47.0	25.7	20.3	11.0	28.8
Secondary/high	36.4	14.9	13.0	7.5	26.7
Combined/other	35.6	21.7	14.5	6.9	23.0
Student enrollment					
Less than 100	30.6	13.6	7.7	2.0 ¹	22.5
100-199	31.7	16.7	12.2	4.8	20.4
200-499	50.8	31.3	20.1	7.4	30.9
500-749	52.7	33.0	23.2	10.2	30.0
750-999	54.2	30.1	23.6	10.5	34.1
1,000 or more	51.1	27.4	23.6	12.9	33.1
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	41.0	23.1	15.0	4.8	24.9
35-49	44.8	25.3	16.6	7.1	28.2
50-74	47.4	26.3	18.5	7.1	29.2
75 or more	55.4	34.7	24.9	11.4	33.7
Reported effect of COVID-19 on instruction²					
Offering only distance-learning instruction	52.2	28.1	22.0	10.0	36.0
Offering a hybrid of in-person and distance-learning instruction	49.0	30.0	20.3	8.3	28.6
Offering only in-person instruction or no effect on the instruction offered	37.4	19.5	12.6	3.7	25.3

See notes at end of table.

Table A-3. Schools that had staff with specialist or academic coaching assignments: Percentage of K-12 schools that had staff with specialist or academic coaching assignments and the percentage of schools that had staff with a particular specialist or academic coaching assignment, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Percent of schools that had staff with any specialist assignments	Percent of schools that had		
		Reading specialists	Math specialists	Science specialists
All private schools	37.6	32.1	21.1	12.4
School classification				
Catholic	39.5	34.9	21.6	10.3
Other religious	33.8	28.7	20.1	11.0
Nonsectarian	43.1	35.7	22.4	17.6
Community type				
City	40.5	34.8	22.6	13.0
Suburban	44.8	37.4	26.6	15.9
Town	24.0	20.9	10.2	5.5!
Rural	28.0	24.6	14.9	9.2
School level¹				
Elementary/middle	34.7	29.0	17.6	13.8
Secondary/high	25.2	19.3	16.6	10.8
Combined/other	40.9	35.5	23.1	12.3
Student enrollment				
Less than 100	28.5	22.3	16.2	10.3
100-199	42.8	36.7	24.7	13.3
200-499	48.6	44.8	25.3	14.3
500-749	53.4	51.8	28.2	14.6
750 or more	51.3	44.0	35.4	25.2
Reported effect of COVID-19 on instruction²				
Offering only distance-learning instruction	32.7	25.2	19.8	14.5
Offering a hybrid of in-person and distance-learning instruction	41.0	36.1	23.4	13.9
Offering only in-person instruction or no effect on the instruction offered	34.2	28.2	18.5	10.3

See notes at end of table.

Table A-3. Schools that had staff with specialist or academic coaching assignments: Percentage of K-12 schools that had staff with specialist or academic coaching assignments and the percentage of schools that had staff with a particular specialist or academic coaching assignment, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Percent of schools that had staff with any academic coaching assignments	Percent of schools that had			
		Reading coaches	Math coaches	Science coaches	General instructional/ not subject-specific coaches
All private schools	29.1	14.8	11.2	6.7	22.9
School classification					
Catholic	26.5	12.0	7.4	4.8	19.9
Other religious	31.3	16.3	13.1	7.6	24.9
Nonsectarian	27.6	15.0	11.5	7.1	22.4
Community type					
City	32.5	16.2	12.3	7.6	26.8
Suburban	36.8	18.4	14.0	8.5	28.3
Town	14.2	6.3!	5.5!	‡	10.2
Rural	18.4	10.7	7.6	4.1!	14.2
School level¹					
Elementary/middle	28.7	17.0	12.2	8.1	22.1
Secondary/high	32.3	8.8	10.2	8.2	29.8
Combined/other	28.6	15.3	11.0	6.0	21.9
Student enrollment					
Less than 100	26.1	13.5	10.3	5.9	20.5
100-199	27.4	16.4	11.6	7.6	20.6
200-499	35.6	14.6	10.7	6.6	28.5
500-749	33.0	13.9	8.7	6.0!	28.9
750 or more	42.7	28.6	30.7	16.2!	34.8
Reported effect of COVID-19 on instruction²					
Offering only distance-learning instruction	31.4	12.1	14.0	7.4!	26.6
Offering a hybrid of in-person and distance-learning instruction	33.8	17.9	14.1	8.5	26.5
Offering only in-person instruction or no effect on the instruction offered	23.1	11.5	7.2	4.5	18.2

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. Either there are too few cases for a reliable analysis, or the coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate).

¹ Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

² Schools were asked to report the current effect of the coronavirus pandemic (COVID-19) on instruction at the school at the time they completed the survey. Thus, this was the reported effect on instruction at the time the survey was completed, not a summary of the school year.

NOTE: Data are weighted estimates of the population. A specialist works with students and a coach works with teachers. Coaching includes observing lessons, providing feedback, and demonstrating teaching strategies.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Data Files," 2020-21.

Table A-4. Library media center and before- or after-school programs or services: Percentage of schools with a library media center and that offered various programs or services before or after school for students in any grades K-12, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	Percent of schools with a library media center ¹	Percent of schools with instruction beyond the normal school day for students who need academic assistance	Percent of schools with instruction beyond the normal school day for students who seek academic advancement or enrichment	Percent of schools with extended-day care	Percent of schools with school-related activities and clubs
All schools	84.8	45.8	30.5	35.7	64.7
All public schools	87.6	48.5	32.2	31.1	66.5
School classification					
Traditional public	91.3	47.7	30.9	30.9	66.4
Charter school	52.3	56.2	44.1	33.1	67.5
Community type					
City	83.0	55.7	38.9	36.3	67.7
Suburban	89.8	44.2	30.3	38.8	69.0
Town	85.8	50.2	29.2	20.3	61.6
Rural	90.5	45.5	28.9	21.5	64.6
School level²					
Elementary	92.5	42.0	27.0	47.6	54.1
Middle	94.1	58.6	39.5	17.3	85.9
Secondary/high	75.5	58.3	41.3	5.0	82.1
Combined/other	74.4	45.9	27.5	17.8	68.7
Student enrollment					
Less than 100	53.0	35.3	21.7	4.3	31.1
100-199	75.2	48.2	31.3	19.4	56.9
200-499	90.1	45.5	29.8	36.9	61.3
500-749	92.3	49.4	32.0	41.0	71.8
750-999	94.7	54.3	38.9	29.2	82.7
1,000 or more	94.2	64.5	45.5	13.1	95.5
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	86.7	35.4	23.9	36.2	70.5
35-49	94.4	43.7	28.6	33.9	71.2
50-74	87.4	51.7	32.2	29.8	70.4
75 or more	86.0	57.1	38.6	27.5	60.7
Reported effect of COVID-19 on instruction³					
Offering only distance-learning instruction	84.5	51.3	39.2	28.7	67.0
Offering a hybrid of in-person and distance-learning instruction	88.9	49.0	31.4	32.8	66.8
Offering only in-person instruction or no effect on the instruction offered	83.2	37.5	22.4	21.7	62.3

See notes at end of table.

Table A-4. Library media center and before- or after-school programs or services: Percentage of schools with a library media center and that offered various programs or services before or after school for students in any grades K-12, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Percent of schools with a library media center ¹	Percent of schools with instruction beyond the normal school day for students who need academic assistance	Percent of schools with instruction beyond the normal school day for students who seek academic advancement or enrichment	Percent of schools with extended-day care	Percent of schools with school-related activities and clubs
All private schools	74.2	35.3	23.9	53.5	57.8
School classification					
Catholic	86.8	29.9	22.4	66.4	73.2
Other religious	72.1	38.2	22.9	48.1	53.0
Nonsectarian	64.8	35.4	27.3	50.3	50.8
Community type					
City	76.3	35.6	26.6	57.4	61.2
Suburban	73.2	36.2	28.4	60.1	64.8
Town	82.4	29.5	18.1	51.1	52.4
Rural	69.1	35.9	15.3	38.6	44.5
School level²					
Elementary/middle	72.1	35.9	21.5	63.9	39.4
Secondary/high	71.6	49.0	39.2	7.0	80.4
Combined/other	75.3	32.5	21.7	58.9	59.5
Student enrollment					
Less than 100	63.2	34.2	19.7	39.7	36.8
100-199	82.8	34.1	23.3	70.5	71.0
200-499	85.0	37.6	28.2	67.6	81.7
500-749	93.2	34.4	35.3	60.5	94.9
750 or more	88.9	48.9	53.4	38.5	89.1
Reported effect of COVID-19 on instruction³					
Offering only distance-learning instruction	63.8	36.7	29.7	38.5	52.7
Offering a hybrid of in-person and distance-learning instruction	76.5	37.2	26.8	56.6	68.7
Offering only in-person instruction or no effect on the instruction offered	72.8	32.8	19.5	51.9	45.3

¹ A library media center is an organized collection of printed and/or audiovisual and/or computer resources, which is administered as a unit, is located in a designated place or places, and makes resources and services available to students, teachers, and administrators. A library media center may be called a school library, media center, information center, instructional materials center, learning resource center, or any other similar name.

² Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

³ Schools were asked to report the current effect of the coronavirus pandemic (COVID-19) on instruction at the school at the time they completed the survey. Thus, this was the reported effect on instruction at the time the survey was completed, not a summary of the school year.

NOTE: Data are weighted estimates of the population.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Data Files," 2020-21.

Table A-5. School start time: Average K-12 school start time and percentage distribution of school start times, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	Average start time	Percentage distribution of start times				
		Before 7:30 a.m.	7:30 a.m. to 7:59 a.m.	8:00 a.m. to 8:29 a.m.	8:30 a.m. to 8:59 a.m.	9:00 a.m. or later
All schools	8:13	3.8	23.0	40.5	22.4	10.2
All public schools	8:13	4.5	24.8	37.5	21.9	11.3
School classification						
Traditional public	8:13	4.6	25.4	36.7	21.9	11.3
Charter school	8:11	3.0	19.7	44.5	22.0	10.7
Community type						
City	8:16	3.7	21.3	35.1	24.9	14.9
Suburban	8:18	5.5	21.8	29.8	28.0	14.9
Town	8:07	3.0	28.9	46.7	15.3	6.1
Rural	8:06	4.8	30.1	44.8	14.7	5.6
School level¹						
Elementary	8:16	2.6	22.7	36.7	26.2	11.7
Middle	8:11	5.7	28.9	35.6	17.1	12.7
Secondary/high	8:07	8.9	27.6	35.5	17.6	10.5
Combined/other	8:08	2.7	23.6	52.5	14.0	7.2
Student enrollment						
Less than 100	8:16	2.8 !	21.8	39.9	21.7	13.8
100-199	8:10	3.3 !	22.9	47.6	19.5	6.8
200-499	8:14	2.9	23.3	38.9	23.9	11.0
500-749	8:12	4.7	29.0	33.6	20.0	12.6
750-999	8:11	5.9	25.6	37.3	20.8	10.5
1,000 or more	8:09	11.7	24.9	30.9	20.8	11.8
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	8:15	3.6	24.1	34.5	26.0	11.8
35-49	8:15	4.7	22.1	39.0	22.0	12.2
50-74	8:10	4.8	25.7	42.4	17.2	9.9
75 or more	8:12	4.9	25.8	36.7	21.4	11.2
Reported effect of COVID-19 on instruction²						
Offering only distance-learning instruction	8:21	2.5	14.8	36.2	28.2	18.2
Offering a hybrid of in-person and distance-learning instruction	8:11	5.0	27.6	36.7	20.8	9.9
Offering only in-person instruction or no effect on the instruction offered	8:09	4.5	24.1	47.7	16.8	6.9

See notes at end of table.

Table A-5. School start time: Average K-12 school start time and percentage distribution of school start times, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Average start time	Percentage distribution of start times				
		Before 7:30 a.m.	7:30 a.m. to 7:59 a.m.	8:00 a.m. to 8:29 a.m.	8:30 a.m. to 8:59 a.m.	9:00 a.m. or later
All private schools	8:12	1.1	16.0	52.3	24.4	6.3
School classification						
Catholic	8:00	2.6 †	34.7	54.0	6.2	2.5 †
Other religious	8:14	0.5 †	10.2	55.9	28.0	5.4
Nonsectarian	8:21	‡	7.4	43.4	36.6	11.9
Community type						
City	8:12	0.6 †	18.3	50.6	23.1	7.4
Suburban	8:12	1.2 †	16.3	53.9	22.0	6.7
Town	8:07	‡	21.1	58.0	13.4	5.1 †
Rural	8:15	‡	10.0	50.1	34.2	4.4
School level¹						
Elementary/middle	8:15	‡	10.7	46.2	37.8	4.5
Secondary/high	8:14	1.8 †	22.1	46.8	16.7	12.7
Combined/other	8:11	1.1 †	16.6	55.3	21.5	5.6
Student enrollment						
Less than 100	8:18	0.8 †	8.7	47.5	34.2	8.8
100-199	8:10	‡	17.9	56.0	19.3	5.3
200-499	8:04	1.0 †	28.9	57.5	10.4	2.3 †
500-749	8:03	‡	23.9	59.8	11.4	‡
750 or more	8:10	‡	20.6	56.2	16.2 †	‡
Reported effect of COVID-19 on instruction²						
Offering only distance-learning instruction	8:24	‡	9.3 †	53.2	18.6	19.0
Offering a hybrid of in-person and distance-learning instruction	8:11	1.0 †	19.1	52.2	21.7	6.0
Offering only in-person instruction or no effect on the instruction offered	8:12	1.4 †	13.2	52.3	28.4	4.8

† Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. Either there are too few cases for a reliable analysis, or the coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate).

¹ Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

² Schools were asked to report the current effect of the coronavirus pandemic (COVID-19) on instruction at the school at the time they completed the survey. Thus, this was the reported effect on instruction at the time the survey was completed, not a summary of the school year.

NOTE: Data are weighted estimates of the population. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Data Files," 2020-21.

Table A-6. Type of school program: Percentage distribution of K-12 schools, by type of school program, school type, and selected school characteristics: 2020-21

School type and selected school characteristic	Regular school	Special program emphasis ¹	Special education ²	Career/ technical/ vocational ³	Alternative/ other ⁴	Montessori school	Early childhood program or day care center ⁵
All schools	86.2	4.3	2.8	1.1	4.4	1.1	0.2!
All public schools	87.7	4.7	1.6	1.4	4.7	†	†
School classification							
Traditional public	89.1	3.7	1.6	1.4	4.1	†	†
Charter school	73.5	13.7	1.2 !	0.7 !	10.9	†	†
Community type							
City	82.6	9.6	1.5	1.3	5.1	†	†
Suburban	89.0	3.8	2.1	0.6	4.5	†	†
Town	85.5	2.6	1.9 !	2.3	7.7	†	†
Rural	92.4	1.5	1.0 !	1.9	3.2	†	†
School level⁶							
Elementary	95.0	4.3	0.3 !	‡	‡	†	†
Middle	94.6	4.7	‡	‡	‡	†	†
Secondary/high	69.5	6.0	1.7 !	6.0	16.8	†	†
Combined/other	73.6	2.7	13.9	‡	9.3	†	†
Student enrollment							
Less than 100	41.4	2.2 !	15.6	‡	40.2	†	†
100-199	78.4	4.4	3.1 !	0.8 !	13.3	†	†
200-499	91.9	4.9	0.4	1.5	1.3	†	†
500-749	92.8	5.2	0.1 !	1.3	0.6 !	†	†
750-999	93.2	5.3	‡	1.0 !	0.4 !	†	†
1,000 or more	93.3	3.9	‡	2.2	0.6	†	†
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	84.3	5.1	1.8	3.5	5.4	†	†
35-49	92.5	5.6	‡	0.8	0.9 !	†	†
50-74	89.2	3.8	1.6 !	0.4 !	5.0	†	†
75 or more	87.6	4.5	1.9	0.6	5.5	†	†
Reported effect of COVID-19 on instruction⁷							
Offering only distance-learning instruction	82.6	7.3	1.1	0.8 !	8.2	†	†
Offering a hybrid of in-person and distance-learning instruction	89.4	4.1	1.6	1.2	3.7	†	†
Offering only in-person instruction or no effect on the instruction offered	84.2	3.2	3.1	3.9	5.6	†	†

See notes at end of table.

Table A-6. Type of school program: Percentage distribution of K-12 schools, by type of school program, school type, and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Regular school	Special program emphasis ¹	Special education ²	Career/technical/vocational ³	Alternative/other ⁴	Montessori school	Early childhood program or day care center ⁵
All private schools	80.5	2.8	7.4	‡	3.2	5.1	0.8 !
School classification							
Catholic	95.7	‡	1.1 !	‡	‡	2.4 !	‡
Other religious	91.7	1.8	1.9 !	‡	2.8	‡	‡
Nonsectarian	42.2	7.3	24.9	‡	7.5	16.3	‡
Community type							
City	78.8	3.4	8.2	‡	2.9	5.5	‡
Suburban	76.2	2.8	10.2	‡	3.2	6.3	‡
Town	86.8	‡	3.2 !	‡	‡	5.6 !	‡
Rural	87.2	2.3 !	3.5 !	‡	4.3	2.8 !	‡
School level⁶							
Elementary/middle	74.1	2.7 !	2.8 !	‡	‡	15.8	3.7 !
Secondary/high	69.3	3.9	12.2	‡	13.4	‡	‡
Combined/other	84.8	2.7	8.0	‡	2.0	2.5	‡
Student enrollment							
Less than 100	68.8	2.6	12.4	‡	6.1	8.5	1.6 !
100-199	88.1	3.7	4.5	‡	‡	3.1 !	‡
200-499	94.4	3.0	1.0 !	‡	‡	1.2 !	‡
500-749	97.5	‡	‡	‡	‡	‡	‡
750 or more	97.3	‡	‡	‡	‡	‡	‡
Reported effect of COVID-19 on instruction⁷							
Offering only distance-learning instruction	67.2	6.8 !	15.8	‡	5.4 !	‡	‡
Offering a hybrid of in-person and distance-learning instruction	80.7	3.4	9.2	‡	1.8	4.6	‡
Offering only in-person instruction or no effect on the instruction offered	82.3	1.6	3.9	‡	4.6	6.1	1.5 !

† Not applicable.

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. Either there are too few cases for a reliable analysis, or the coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate).

¹ Special program emphasis includes schools such as science or math schools, performing arts schools, talented or gifted schools, foreign language immersion schools, etc.

² Special education schools primarily serve students with disabilities.

³ Career/technical/vocational schools primarily serve students being trained for occupations.

⁴ Alternative/other schools offer a curriculum designed to provide alternative or nontraditional education; these schools do not specifically fall into the categories of regular, special program emphasis, special education, or vocational schools.

⁵ Early childhood program or day care center includes schools and programs such as kindergarten only, nursery school and prekindergarten only, kindergarten and transitional first grade only, day care centers, etc.

Notes continued on next page.

Table A-6. Type of school program: Percentage distribution of K-12 schools, by type of school program, school type, and selected school characteristics: 2020-21—Continued

⁶Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

⁷Schools were asked to report the current effect of the coronavirus pandemic (COVID-19) on instruction at the school at the time they completed the survey. Thus, this was the reported effect on instruction at the time the survey was completed, not a summary of the school year.

NOTE: Data are weighted estimates of the population. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Data Files," 2020-21.

Table A-7. Filling teaching vacancies: Of K-12 schools that had teaching vacancies in a specific field for the current school year, percentage that found it very difficult or were not able to fill the vacancies, by field, school type, and selected school characteristics: 2020-21

School type and selected school characteristic	General elementary	Special education	English or language arts	Social studies	Computer science	Mathematics	Biology or life sciences
All schools	14.2	40.4	18.1	11.0	32.2	31.8	30.8
All public schools	13.1	40.2	18.0	10.8	31.3	31.7	30.8
School classification							
Traditional public	13.0	39.7	18.0	10.4	30.7	30.9	30.4
Charter school	13.8	44.7	18.4	13.6	35.1	37.1	33.0
Community type							
City	12.3	41.5	13.4	9.8	35.8	30.1	29.5
Suburban	12.4	36.7	14.8	7.1	27.6	26.8	26.2
Town	14.5	44.4	27.0	16.2	34.6	41.3	38.0
Rural	14.2	41.3	23.3	14.7	29.3	35.5	35.0
School level²							
Elementary	13.3	40.3	17.4	12.2	21.3	23.4	27.4
Middle	10.5	40.6	17.1	11.1	32.9	32.0	29.4
Secondary/high	15.8 !	37.4	16.3	10.0	36.8	34.7	31.9
Combined/other	12.9	46.4	29.0	9.7	35.3	41.6	34.8
Student enrollment							
Less than 100	32.3	37.9	33.3	20.7 !	30.5 !	47.0	31.6
100-199	21.2	40.9	26.0	30.4	38.4	42.9	47.9
200-499	13.4	42.2	20.5	13.4	25.9	32.1	36.6
500-749	10.2	39.3	17.6	8.9	33.8	29.8	25.8
750-999	7.2	41.0	13.7	6.0	26.0	28.2	28.7
1,000 or more	14.3	36.1	13.2	7.5	36.0	30.6	27.0
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	8.7	35.9	10.3	8.3	30.4	25.0	24.3
35-49	7.1	39.9	17.3	9.3	35.5	34.1	30.0
50-74	16.4	41.9	23.1	12.7	28.8	34.7	34.2
75 or more	15.9	42.1	20.6	12.2	31.3	33.8	33.9
Reported effect of COVID-19 on instruction³							
Offering only distance-learning instruction	12.2	37.4	18.1	9.0	34.8	33.1	33.4
Offering a hybrid of in-person and distance-learning instruction	13.5	41.5	17.8	11.3	30.8	31.6	30.0
Offering only in-person instruction or no effect on the instruction offered	11.1	33.8	20.2	10.6	28.3	29.6	31.2

See notes at end of table.

Table A-7. Filling teaching vacancies: Of K-12 schools that had teaching vacancies in a specific field for the current school year, percentage that found it very difficult or were not able to fill the vacancies, by field, school type, and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Physical sciences ¹	English as a Second Language (ESL), or bilingual education	Foreign languages	Music or art	Career or technical education	Physical education or health
All schools	36.0	31.0	39.6	23.1	30.4	13.4
All public schools	37.3	31.8	42.5	23.3	31.2	11.6
School classification						
Traditional public	36.1	31.3	44.3	23.2	31.7	11.4
Charter school	44.7	35.3	31.2	24.1	26.6	13.6
Community type						
City	36.9	32.4	36.2	21.5	29.8	11.7
Suburban	31.1	28.0	36.6	17.7	26.1	8.5
Town	53.4	39.7	52.7	32.7	42.3	12.7
Rural	38.1	34.2	57.1	27.9	31.7	15.4
School level²						
Elementary	34.6	30.5	43.5	25.1	21.9	13.4
Middle	34.8	37.8	48.6	21.5	30.3	11.9
Secondary/high	39.8	30.2	38.1	18.2	33.2	8.5
Combined/other	37.2	32.1	46.2	30.1	31.5	10.8!
Student enrollment						
Less than 100	33.9	36.8!	74.7	51.9	32.0	47.2
100-199	53.1	32.0	54.4	31.9	26.2	16.2
200-499	46.2	27.2	51.2	28.8	32.2	15.2
500-749	31.9	37.7	46.8	23.0	28.4	7.8
750-999	30.8	31.7	36.2	9.0	29.0	4.3!
1,000 or more	34.3	31.8	32.4	13.5	33.9	6.9
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	34.1	23.7	40.8	17.7	31.6	9.9
35-49	35.0	29.9	44.4	21.5	29.3	9.3
50-74	35.2	36.2	42.7	25.4	32.6	15.2
75 or more	41.4	34.5	43.0	26.4	31.0	12.0
Reported effect of COVID-19 on instruction³						
Offering only distance-learning instruction	41.5	30.7	33.7	19.0	26.7	14.2
Offering a hybrid of in-person and distance-learning instruction	36.2	32.5	44.7	23.6	32.1	11.7
Offering only in-person instruction or no effect on the instruction offered	38.0	26.9	42.3	28.9	32.1	5.8!

See notes at end of table.

Table A-7. Filling teaching vacancies: Of K-12 schools that had teaching vacancies in a specific field for the current school year, percentage that found it very difficult or were not able to fill the vacancies, by field, school type, and selected school characteristics: 2020-21–Continued

School type and selected school characteristic	General elementary	Special education	English or language arts	Social studies	Computer science	Mathematics	Biology or life sciences
All private schools	18.0	43.5	18.3	11.8	35.4	32.0	30.8
School classification							
Catholic	19.9	44.4	16.7	8.0 !	24.4	37.0	37.3
Other religious	15.8	31.6	18.7	11.4 !	34.2	29.6	27.8
Nonsectarian	21.0	53.9	19.0	16.2 !	53.1	32.0	30.8
Community type							
City	19.4	43.7	19.0	10.8	31.8	31.8	30.9
Suburban	20.5	47.9	15.6	10.6 !	37.0	35.0	34.1
Town	22.3	‡	23.0 !	‡	28.8 !	35.4	‡
Rural	9.4 !	31.7 !	20.7 !	‡	43.0	26.3	27.2
School level²							
Elementary/middle	27.6	34.6 !	21.3 !	‡	30.1 !	15.4 !	13.1 !
Secondary/high	‡	34.8	14.4	6.4 !	43.3	33.7	28.1
Combined/other	15.6	46.2	19.0	13.9	34.3	33.7	33.9
Student enrollment							
Less than 100	22.1	46.2	22.1	16.6 !	44.3	35.2	31.2
100-199	20.2	48.9	27.4	16.7 !	33.6	29.1	36.4
200-499	13.6	41.1	13.6	‡	28.9	32.0	29.6
500-749	‡	31.7 !	6.1 !	‡	25.7 !	38.4	28.8
750 or more	‡	‡	‡	‡	28.1 !	17.0 !	9.8 !
Reported effect of COVID-19 on instruction³							
Offering only distance-learning instruction	24.8 !	45.9 !	24.5 !	‡	24.8 !	‡	‡
Offering a hybrid of in-person and distance-learning instruction	20.6	48.4	16.2	10.9	37.0	35.4	33.6
Offering only in-person instruction or no effect on the instruction offered	14.0	34.4	20.6	14.0 !	34.9	30.2	28.8

See notes at end of table.

Table A-7. Filling teaching vacancies: Of K-12 schools that had teaching vacancies in a specific field for the current school year, percentage that found it very difficult or were not able to fill the vacancies, by field, school type, and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Physical sciences ¹	English as a Second Language (ESL), or bilingual education	Foreign languages	Music or art	Career or technical education	Physical education or health
All private schools	31.4	20.1	31.7	22.3	21.6	21.0
School classification						
Catholic	35.2	40.0 !	37.5	34.9	40.1 !	16.4 !
Other religious	28.3	9.6 ‡	30.6	15.0	‡	21.3
Nonsectarian	34.0	35.9 !	27.2	19.0	31.0 !	25.9
Community type						
City	29.5	20.8 !	27.1	22.0	22.5 !	17.0
Suburban	34.2	‡	37.2	18.2	23.9 !	12.4 !
Town	33.2 !	41.3 !	35.7 !	33.4 !	‡	‡
Rural	28.1	‡	28.1	26.2	‡	44.0
School level²						
Elementary/middle	‡	‡	13.9 !	36.0	‡	31.7 !
Secondary/high	33.5	29.0 !	31.1	15.4	31.1 !	12.5 !
Combined/other	32.4	17.7 !	34.9	21.2	23.4 !	19.9
Student enrollment						
Less than 100	32.7	26.3 !	35.8	31.3	18.3 !	36.4
100-199	32.0	21.1 !	40.2	22.3	46.2 !	13.9 !
200-499	31.4	‡	27.6	16.2	29.9 !	6.3 !
500-749	31.5	‡	29.3	10.7 !	‡	‡
750 or more	21.4 !	‡	13.3 !	‡	‡	‡
Reported effect of COVID-19 on instruction³						
Offering only distance-learning instruction	16.3 !	‡	22.1 !	19.2 !	‡	‡
Offering a hybrid of in-person and distance-learning instruction	30.8	27.5 !	34.3	20.2	25.5 !	16.3
Offering only in-person instruction or no effect on the instruction offered	35.4	‡	28.2	26.3	‡	26.3

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. Either there are too few cases for a reliable analysis, or the coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate).

¹ Physical sciences includes chemistry, physics, and earth science.

² Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

³ Schools were asked to report the current effect of the coronavirus pandemic (COVID-19) on instruction at the school at the time they completed the survey. Thus, this was the reported effect on instruction at the time the survey was completed, not a summary of the school year.

NOTE: Data are weighted estimates of the population. Each column has a different denominator since two response options, "This position is not offered in this school" and "No vacancy in this field this school year," were used to exclude schools from the calculations for each field.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Data Files," 2020-21.

Table A-S1. Standard errors for Table A-1: Online courses: Percentage of K-12 schools that normally offered any courses entirely online prior to the coronavirus pandemic, and among those schools, the percentage distribution of schools, by percentage of students who were enrolled online, school type, and selected school characteristics: 2020-21

School type and selected school characteristic	Percent of schools that normally offered any courses entirely online prior to the coronavirus pandemic	Among schools that normally offered at least one course entirely online prior to the coronavirus pandemic, percentage distribution of students that enrolled				
		1-10 percent of students	11-25 percent of students	26-50 percent of students	51-75 percent of students	76 percent or more of students
All schools	0.51	1.22	0.98	0.84	0.51	1.15
All public schools	0.61	1.29	1.03	0.87	0.56	1.20
School classification						
Traditional public	0.66	1.38	1.07	0.96	0.61	1.29
Charter school	1.67	3.14	2.69	2.10	1.61	3.29
Community type						
City	1.15	1.96	1.76	1.91	1.58	2.39
Suburban	0.91	2.23	1.98	1.96	1.25	2.35
Town	1.44	3.29	2.43	1.34	†	2.82
Rural	1.37	2.50	2.02	1.72	0.37	1.88
School level						
Elementary	0.79	2.19	1.96	2.16	1.14	2.08
Middle	1.41	3.21	2.61	2.17	1.55	2.64
Secondary/high	1.35	1.93	1.54	0.91	0.85	1.90
Combined/other	2.72	3.63	2.74	1.41	1.16	3.29
Student enrollment						
Less than 100	3.32	4.07	3.52	4.68	2.99	5.99
100-199	2.51	4.27	4.10	2.36	0.98	4.38
200-499	0.89	2.07	1.71	1.64	0.96	1.85
500-749	1.27	2.21	2.05	1.86	1.04	2.43
750-999	1.73	3.75	2.79	2.59	1.27	3.46
1,000 or more	1.67	2.72	1.99	1.10	1.68	1.54
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	1.21	2.72	2.08	1.49	0.63	2.50
35-49	1.50	3.21	2.72	2.12	1.17	1.90
50-74	1.55	2.77	2.37	1.52	1.36	2.79
75 or more	0.98	2.00	1.75	1.66	1.08	1.94
Reported effect of COVID-19 on instruction						
Offering only distance-learning instruction	1.44	3.08	1.63	1.11	0.80	3.39
Offering a hybrid of in-person and distance-learning instruction	0.76	1.42	1.28	1.09	0.72	1.05
Offering only in-person instruction or no effect on the instruction offered	2.25	4.50	3.98	2.82	†	4.42

See notes at end of table.

Table A-S1. Standard errors for Table A-1: Online courses: Percentage of K-12 schools that normally offered any courses entirely online prior to the coronavirus pandemic, and among those schools, the percentage distribution of schools, by percentage of students who were enrolled online, school type, and selected school characteristics: 2020–21–Continued

School type and selected school characteristic	Percent of schools that normally offered any courses entirely online prior to the coronavirus pandemic	Among schools that normally offered at least one course entirely online prior to the coronavirus pandemic, percentage distribution of students that enrolled				
		1-10 percent of students	11-25 percent of students	26-50 percent of students	51-75 percent of students	76 percent or more of students
All private schools	0.97	3.31	2.14	2.16	1.05	2.70
School classification						
Catholic	1.60	6.14	3.92	3.90	†	3.91
Other religious	1.64	5.00	2.64	3.07	†	4.23
Nonsectarian	1.78	5.34	4.94	4.40	2.55	5.04
Community type						
City	1.69	5.22	3.10	3.03	1.60	5.02
Suburban	1.66	5.08	3.54	3.97	†	2.58
Town	2.86	11.67	†	†	†	†
Rural	1.98	9.63	6.32	†	†	11.74
School level						
Elementary/middle	2.02	10.95	†	†	†	8.73
Secondary/high	2.51	4.40	3.61	2.42	†	4.61
Combined/other	1.27	4.00	2.46	3.07	1.45	3.41
Student enrollment						
Less than 100	1.60	5.69	3.81	3.83	1.33	4.73
100-199	1.91	7.51	4.00	3.96	†	5.08
200-499	1.96	5.06	3.91	2.67	†	3.54
500-749	3.74	7.83	6.59	†	†	2.49
750 or more	4.62	11.69	†	†	†	12.76
Reported effect of COVID-19 on instruction						
Offering only distance-learning instruction	4.71	10.32	4.32	†	†	9.86
Offering a hybrid of in-person and distance-learning instruction	1.34	3.50	3.04	2.76	1.58	2.57
Offering only in-person instruction or no effect on the instruction offered	1.41	7.08	2.05	4.23	†	6.37

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Data Files," 2020-21.

Table A-S2. Standard errors for Table A-2: Number of school staff: Total number of full-time and part-time K-12 school staff (head counts), by type of staff, school type, and selected school characteristics: 2020-21

School type and selected school characteristic	Vice principals and assistant principals	Instructional coordinators and supervisors, such as curriculum specialists	Librarians/library media specialists	Data coaches or data coordinators	Technology specialists
All schools	1,274	1,655	857	898	1,471
All public schools	1,090	1,361	719	847	1,362
School classification					
Traditional public	1,049	1,394	723	801	1,294
Charter school	413	387	150	273	416
Community type					
City	636	874	346	517	600
Suburban	685	1,096	414	521	661
Town	338	322	363	272	928
Rural	502	613	412	383	584
School level					
Elementary	674	1,053	530	697	766
Middle	448	629	263	300	463
Secondary/high	806	773	321	387	888
Combined/other	341	404	428	207	734
Student enrollment					
Less than 100	216	259	189	177	316
100-199	190	294	261	308	720
200-499	634	911	508	604	786
500-749	706	945	526	458	654
750-999	635	694	316	284	403
1,000 or more	870	749	432	288	751
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	732	838	465	471	657
35-49	532	524	393	255	517
50-74	675	777	442	321	604
75 or more	946	1,006	667	664	1,145
Reported effect of COVID-19 on instruction					
Offering only distance-learning instruction	717	847	431	411	897
Offering a hybrid of in-person and distance-learning instruction	1,081	1,348	774	777	1,094
Offering only in-person instruction or no effect on the instruction offered	308	416	338	234	512

See notes at end of table.

Table A-S2. Standard errors for Table A-2: Number of school staff: Total number of full-time and part-time K-12 school staff (head counts), by type of staff, school type, and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Student support services professional staff					
	School/guidance counselors, excluding psychologist and social workers	Nurses	Social workers	Psychologists	Speech therapists or pathologists	Other student support services staff
All schools	1,632	970	1,062	1,022	1,236	2,920
All public schools	1,469	887	999	994	1,198	2,584
School classification						
Traditional public	1,472	883	967	976	1,214	2,516
Charter school	483	330	243	219	313	565
Community type						
City	851	354	434	385	572	1,191
Suburban	1,000	476	532	487	820	1,864
Town	437	537	577	587	670	860
Rural	622	481	464	442	410	1,023
School level						
Elementary	814	553	591	554	857	1,657
Middle	523	275	272	262	318	713
Secondary/high	1,158	452	595	541	642	1,299
Combined/other	569	696	615	600	731	1,301
Student enrollment						
Less than 100	414	422	413	384	369	495
100-199	356	385	293	261	665	1,234
200-499	840	661	571	573	840	1,512
500-749	890	619	475	528	837	1,190
750-999	737	352	318	278	535	708
1,000 or more	1,270	647	657	632	713	1,122
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	1,077	648	583	571	845	1,537
35-49	795	413	384	354	554	946
50-74	917	549	425	487	712	981
75 or more	1,166	814	784	762	988	1,854
Reported effect of COVID-19 on instruction						
Offering only distance-learning instruction	973	532	535	547	749	1,081
Offering a hybrid of in-person and distance-learning instruction	1,335	938	945	886	1,224	2,513
Offering only in-person instruction or no effect on the instruction offered	520	438	354	387	489	621

See notes at end of table.

Table A-S2. Standard errors for Table A-2: Number of school staff: Total number of full-time and part-time K-12 school staff (head counts), by type of staff, school type, and selected school characteristics: 2020-21–Continued

School type and selected school characteristic	Aides				
	Regular Title I aides	English as a second language (ESL) or bilingual teacher aides	Special education aides	Library media center aides	Other classroom aides
All schools	3,744	2,316	9,419	867	4,239
All public schools	3,722	2,298	8,989	840	3,724
School classification					
Traditional public	3,632	2,254	9,011	837	3,633
Charter school	1,062	401	1,141	137	1,006
Community type					
City	1,974	1,426	3,754	371	1,951
Suburban	1,777	1,662	7,669	412	2,553
Town	1,173	422	2,284	259	1,361
Rural	1,985	523	2,930	535	1,560
School level					
Elementary	3,098	1,718	5,546	669	3,178
Middle	954	548	2,403	303	1,311
Secondary/high	1,087	1,506	6,884	333	1,082
Combined/other	1,265	285	3,270	245	1,094
Student enrollment					
Less than 100	692	208	3,324	158	820
100-199	631	344	6,617	202	753
200-499	2,275	2,013	5,012	646	2,560
500-749	1,937	946	4,810	441	2,426
750-999	1,209	565	2,718	269	1,681
1,000 or more	1,508	660	3,778	314	1,161
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	1,391	551	7,455	533	2,352
35-49	1,112	1,135	3,341	312	1,530
50-74	1,676	675	4,641	411	2,005
75 or more	3,032	1,761	5,110	493	2,774
Reported effect of COVID-19 on instruction					
Offering only distance-learning instruction	1,552	932	4,194	342	1,919
Offering a hybrid of in-person and distance-learning instruction	3,527	2,143	8,851	771	3,438
Offering only in-person instruction or no effect on the instruction offered	852	330	2,272	295	1,201

See notes at end of table.

Table A-S2. Standard errors for Table A-2: Number of school staff: Total number of full-time and part-time K-12 school staff (head counts), by type of staff, school type, and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Secretaries and other clerical support staff	Food service personnel	Custodial and maintenance personnel	Security guards or security personnel	School Resource Officers	Other employees not previously mentioned
All schools	3,263	4,181	4,361	1,738	2,815	7,385
All public schools	2,755	3,929	3,707	1,560	2,831	6,823
School classification						
Traditional public	2,753	4,036	3,719	1,546	2,801	6,667
Charter school	752	946	904	483	402	1,550
Community type						
City	1,292	1,839	1,507	903	831	3,168
Suburban	1,545	2,480	2,276	956	2,594	3,374
Town	1,051	1,945	1,558	725	558	4,366
Rural	1,331	1,830	1,966	525	557	2,680
School level						
Elementary	1,465	2,622	2,531	758	2,580	4,272
Middle	918	1,575	1,558	537	454	2,121
Secondary/high	1,923	2,339	2,334	1,184	732	1,928
Combined/other	1,518	2,161	1,654	598	863	4,269
Student enrollment						
Less than 100	469	1433	587	248	622	4,186
100-199	588	859	992	236	255	951
200-499	1,878	2,895	2,750	788	2,312	4,163
500-749	1,679	2,830	2,567	858	643	2,613
750-999	1,233	1,941	1,990	620	1,194	2,396
1,000 or more	2,318	2,860	2,706	1,142	667	1,531
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	1,856	2,472	2,459	769	2,304	4,989
35-49	1,429	2,006	1,796	729	1,292	2,846
50-74	1,625	2,748	2,778	720	623	1,786
75 or more	2,270	3,300	2,739	1,028	1,074	3,515
Reported effect of COVID-19 on instruction						
Offering only distance-learning instruction	1,572	2,184	1,822	864	2,188	1,801
Offering a hybrid of in-person and distance-learning instruction	2,704	3,993	3,731	1,468	1,849	6,451
Offering only in-person instruction or no effect on the instruction offered	1,098	1,459	1,512	345	315	1,191

See notes at end of table.

Table A-S2. Standard errors for Table A-2: Number of school staff: Total number of full-time and part-time K-12 school staff (head counts), by type of staff, school type, and selected school characteristics: 2020-21–Continued

School type and selected school characteristic	Vice principals and assistant principals	Instructional coordinators and supervisors, such as curriculum specialists	Librarians/library media specialists	Data coaches or data coordinators	Technology specialists
All private schools	653	893	384	329	622
School classification					
Catholic	211	209	187	137	341
Other religious	541	696	308	182	400
Nonsectarian	275	431	174	265	276
Community type					
City	304	436	238	153	396
Suburban	491	692	209	281	300
Town	97	93	101	73	251
Rural	242	220	191	69	173
School level					
Elementary/middle	440	627	210	88	346
Secondary/high	149	179	87	153	223
Combined/other	495	591	347	283	460
Student enrollment					
Less than 100	310	325	210	101	348
100-199	233	305	197	178	237
200-499	317	324	211	116	278
500-749	177	194	120	71	210
750 or more	456	681	181	247	322
Reported effect of COVID-19 on instruction					
Offering only distance-learning instruction	134	241	88	†	114
Offering a hybrid of in-person and distance-learning instruction	561	819	298	195	557
Offering only in-person instruction or no effect on the instruction offered	303	295	266	180	285

See notes at end of table.

Table A-S2. Standard errors for Table A-2: Number of school staff: Total number of full-time and part-time K-12 school staff (head counts), by type of staff, school type, and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Student support services professional staff					
	School/ guidance counselors, excluding psychologist and social workers	Nurses	Social workers	Psychologists	Speech therapists or pathologists	Other student support services staff
All private schools	662	442	322	261	426	1,496
School classification						
Catholic	257	226	103	75	140	277
Other religious	429	292	215	189	262	1,097
Nonsectarian	475	278	221	144	273	802
Community type						
City	372	232	173	131	255	568
Suburban	462	335	237	203	254	1,122
Town	122	83	43	36	88	450
Rural	265	177	112	72	210	495
School level						
Elementary/middle	328	222	†	147	236	962
Secondary/high	367	177	184	109	70	753
Combined/other	484	355	230	171	354	751
Student enrollment						
Less than 100	454	254	215	136	273	870
100-199	211	214	147	97	187	379
200-499	303	273	134	106	204	579
500-749	191	109	68	84	77	149
750 or more	404	227	†	134	†	1,006
Reported effect of COVID-19 on instruction						
Offering only distance-learning instruction	276	73	87	43	103	255
Offering a hybrid of in-person and distance-learning instruction	519	374	292	195	346	1,199
Offering only in-person instruction or no effect on the instruction offered	396	307	160	165	254	996

See notes at end of table.

Table A-S2. Standard errors for Table A-2: Number of school staff: Total number of full-time and part-time K-12 school staff (head counts), by type of staff, school type, and selected school characteristics: 2020-21–Continued

School type and selected school characteristic	Aides				
	Regular Title I aides	English as a second language (ESL) or bilingual teacher aides	Special education aides	Library media center aides	Other classroom aides
All private schools	756	220	2,365	209	1,906
School classification					
Catholic	444	102	733	131	968
Other religious	433	161	918	142	1,315
Nonsectarian	504	118	2,069	83	1,065
Community type					
City	626	105	1,172	173	1,263
Suburban	305	183	1,469	69	1,206
Town	308	49	762	56	378
Rural	134	69	1,319	82	818
School level					
Elementary/middle	196	78	732	118	1,481
Secondary/high	149	38	711	77	372
Combined/other	717	205	2,207	158	1,452
Student enrollment					
Less than 100	502	156	2,232	150	1,087
100-199	245	110	971	73	894
200-499	446	83	444	124	1,313
500-749	†	58	342	51	485
750 or more	†	72	†	31	831
Reported effect of COVID-19 on instruction					
Offering only distance-learning instruction	70	†	1,648	44	481
Offering a hybrid of in-person and distance-learning instruction	669	180	1,870	182	1,696
Offering only in-person instruction or no effect on the instruction offered	396	94	981	102	1,101

See notes at end of table.

Table A-S2. Standard errors for Table A-2: Number of school staff: Total number of full-time and part-time K-12 school staff (head counts), by type of staff, school type, and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Secretaries and other clerical support staff	Food service personnel	Custodial and maintenance personnel	Security guards or security personnel	School Resource Officers	Other employees not previously mentioned
All private schools	1,769	1,220	2,197	773	222	2,910
School classification						
Catholic	574	602	555	133	134	1,071
Other religious	1,432	914	1,920	412	155	2,036
Nonsectarian	664	488	725	587	87	1,737
Community type						
City	856	647	879	384	166	2,189
Suburban	1,333	852	1,757	631	128	1,904
Town	247	337	391	87	65	447
Rural	494	484	550	109	27	941
School level						
Elementary/middle	1,269	715	1,779	298	44	856
Secondary/high	464	482	495	542	116	1,359
Combined/other	1,186	897	1,144	428	184	2,423
Student enrollment						
Less than 100	669	509	572	527	91	1,242
100-199	672	502	648	214	117	1,013
200-499	796	679	833	212	142	1,522
500-749	558	403	516	178	71	1,111
750 or more	1,378	714	1,920	410	52	1,536
Reported effect of COVID-19 on instruction						
Offering only distance-learning instruction	336	236	291	87	82	606
Offering a hybrid of in-person and distance-learning instruction	1,657	1,029	2,149	519	185	2,557
Offering only in-person instruction or no effect on the instruction offered	817	746	869	546	126	1,585

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Data Files," 2020-21.

Table A-S3. Standard errors for Table A-3: Schools that had staff with specialist or academic coaching assignments: Percentage of K-12 schools that had staff with specialist or academic coaching assignments and the percentage of schools that had staff with a particular specialist or academic coaching assignment, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	Percent of schools that had staff with any specialist assignments	Percent of schools that had		
		Reading specialists	Math specialists	Science specialists
All schools	0.66	0.61	0.58	0.34
All public schools	0.71	0.67	0.61	0.33
School classification				
Traditional public	0.76	0.72	0.65	0.36
Charter school	1.83	1.75	1.51	0.97
Community type				
City	1.29	1.30	1.10	0.82
Suburban	1.18	1.17	1.13	0.70
Town	1.72	1.59	1.53	0.79
Rural	1.39	1.29	1.08	0.63
School level				
Elementary	1.09	1.06	0.94	0.52
Middle	1.64	1.54	1.43	0.68
Secondary/high	1.14	1.03	0.83	0.62
Combined/other	2.29	2.15	1.95	1.25
Student enrollment				
Less than 100	2.65	2.39	2.19	1.49
100-199	2.71	2.53	2.17	1.51
200-499	1.13	1.10	0.92	0.51
500-749	1.38	1.34	1.30	0.76
750-999	2.32	2.12	1.82	1.31
1,000 or more	1.45	1.49	1.28	0.98
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	1.35	1.36	1.14	0.64
35-49	1.74	1.80	1.59	0.81
50-74	1.65	1.61	1.24	0.73
75 or more	1.11	1.08	0.98	0.60
Reported effect of COVID-19 on instruction				
Offering only distance-learning instruction	1.72	1.70	1.28	0.89
Offering a hybrid of in-person and distance-learning instruction	0.82	0.81	0.70	0.39
Offering only in-person instruction or no effect on the instruction offered	2.48	2.29	1.96	0.91

See notes at end of table.

Table A-S3. Standard errors for Table A-3: Schools that had staff with specialist or academic coaching assignments: Percentage of K-12 schools that had staff with specialist or academic coaching assignments and the percentage of schools that had staff with a particular specialist or academic coaching assignment, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Percent of schools that had staff with any academic coaching assignments	Percent of schools that had			
		Reading coaches	Math coaches	Science coaches	General instructional/ not subject-specific coaches
All schools	0.61	0.54	0.51	0.33	0.54
All public schools	0.66	0.59	0.58	0.36	0.63
School classification					
Traditional public	0.70	0.64	0.60	0.37	0.67
Charter school	1.87	1.61	1.57	1.28	1.66
Community type					
City	1.25	1.09	1.10	0.78	1.32
Suburban	1.17	1.14	1.01	0.74	1.03
Town	1.58	1.44	1.23	0.70	1.48
Rural	1.38	1.12	1.04	0.59	1.28
School level					
Elementary	0.98	0.97	0.91	0.50	0.92
Middle	1.65	1.36	1.28	1.04	1.51
Secondary/high	1.35	0.93	0.84	0.70	1.30
Combined/other	2.19	1.89	1.59	1.06	2.18
Student enrollment					
Less than 100	2.96	2.52	1.69	0.65	2.80
100-199	2.53	1.90	1.69	1.14	2.12
200-499	1.01	1.02	0.98	0.58	1.01
500-749	1.36	1.23	1.14	0.84	1.30
750-999	1.89	1.92	1.69	1.26	1.78
1,000 or more	1.56	1.38	1.31	1.01	1.47
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	1.35	1.11	0.99	0.56	1.15
35-49	1.74	1.59	1.32	1.00	1.64
50-74	1.54	1.22	1.19	0.79	1.53
75 or more	1.04	1.02	0.96	0.64	0.96
Reported effect of COVID-19 on instruction					
Offering only distance-learning instruction	1.66	1.45	1.39	0.95	1.55
Offering a hybrid of in-person and distance-learning instruction	0.75	0.69	0.65	0.42	0.73
Offering only in-person instruction or no effect on the instruction offered	2.51	2.04	1.70	0.79	2.21

See notes at end of table.

Table A-S3. Standard errors for Table A-3: Schools that had staff with specialist or academic coaching assignments: Percentage of K-12 schools that had staff with specialist or academic coaching assignments and the percentage of schools that had staff with a particular specialist or academic coaching assignment, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Percent of schools that had staff with any specialist assignments	Percent of schools that had		
		Reading specialists	Math specialists	Science specialists
All private schools	1.40	1.32	1.24	0.98
School classification				
Catholic	2.50	2.33	2.20	1.76
Other religious	2.26	2.09	1.91	1.47
Nonsectarian	2.51	2.34	2.12	1.89
Community type				
City	2.43	2.28	2.05	1.55
Suburban	2.54	2.37	2.03	1.70
Town	3.43	3.54	2.46	1.79
Rural	3.08	2.92	2.70	2.21
School level				
Elementary/middle	3.85	3.67	2.82	2.65
Secondary/high	2.10	1.96	1.79	1.70
Combined/other	1.72	1.64	1.59	1.18
Student enrollment				
Less than 100	2.19	2.11	1.71	1.49
100-199	2.96	2.95	2.71	1.95
200-499	2.57	2.44	2.37	1.84
500-749	4.72	4.79	4.65	3.76
750 or more	6.02	6.43	6.99	6.72
Reported effect of COVID-19 on instruction				
Offering only distance-learning instruction	4.87	4.66	3.86	3.81
Offering a hybrid of in-person and distance-learning instruction	1.74	1.64	1.65	1.17
Offering only in-person instruction or no effect on the instruction offered	2.25	2.23	1.92	1.59

See notes at end of table.

Table A-S3. Standard errors for Table A-3: Schools that had staff with specialist or academic coaching assignments: Percentage of K-12 schools that had staff with specialist or academic coaching assignments and the percentage of schools that had staff with a particular specialist or academic coaching assignment, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Percent of schools that had staff with any academic coaching assignments	Percent of schools that had			
		Reading coaches	Math coaches	Science coaches	General instructional/ not subject-specific coaches
All private schools	1.32	1.15	1.00	0.72	1.16
School classification					
Catholic	2.25	1.55	1.26	1.17	1.98
Other religious	2.06	1.93	1.64	1.24	1.87
Nonsectarian	2.32	1.73	1.58	1.32	2.20
Community type					
City	2.14	1.84	1.69	1.37	2.11
Suburban	2.37	2.13	1.68	1.40	2.07
Town	3.41	2.27	2.04	†	2.91
Rural	2.72	2.52	2.21	1.43	2.64
School level					
Elementary/middle	3.32	3.08	2.61	2.31	3.08
Secondary/high	2.47	1.44	1.41	1.36	2.46
Combined/other	1.65	1.32	1.18	0.80	1.49
Student enrollment					
Less than 100	2.21	1.83	1.56	1.08	2.03
100-199	2.70	2.22	1.85	1.55	2.53
200-499	2.37	1.69	1.63	1.31	2.32
500-749	4.68	3.32	2.48	1.97	4.39
750 or more	6.05	6.35	6.29	6.89	6.48
Reported effect of COVID-19 on instruction					
Offering only distance-learning instruction	5.07	3.62	4.03	2.99	4.68
Offering a hybrid of in-person and distance-learning instruction	1.82	1.53	1.36	1.01	1.61
Offering only in-person instruction or no effect on the instruction offered	2.01	1.78	1.41	1.06	1.80

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Data Files," 2020-21.

Table A-S4. Standard errors for Table A-4: Library media center and before- or after-school programs or services: Percentage of schools with a library media center and that offered various programs or services before or after school for students in any grades K-12, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	Percent of schools with a library media center	Percent of schools with instruction beyond the normal school day for students who need academic assistance	Percent of schools with instruction beyond the normal school day for students who seek academic advancement or enrichment	Percent of schools with extended-day care	Percent of schools with school-related activities and clubs
All schools	0.45	0.61	0.57	0.50	0.55
All public schools	0.44	0.71	0.68	0.52	0.65
School classification					
Traditional public	0.45	0.75	0.72	0.58	0.69
Charter school	1.73	1.75	1.76	1.56	1.83
Community type					
City	0.87	1.27	1.26	1.16	1.24
Suburban	0.67	1.28	1.13	1.09	1.20
Town	1.28	1.72	1.61	1.36	1.78
Rural	0.91	1.34	1.32	1.04	1.30
School level					
Elementary	0.51	1.02	0.92	0.86	0.95
Middle	0.76	1.31	1.52	1.17	1.14
Secondary/high	1.25	1.31	1.38	0.67	1.15
Combined/other	2.45	2.56	2.02	1.74	2.56
Student enrollment					
Less than 100	3.18	3.13	2.86	1.06	3.13
100-199	2.10	2.90	2.80	2.23	2.84
200-499	0.67	1.07	1.04	0.94	1.02
500-749	0.69	1.42	1.31	1.31	1.25
750-999	0.81	2.09	2.23	1.99	1.80
1,000 or more	0.85	1.49	1.69	1.12	0.76
Percent of K-12 students who were approved for free or reduced-price lunches					
0-34	0.93	1.23	1.04	1.23	1.30
35-49	0.81	1.66	1.53	1.79	1.73
50-74	1.08	1.88	1.59	1.50	1.58
75 or more	0.70	1.15	1.10	0.95	1.14
Reported effect of COVID-19 on instruction					
Offering only distance-learning instruction	0.98	1.62	1.61	1.52	1.59
Offering a hybrid of in-person and distance-learning instruction	0.54	0.80	0.81	0.69	0.78
Offering only in-person instruction or no effect on the instruction offered	2.05	2.30	2.16	1.90	2.91

See notes at end of table.

Table A-S4. Standard errors for Table A-4: Library media center and before- or after-school programs or services: Percentage of schools with a library media center and that offered various programs or services before or after school for students in any grades K-12, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Percent of schools with a library media center	Percent of schools with instruction beyond the normal school day for students who need academic assistance	Percent of schools with instruction beyond the normal school day for students who seek academic advancement or enrichment	Percent of schools with extended-day care	Percent of schools with school-related activities and clubs
All private schools	1.49	1.46	1.10	1.33	1.27
School classification					
Catholic	1.77	2.34	2.13	2.31	2.33
Other religious	2.63	2.25	1.80	2.12	2.18
Nonsectarian	2.54	2.45	1.92	2.29	2.32
Community type					
City	1.85	2.19	1.80	1.96	2.16
Suburban	2.34	2.60	2.15	2.11	2.15
Town	3.59	4.28	3.73	4.96	4.33
Rural	4.99	3.59	2.57	3.22	3.55
School level					
Elementary/middle	3.94	3.73	3.27	3.77	3.69
Secondary/high	2.16	2.61	2.45	1.28	2.08
Combined/other	1.71	1.89	1.40	1.83	1.77
Student enrollment					
Less than 100	2.63	2.25	1.79	2.20	2.18
100-199	2.14	2.45	2.12	2.47	2.63
200-499	1.88	2.65	2.11	2.30	1.92
500-749	2.33	4.29	4.37	3.79	2.18
750 or more	3.09	6.19	5.78	5.39	4.17
Reported effect of COVID-19 on instruction					
Offering only distance-learning instruction	5.68	4.94	4.63	5.19	5.51
Offering a hybrid of in-person and distance-learning instruction	1.77	1.79	1.62	1.85	1.58
Offering only in-person instruction or no effect on the instruction offered	2.51	2.71	1.93	2.56	2.37

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Data Files," 2020-21.

Table A-S5. Standard errors for Table A-5: School start time: Average K-12 school start time and percentage distribution of school start times, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	Average start time ¹	Percentage distribution of start times				
		Before 7:30 a.m.	7:30 a.m. to 7:59 a.m.	8:00 a.m. to 8:29 a.m.	8:30 a.m. to 8:59 a.m.	9:00 a.m. or later
All schools	0.378	0.21	0.51	0.65	0.53	0.36
All public schools	0.430	0.25	0.58	0.69	0.56	0.43
School classification						
Traditional public	0.466	0.26	0.61	0.74	0.62	0.46
Charter school	0.896	0.67	1.33	1.67	1.55	0.88
Community type						
City	0.829	0.47	1.02	1.25	1.13	0.91
Suburban	0.889	0.47	0.95	1.17	1.10	0.85
Town	0.910	0.64	1.66	1.88	1.34	0.85
Rural	0.775	0.51	1.28	1.38	0.98	0.70
School level						
Elementary	0.541	0.34	0.76	0.95	0.86	0.57
Middle	1.045	0.66	1.35	1.52	1.23	1.04
Secondary/high	0.977	0.57	1.20	1.34	1.21	0.93
Combined/other	1.220	0.65	1.91	2.27	1.72	1.29
Student enrollment						
Less than 100	2.456	1.05	2.70	3.61	2.79	2.70
100-199	1.516	1.06	2.38	2.51	2.38	1.44
200-499	0.684	0.33	0.95	1.07	0.90	0.65
500-749	0.902	0.61	1.27	1.27	1.14	1.01
750-999	1.359	0.92	1.72	2.10	1.84	1.38
1,000 or more	1.184	0.94	1.55	1.57	1.40	1.00
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	0.805	0.44	1.03	1.20	1.18	0.89
35-49	1.155	0.65	1.53	1.78	1.65	1.27
50-74	0.934	0.71	1.51	1.67	1.28	1.00
75 or more	0.738	0.44	0.94	1.08	0.94	0.69
Reported effect of COVID-19 on instruction						
Offering only distance-learning instruction	1.074	0.45	1.21	1.69	1.50	1.29
Offering a hybrid of in-person and distance-learning instruction	0.524	0.29	0.70	0.84	0.65	0.49
Offering only in-person instruction or no effect on the instruction offered	1.315	1.12	2.13	2.25	1.86	1.11

See notes at end of table.

Table A-S5. Standard errors for Table A-5: School start time: Average K-12 school start time and percentage distribution of school start times, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Average start time ¹	Percentage distribution of start times				
		Before 7:30 a.m.	7:30 a.m. to 7:59 a.m.	8:00 a.m. to 8:29 a.m.	8:30 a.m. to 8:59 a.m.	9:00 a.m. or later
All private schools	0.689	0.27	0.98	1.51	1.47	0.67
School classification						
Catholic	1.055	0.86	2.59	2.67	1.53	0.90
Other religious	1.110	0.22	1.24	2.48	2.47	0.91
Nonsectarian	1.426	†	1.32	2.70	2.64	1.71
Community type						
City	1.142	0.24	1.70	2.39	1.96	1.24
Suburban	1.207	0.41	1.71	2.28	1.96	1.12
Town	1.867	†	4.10	4.63	3.49	2.20
Rural	1.612	†	2.21	4.32	4.30	1.10
School level						
Elementary/middle	1.674	†	2.37	3.61	3.94	1.34
Secondary/high	2.397	0.60	2.06	2.47	1.93	1.89
Combined/other	0.782	0.35	1.26	1.91	1.78	0.81
Student enrollment						
Less than 100	1.205	0.33	1.25	2.61	2.60	1.19
100-199	1.253	†	2.06	2.93	2.30	1.21
200-499	0.961	0.46	2.36	2.65	1.44	0.68
500-749	1.666	†	3.96	4.70	3.08	†
750 or more	3.000	†	4.03	6.07	6.81	†
Reported effect of COVID-19 on instruction						
Offering only distance-learning instruction	5.005	†	2.88	5.30	4.19	4.13
Offering a hybrid of in-person and distance-learning instruction	0.890	0.34	1.54	1.91	1.70	0.87
Offering only in-person instruction or no effect on the instruction offered	1.138	0.47	1.52	2.59	2.52	0.98

† Not applicable.

¹ The standard errors in this column are provided in minutes and fractions of minutes. For example, the standard error in the first row for all schools is 0.378, which represents 0 minutes and 23 seconds ($0.378 \times 60 = 22.68$ seconds); the standard error for student enrollment of 100-199 is 1.516, which represents 1 minute and 31 seconds ($.516 \times 60 = 30.96$ seconds).

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Data Files," 2020-21.

Table A-S6. Standard errors for Table A-6: Type of school program: Percentage distribution of K-12 schools, by type of school program, school type, and selected school characteristics: 2020-21

School type and selected school characteristic	Regular school	Special program emphasis	Special education	Career/ technical/ vocational	Alternative/ other	Montessori school	Early childhood program or day care center
All schools	0.38	0.24	0.18	0.12	0.25	0.14	0.07
All public schools	0.43	0.28	0.19	0.16	0.30	†	†
School classification							
Traditional public	0.45	0.29	0.21	0.17	0.31	†	†
Charter school	1.48	1.05	0.40	0.33	1.29	†	†
Community type							
City	0.96	0.79	0.25	0.28	0.57	†	†
Suburban	0.71	0.47	0.47	0.14	0.57	†	†
Town	1.02	0.58	0.59	0.50	0.84	†	†
Rural	0.79	0.38	0.33	0.39	0.59	†	†
School level							
Elementary	0.40	0.36	0.11	†	†	†	†
Middle	0.77	0.74	†	†	†	†	†
Secondary/high	1.30	0.69	0.55	0.69	1.10	†	†
Combined/other	2.31	0.59	1.79	†	1.62	†	†
Student enrollment							
Less than 100	2.75	1.00	2.18	†	3.34	†	†
100-199	2.12	0.94	1.34	0.39	1.80	†	†
200-499	0.63	0.49	0.10	0.29	0.23	†	†
500-749	0.73	0.63	0.03	0.27	0.23	†	†
750-999	1.23	1.14	†	0.46	0.16	†	†
1,000 or more	0.83	0.63	†	0.49	0.17	†	†
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	0.96	0.54	0.50	0.54	0.66	†	†
35-49	0.98	0.90	†	0.22	0.30	†	†
50-74	1.11	0.59	0.62	0.18	0.77	†	†
75 or more	0.73	0.44	0.26	0.15	0.58	†	†
Reported effect of COVID-19 on instruction							
Offering only distance-learning instruction	1.29	0.83	0.30	0.26	0.89	†	†
Offering a hybrid of in-person and distance-learning instruction	0.54	0.31	0.25	0.18	0.37	†	†
Offering only in-person instruction or no effect on the instruction offered	1.91	0.82	0.80	1.06	1.37	†	†

See notes at end of table.

Table A-S6. Standard errors for Table A-6: Type of school program: Percentage distribution of K-12 schools, by type of school program, school type, and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Regular school	Special program emphasis	Special education	Career/ technical/ vocational	Alternative/ other	Montessori school	Early childhood program or day care center
All private schools	0.83	0.40	0.45	†	0.48	0.65	0.33
School classification							
Catholic	1.07	†	0.55	†	†	0.83	†
Other religious	1.37	0.45	0.58	†	0.72	†	†
Nonsectarian	1.70	1.31	1.57	†	1.29	1.95	†
Community type							
City	1.57	0.71	1.00	†	0.70	0.95	†
Suburban	1.87	0.72	0.95	†	0.87	1.42	†
Town	3.00	†	1.18	†	†	2.39	†
Rural	1.68	0.74	1.06	†	1.01	1.17	†
School level							
Elementary/middle	2.85	0.92	1.02	†	†	2.61	1.53
Secondary/high	2.30	0.97	1.93	†	2.01	†	†
Combined/other	0.99	0.50	0.60	†	0.54	0.51	†
Student enrollment							
Less than 100	1.64	0.59	0.95	†	0.94	1.23	0.66
100-199	1.71	1.00	0.91	†	†	0.98	†
200-499	0.98	0.76	0.37	†	†	0.58	†
500-749	1.29	†	†	†	†	†	†
750 or more	1.96	†	†	†	†	†	†
Reported effect of COVID-19 on instruction							
Offering only distance-learning instruction	5.17	2.17	4.24	†	2.38	†	†
Offering a hybrid of in-person and distance-learning instruction	1.23	0.62	0.79	†	0.41	0.90	†
Offering only in-person instruction or no effect on the instruction offered	1.73	0.46	0.82	†	0.95	1.31	0.72

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Data Files," 2020-21.

Table A-S7. Standard errors for Table A-7: Filling teaching vacancies: Of K-12 schools that had teaching vacancies in a specific field for the current school year, percentage that found it very difficult or were not able to fill the vacancies, by field, school type, and selected school characteristics: 2020-21

School type and selected school characteristic	General elementary	Special education	English or language arts	Social studies	Computer science	Mathematics	Biology or life sciences
All schools	0.68	1.05	0.87	0.83	1.68	1.02	1.27
All public schools	0.73	1.03	0.97	0.86	1.87	1.09	1.32
School classification							
Traditional public	0.80	1.11	1.05	0.91	2.02	1.22	1.43
Charter school	2.02	2.24	2.28	2.19	4.11	2.84	2.88
Community type							
City	1.60	1.85	1.45	1.39	3.31	1.99	2.28
Suburban	1.27	1.76	1.61	1.28	3.01	1.97	2.08
Town	2.22	2.32	2.78	2.72	5.61	3.07	3.65
Rural	1.43	2.21	2.30	2.01	3.63	2.75	2.97
School level							
Elementary	0.85	1.49	1.94	2.14	3.59	2.39	3.58
Middle	2.45	1.89	1.54	1.70	3.76	2.25	2.56
Secondary/high	6.76	1.97	1.46	1.22	3.06	1.69	1.82
Combined/other	2.08	3.05	4.27	2.24	5.22	4.23	4.22
Student enrollment							
Less than 100	6.73	5.54	8.13	7.55	11.72	9.66	8.74
100-199	3.35	4.88	5.22	6.87	10.17	5.96	7.59
200-499	1.14	1.57	1.85	1.98	3.70	2.30	3.04
500-749	1.35	1.69	1.92	1.52	4.24	2.42	3.04
750-999	1.83	2.56	1.86	1.49	3.84	2.56	3.38
1,000 or more	3.62	1.99	1.43	1.17	3.07	1.84	1.88
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	1.27	1.82	1.48	1.57	3.47	1.95	2.36
35-49	1.42	2.56	2.53	1.95	4.95	3.07	3.54
50-74	1.98	2.37	2.66	2.21	4.49	2.70	2.93
75 or more	1.29	1.58	1.64	1.51	2.88	1.84	2.19
Reported effect of COVID-19 on instruction							
Offering only distance-learning instruction	1.62	2.26	2.46	1.83	5.66	2.76	3.22
Offering a hybrid of in-person and distance-learning instruction	0.91	1.24	1.12	1.03	2.06	1.20	1.56
Offering only in-person instruction or no effect on the instruction offered	2.56	3.16	3.38	2.75	5.53	4.39	5.50

See notes at end of table.

Table A-S7. Standard errors for Table A-7: Filling teaching vacancies: Of K-12 schools that had teaching vacancies in a specific field for the current school year, percentage that found it very difficult or were not able to fill the vacancies, by field, school type, and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Physical sciences	English as a Second Language (ESL), or bilingual education	Foreign languages	Music or art	Career or technical education	Physical education or health
All schools	1.38	1.45	1.44	1.14	1.54	1.10
All public schools	1.52	1.45	1.70	1.31	1.57	1.01
School classification						
Traditional public	1.71	1.60	1.85	1.43	1.67	1.13
Charter school	3.25	3.12	3.09	2.83	4.42	2.76
Community type						
City	2.60	2.24	3.13	2.10	2.88	1.82
Suburban	2.20	2.49	2.59	2.19	2.68	1.59
Town	4.42	4.38	4.89	3.49	4.60	2.67
Rural	3.28	3.90	3.34	2.86	3.12	2.54
School level						
Elementary	4.19	2.18	3.98	2.13	5.30	1.70
Middle	2.98	3.27	3.70	2.44	3.37	2.24
Secondary/high	2.15	2.61	2.40	2.04	2.11	1.49
Combined/other	4.36	6.06	5.46	5.29	5.16	3.78
Student enrollment						
Less than 100	9.70	13.38	12.06	7.80	8.73	9.94
100-199	7.17	7.48	8.55	6.59	6.92	4.38
200-499	3.40	2.60	3.67	2.25	3.57	2.19
500-749	3.21	3.43	4.29	2.67	3.37	1.63
750-999	3.54	3.85	4.11	1.81	4.39	1.49
1,000 or more	2.29	2.76	2.29	1.85	2.46	1.33
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	2.65	2.90	2.98	2.33	2.86	1.97
35-49	3.79	4.01	4.16	3.07	4.04	2.55
50-74	3.38	4.08	3.87	2.94	3.83	3.01
75 or more	2.61	2.28	3.11	2.03	2.91	1.57
Reported effect of COVID-19 on instruction						
Offering only distance-learning instruction	3.59	3.25	3.99	2.82	4.65	2.72
Offering a hybrid of in-person and distance-learning instruction	1.82	1.70	1.95	1.48	1.77	1.20
Offering only in-person instruction or no effect on the instruction offered	6.26	6.77	6.88	5.74	5.51	2.46

See notes at end of table.

Table A-S7. Standard errors for Table A-7: Filling teaching vacancies: Of K-12 schools that had teaching vacancies in a specific field for the current school year, percentage that found it very difficult or were not able to fill the vacancies, by field, school type, and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	General elementary	Special education	English or language arts	Social studies	Computer science	Mathematics	Biology or life sciences
All private schools	1.74	4.08	2.31	2.49	4.12	2.92	2.96
School classification							
Catholic	2.92	7.91	3.76	3.17	6.32	4.68	5.58
Other religious	2.53	6.96	3.50	3.84	6.24	4.37	4.32
Nonsectarian	4.08	4.88	4.51	5.07	8.04	4.48	5.39
Community type							
City	2.95	5.88	3.31	3.22	5.74	4.06	4.57
Suburban	2.97	5.63	3.39	3.75	6.88	4.24	4.67
Town	5.76	†	8.77	†	12.46	9.17	†
Rural	3.53	9.84	7.10	†	11.95	7.26	7.49
School level							
Elementary/middle	4.81	15.17	7.90	†	13.04	7.06	6.45
Secondary/high	†	7.05	3.05	2.78	7.12	3.68	4.14
Combined/other	1.79	4.74	2.82	3.34	4.69	3.94	3.84
Student enrollment							
Less than 100	3.54	6.07	5.48	5.43	8.21	5.75	5.90
100-199	3.02	8.41	4.90	5.09	7.67	5.78	5.80
200-499	2.50	7.40	2.81	†	5.62	3.94	4.35
500-749	†	9.57	2.63	†	9.21	6.35	7.69
750 or more	†	†	†	†	11.60	5.36	3.84
Reported effect of COVID-19 on instruction							
Offering only distance-learning instruction	9.38	16.04	8.96	†	10.66	†	†
Offering a hybrid of in-person and distance-learning instruction	2.32	4.68	2.59	2.98	5.12	3.34	3.50
Offering only in-person instruction or no effect on the instruction offered	2.66	7.00	4.73	4.98	7.44	5.44	5.71

See notes at end of table.

Table A-S7. Standard errors for Table A-7: Filling teaching vacancies: Of K-12 schools that had teaching vacancies in a specific field for the current school year, percentage that found it very difficult or were not able to fill the vacancies, by field, school type, and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Physical sciences	English as a Second Language (ESL), or bilingual education	Foreign languages	Music or art	Career or technical education	Physical education or health
All private schools	2.95	5.73	2.52	2.71	6.15	3.61
School classification						
Catholic	5.27	15.70	4.83	5.04	17.39	5.21
Other religious	4.70	4.67	4.11	3.55	†	6.11
Nonsectarian	4.98	15.72	4.45	5.40	11.96	6.41
Community type						
City	4.57	8.98	3.99	4.55	8.20	3.97
Suburban	4.69	†	4.32	3.73	10.93	4.16
Town	10.52	20.53	10.75	11.14	†	†
Rural	8.29	†	7.72	6.88	†	11.57
School level						
Elementary/middle	†	†	6.40	9.63	†	13.30
Secondary/high	4.21	12.49	4.24	3.72	11.52	4.61
Combined/other	3.83	6.45	3.55	3.18	7.25	4.08
Student enrollment						
Less than 100	5.98	11.27	6.44	5.64	8.98	7.14
100-199	6.18	9.55	6.07	4.80	16.90	4.51
200-499	4.58	†	3.83	3.52	12.97	2.62
500-749	7.38	†	6.90	4.95	†	†
750 or more	6.59	†	5.58	†	†	†
Reported effect of COVID-19 on instruction						
Offering only distance-learning instruction	7.03	†	8.09	8.23	†	†
Offering a hybrid of in-person and distance-learning instruction	3.31	8.84	3.25	3.23	8.82	3.67
Offering only in-person instruction or no effect on the instruction offered	6.34	†	4.81	5.15	†	6.85

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Data Files," 2020-21.

Appendix B: Methodology and Technical Notes

Overview of the NTPS School Survey

The National Teacher and Principal Survey (NTPS) is conducted by the National Center for Education Statistics (NCES) of the Institute of Education Sciences (IES) within the U.S. Department of Education. Data are collected by the U.S. Census Bureau on behalf of NCES. NTPS is a nationally representative sample survey of public and private K-12 schools, principals, and teachers in the 50 states and the District of Columbia. State representative data are also available for public schools, principal, and teachers. The NTPS was previously conducted during the 2015-16 and 2017-18 school years; 2020-21 is the third NTPS collection. The NTPS is the successor to the Schools and Staffing Survey (SASS), which was conducted seven times from the 1987-88 to 2011-12 school years.

The 2020-21 NTPS consisted of questionnaires for six types of respondents: public schools, private schools, public school principals, private school principals, public school teachers, and private school teachers. The information can be linked across teachers, principals, and schools by each sector (public and private). There is a separate data file for each type of respondent by sector (public school, private school, public school principal, private school principal, public school teacher, and private school teacher). NTPS collects data using core and rotating modules on each questionnaire. The core modules repeat every data collection cycle, while the rotating modules alternate data collection cycles. Core modules include items on topics such as teacher and principal preparation, classes taught, school characteristics, and demographics of the teacher and principal labor force. Rotating modules include items on important education topics, such as teacher and principal evaluation, professional development, working conditions, and school staffing. See table B-1 for additional information about the core and rotating modules. For the content of the questionnaires, see <https://nces.ed.gov/surveys/ntps/questionnaires.asp>.

Table B-1. National Teacher and Principal Survey core and rotating questionnaire modules, by type of questionnaire respondent and data collection cycle

Core and Rotating Questionnaire Modules
Teacher Questionnaires
Core Modules (every cycle)
<ul style="list-style-type: none"> General employment and background information (including base salary, salary supplements, and demographic characteristics) Professional experience and preparation for teaching Class organization Education and training Certification
Rotating Modules Set A (2015-16, 2020-21)
<ul style="list-style-type: none"> Early career experiences Working conditions School climate and teacher attitudes
Rotating Modules Set B (2017-18)
<ul style="list-style-type: none"> Teacher evaluation Teacher professional development Teacher engagement

See notes at end of table.

Table B-1. National Teacher and Principal Survey core and rotating questionnaire modules, by type of questionnaire respondent and data collection cycle—Continued

Core and Rotating Questionnaire Modules
Principal Questionnaires Core Modules (every cycle) <ul style="list-style-type: none"> • General information (including demographic characteristics) • Principals' educational and professional experience • Educational goals for students Rotating Modules Set A (2015–16, 2020–21) <ul style="list-style-type: none"> • Working conditions (including job duties) • Perceptions (satisfaction and future plans) Rotating Modules Set B (2017–18) <ul style="list-style-type: none"> • Evaluation (of self and of teachers) • Professional development (for self and for teachers)
School Questionnaires Core Modules (every cycle) <ul style="list-style-type: none"> • General information (including length of school day and school year) • Community service requirements • Special programs and services Rotating Modules Set A (2015–16, 2020–21) <ul style="list-style-type: none"> • School staffing Rotating Modules Set B (2017–18) <ul style="list-style-type: none"> • Instructional time • School and classroom organization

SOURCE: National Teacher and Principal Survey—Questionnaires (<https://nces.ed.gov/surveys/ntps/questionnaires.asp>).

The 2020–21 NTPS data collection was conducted during the coronavirus (COVID-19) pandemic, which affected school operations starting in March 2020. Items about how schools first adapted to COVID-19 during the spring of 2020 were included on the School, Principal, and Teacher Questionnaires. See Berger et al. (2022) for an initial look at results from these items using preliminary NTPS data. In addition, an item was included at the beginning of each of these questionnaires asking about the current operational effect of COVID-19 on instruction at the school at the time the survey was completed during the 2020–21 school year. Additional information about this variable is provided in appendix C.

NTPS was designed to produce national, regional, and state estimates for public elementary and secondary schools, principals, and teachers, including public charter schools and the principals and teachers within them. For private schools, the sample supports national, regional, and affiliation strata estimates for schools, principals, and teachers. Because private schools were selected for sampling by affiliation strata and region rather than state, comparisons between public and private schools and their principals and teachers are possible only at the regional and national levels.

For additional information on the specific NTPS-related topics discussed in this appendix, consult the *Survey Documentation for the 2020–21 National Teacher and Principal Survey* (Cox et al. forthcoming) or the *User's Manual for the 2020–21 National Teacher and Principal Survey Volumes 1–4* (Petraglia et al. 2022). To access additional general information on NTPS or for

electronic copies of the questionnaires, go to the NTPS home page (<https://nces.ed.gov/surveys/ntps>).

Sampling Frames and Sample Selection

Public schools. The starting point for the 2020-21 NTPS public school sampling frame was the 2017-18 Common Core of Data (CCD) Nonfiscal School Universe data file,¹ which was refreshed with data from the 2018-19 CCD to create the final sampling frame for the 2020-21 NTPS. The sampling frame was adjusted from the CCD to fit the definition of a school eligible for NTPS. To be eligible for NTPS, a school was defined as an institution or part of an institution that provides instruction to students in one or more of grades 1-12 or the ungraded equivalent, and has one or more teachers who provide instruction in one or more buildings apart from a private home or without a physical building. In addition, a public school receives public funds as primary support and is operated by an education agency.

The 2020-21 NTPS universe of public schools was confined to the 50 states plus the District of Columbia and excluded the other jurisdictions, Department of Defense overseas schools, and CCD schools that did not offer teacher-provided classroom instruction in grades 1-12 or the ungraded equivalent. This last group included schools that were essentially administrative units that may oversee entities that provide classroom instruction or may only provide funding and oversight. Although Bureau of Indian Education-funded (BIE) schools are eligible for NTPS and are included in the overall statistics, the sample size allocated does not support separate BIE estimates.

The NTPS definition of a school is generally similar to the CCD definition, with some exceptions. NTPS allows schools to define themselves. In past NCES data collections, Census Bureau staff observed that in situations where two or more schools have the same administration, these schools were reported separately on CCD but generally reported as one entity for sample surveys. Thus, CCD schools with the same location, address, and phone number were collapsed during the frame building on the assumption that the respondent would consider them to be one school. A set of rules was applied to determine in which instances school records should be collapsed together. When school records were collapsed together, the student and teacher counts, grade ranges, and names as reported to CCD were all modified to reflect the change. It was also possible for two or more schools with different administrations to share the same building; in that case, they were preserved as separate schools.

Finally, since CCD and NTPS differ in scope and their definition of a school, some records were deleted, added, or modified to provide better coverage and a more efficient sample design for NTPS. For a detailed list of frame modifications, see the *Survey Documentation for the 2020-21 National Teacher and Principal Survey* (Cox et al. forthcoming). After deleting, collapsing, and adding school records, the 2020-21 NTPS public school sampling frame consisted of about 87,000 traditional public schools and 8,500 public charter schools.

¹ For more information about CCD, see <https://nces.ed.gov/ccd/>.

NTPS uses a systematic, probability proportionate to size (PPS) sample, where size is defined to be the square root of the number of full-time-equivalent (FTE) teachers in the school (for an explanation of PPS sampling, see Cochran 1977). Schools were stratified (explicitly and implicitly) and sampled (with probabilities determined by size as well as precision objectives) based on the following characteristics:

- school grade level (primary, middle, high, combined);
- state;
- poverty status (low, high);
- enrollment (less than 100, 100-199, 200-499, 500+);
- collapsed urbanicity (city, suburban, town, rural); and
- charter status (charter, traditional public).

In addition to oversampling based on specific school characteristics, sample sizes were inflated for schools in 29 states with smaller numbers of schools in order to ensure that all state-level estimates would meet the criteria required for publication.

Prior to sampling, schools were sorted by the following:

- smaller states (states that required oversampling in order to have an expected CV less than 30 percent vs. other states within each region);
- charter status (two levels);
- combined grade status (two levels);
- small school status (two levels);
- school grade level (four levels);
- urbanicity (four levels);
- poverty status (four levels);
- school size category (six levels);
- state; and
- number of FTE teachers.

This sample design and its associated precision requirements resulted in a total public school sample of about 9,900 public schools.

Private schools: The 2020-21 NTPS private school frame was based on the 2017-18 Private School Universe Survey (PSS) list frame and certainty area frame. In order to provide coverage of private schools founded after the PSS list frame was developed and to improve coverage and update frame information on existing private schools, the Census Bureau collected membership lists in early 2017 from private school associations and religious denominations. The associations were asked to list all schools meeting the PSS school definition. The Census Bureau also collected additional frame information (grade range, number of teachers, and number of students) during the refresh operation. To be eligible for NTPS, a school was defined as an institution or part of an institution that provides instruction to students in one or more of grades 1-12 or the ungraded equivalent, and has one or more teachers who provide instruction in one or more buildings apart from a private home or without a physical building. In addition, a private school is not supported

primarily by public funds. The 50 states and the District of Columbia were also asked to provide lists of private schools meeting the PSS definition of a school. Schools on the private school association membership lists and the state lists were compared to the 2017-18 PSS list frame. Any school that did not match to the 2017-18 PSS list frame was added to the existing 2020-21 PSS list frame. After these changes, the private school sampling frame consisted of about 23,200 private schools.

The NTPS private school sample that was drawn from the list frame was a systematic PPS sample, where size was defined to be the square root of the number of FTE teachers in the school. Schools were stratified (explicitly and implicitly) and sampled (with probabilities determined by size as well as precision objectives) based on the following characteristics:

- affiliation strata (Catholic, Baptist, Seventh-day Adventist/Lutheran, Jewish/other religious, nonsectarian special emphasis/special education, and nonsectarian regular);
- grade level (elementary, secondary, and combined);
- school size (large, small); and
- oversampling division (2 levels—mid-Atlantic states versus all others).

Prior to sampling, schools were sorted by the following:

- affiliation (three levels);
- grade level (three levels);
- Census region (four levels);
- urbanicity (four levels);
- affiliation (eleven levels);
- school size (five levels);
- state;
- highest grade;
- urbanicity (twelve levels);
- ZIP code;
- school enrollment; and
- PIN (unique school ID).

The 11 affiliation strata included 3 strata for Catholic (parochial, diocesan, and private); one stratum each for Baptist, Jewish, Lutheran, Seventh-day Adventist, and other religious; and 3 strata for nonsectarian (regular, special emphasis, and special education).

In the 2020-21 NTPS, all area frame schools were selected with certainty. Of the 3,000 private schools sampled for the 2020-21 NTPS, 2,745 were from the list frame and 255 were from the area frame.

Data Collection Procedures

In 2020-21, NTPS employed a combined mail-based and internet survey approach, with subsequent telephone, mail, and e-mail follow-up. Data collection included the Teacher Listing Form (TLF), Principal Questionnaire, School Questionnaire, and Teacher Questionnaire. This report focuses on the School Questionnaire.

The 2020-21 NTPS data collection was conducted during the coronavirus pandemic, which affected school operations starting in March 2020. An item was included at the beginning of each non-TLF questionnaire asking about the current operational effect of COVID-19 on instruction at the school at the time the survey was completed during the 2020-21 school year. Additional information about this item is provided in appendix C.

Initial school packages, including the School Questionnaire, were mailed in October 2020.² Next, schools were telephoned to verify school information, establish a survey coordinator, and follow up on the TLF if the school had not already provided an electronic teacher list. Data collection for the school and principal surveys ended in July 2021 and for the teacher survey in August 2021.

For some schools, the early phases of data collection also used survey coordinators. The role of the survey coordinator was designed to improve response by having the coordinator be the primary contact person at the school who could remind staff to complete their questionnaires, and collect completed questionnaires if applicable. However, due to the effects of COVID-19 on school operations during the 2020-21 school year, the use of survey coordinators was discontinued later in data collection, with school, principal, and teacher packages being mailed directly to principals and teachers.

The Web was the primary mode of data collection for all questionnaire types for the 2020-21 NTPS. Paper questionnaires were introduced in the later mailings.

Data Processing and Imputation

For questionnaires completed on paper, the Census Bureau checked the questionnaires, keyed the data, and implemented quality control procedures. These data were combined with responses from questionnaires completed online, and those that had a preliminary classification of a complete interview were submitted to a series of computer edits consisting of a range check, a consistency edit,³ a blanking edit,⁴ and a logic edit.⁵ After these edits were implemented and reviewed by analysts, the records were put through another edit to make a final determination as

² The NTPS school package contained a letter to the principal or survey coordinator, a sealed envelope containing a letter with login information for the TLF, a sealed envelope containing a letter with login information for the Principal Questionnaire, and a sealed envelope containing a letter with login information for the School Questionnaire.

³ The consistency edits identified inconsistent entries within each case and, whenever possible, corrected them. If the inconsistencies could not be corrected, the inconsistent entries were deleted.

⁴ Blanking edits deleted answers to questions that should not have been filled in (e.g., if a respondent followed a wrong skip pattern).

⁵ Data were added to questionnaire records during the logic edits, which filled in some items where data were missing or incomplete using other information on the same questionnaire or from other related data sources.

to whether the case was eligible for the survey and whether sufficient data had been collected for the case to be classified as a complete interview.

After the final edits were run, cases with “not-answered” values for items remained. Values were imputed for these cases using two main approaches. First, donor respondent methods, such as hot-deck imputation, were used. Second, if no suitable donor case could be matched, the few remaining items were imputed using mean or mode from groups of similar cases to impute a value to the item with missing data. After each stage of imputation, data checks were used to verify that the imputed data were consistent with the existing questionnaire data for other response fields. If the imputed data were inconsistent with the existing questionnaire data, the imputed value was removed by one of these computer edits due to inconsistency with other data within the same questionnaire or because it was out of the range of acceptable values. In these situations, Census Bureau analysts looked at the items and tried to determine an appropriate value. Edit and imputation flags, indicating which edit or imputation method was used, were assigned to each relevant survey variable. For further information, see the sections on data processing and imputation in the *Survey Documentation for the 2020-21 National Teacher and Principal Survey* (Cox et al. forthcoming).

Response Rates

Unit response rates. The unit response rate indicates the percentage of sampled cases that met the definition of a complete interview. The weighted NTPS unit response rate was produced by dividing the weighted number of respondents who completed questionnaires by the weighted number of eligible sampled cases, using the initial base weight (the inverse of the probability of selection).⁶ The weighted response rate using the initial base weight was 65.6 percent for public schools and 61.4 percent for private schools. Table B-2 provides response rates for public and private schools by selected school characteristics used in sampling and weighting.

⁶ For the formula used to calculate the unit response rate, see *2012 Revision of NCES Statistical Standards: Final* (NCES 2014-097).

Table B-2. Weighted unit response rates for public and private K-12 schools, using the initial base weight, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	Response rate
All public schools	65.6
School classification	
Traditional public	65.8
Charter school	63.4
Community type	
City	51.9
Suburban	64.4
Town	76.6
Rural	76.0
School level¹	
Primary	65.8
Middle	66.7
High	61.4
Combined	71.8
Student enrollment	
Less than 100	69.5
100-199	71.6
200-499	67.9
500-749	63.6
750-999	61.3
1,000 or more	57.3
Percent of K-12 students who were approved for free or reduced-price lunches	
Less than 35	66.8
35-49	71.9
50-74	68.1
75 or more	57.4
All private schools	61.4
School classification	
Catholic	71.2
Other religious	56.0
Nonsectarian	62.1
Community type	
City	60.4
Suburban	64.0
Town	77.5
Rural	52.5
School level²	
Elementary	70.1
Secondary	69.4
Combined	49.1
Student enrollment	
Less than 100	56.7
100-199	71.1
200-499	64.5
500-749	55.8
750 or more	55.1

¹ The school level variable used for public school sampling, weighting, and reporting of response rates was created from the public school sampling frame (the Common Core of Data Nonfiscal School Universe data file). It differs from the school level analysis variable, which was created using information about the specific grades taught at the school as reported on the NTPS School Questionnaire. These two variables are similar but not identical among responding public schools; more than 95 percent of responding schools reported a school level that was consistent with their school level on the sampling frame. Because the analysis variable was created from questionnaire data rather than the sampling frame and is therefore unavailable for nonresponding schools, response rates are not available by this variable.

² The school level variable used for private school sampling, weighting, and reporting of response rates was created from the private school sampling frame (the Private School Universe Survey list frame and certainty area frame). It differs from the school level analysis variable, which was created using information about the specific grades taught at the school as reported on the NTPS Private School Questionnaire. These two variables are similar but not identical among responding private schools; more than 70 percent of responding schools reported a school level that was consistent with their school level on the sampling frame. Because the analysis variable was created from questionnaire data rather than the sampling frame and is therefore unavailable for nonresponding schools, response rates are not available by this variable.

NOTE: Response rates were weighted using the inverse of the probability of selection and adjusted, if needed, to reflect multiple chances of selection from the frame or other situations, such as subsampling.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Documentation Data Files," 2020-21.

Unit nonresponse bias analysis. Because the *NCES Statistical Standards* (4-4) require analysis of nonresponse bias for any survey stage with a base-weighted response rate less than 85 percent, the NTPS school data were evaluated for potential bias. The following frame characteristics were used in the nonresponse bias analysis for the Public Schools data:

- *Charter status*: traditional public, charter;
- *Enrollment*: less than 100, 100 to less than 200, 200 to less than 500, 500 to less than 750, 750 to less than 1,000, 1,000 or more;
- *Percent of enrollment with race other than White*: less than 5 percent, 5 to less than 10 percent, 10 to less than 20 percent, 20 to less than 30 percent, 30 to less than 50 percent, 50 percent or more;
- *Percent free or reduced-price lunch eligible*: less than 35 percent, 35 to less than 50 percent, 50 to less than 75 percent, 75 percent or more;
- *Community type (locale)*: city, suburb, town, rural;
- *Pupil-teacher ratio*: less than 10, 10 to less than 15, 15 to less than 20, 20 or more;
- *Grade level*: primary, middle, high, combined;
- *Region*: Northeast, Midwest, South, West;
- *Number of teachers*: less than 10, 10 to less than 25, 25 to less than 50, 50 to less than 75, 75 or more;
- *Title I status*: Title I program, Title I noneligible, Title I eligible but no Title I program; and
- *State*: 50 states and District of Columbia.

The following frame characteristics were used in the nonresponse bias analysis for the Private Schools data:

- *Affiliation (3 level)*: Catholic, other religious, nonsectarian;
- *Affiliation (11 level)*: Catholic–Parochial, Catholic–Diocesan, Catholic–Private, Baptist, Jewish, Lutheran, Seventh-day Adventist, Other religious, Nonsectarian–Regular, Nonsectarian–Special Emphasis, Nonsectarian–Special Education;
- *Enrollment*: less than 100, 100 to less than 200, 200 to less than 500, 500 to less than 750, 750 or more;
- *Community type (locale)*: city, suburb, town, rural;
- *Grade level*: elementary, secondary, combined;
- *Region*: Northeast, Midwest, South, West; and
- *Number of teachers*: less than 5, 5 to less than 15, 15 to less than 30, 30 to less than 50, 50 or more.

First, the base-weighted distributions of the frame characteristics for responding schools were compared to the base-weighted distributions of the frame characteristics for sampled schools using *t* tests, with significant differences indicating potential nonresponse bias prior to weighting adjustments. Tables B-3 and B-4 present national-level groups with a statistically significant difference in base-weighted percentages between the sampled cases and respondents for public and private schools, respectively. Additionally, the unit base-weighted response rate of each school group was compared to the overall base-weighted response rate through a *t* test and the

Table B-3. Indication of potential bias for public K-12 school data at the national level and state level based on comparisons between frame distribution and base-weighted or nonresponse-adjusted respondent distributions: 2020-21

Characteristic	Base-weighted respondent distribution	Nonresponse- adjusted respondent distribution
School type		
Charter		X
Traditional public		X
School enrollment		
100 to less than 200	X	
200 to less than 500	X	
500 to less than 750	X	
750 to less than 1000	X	
1000 or more	X	
Percent non-White students		
Less than 5	X	X
5 to less than 10	X	
10 to less than 20	X	
20 to less than 30	X	
50 or more	X	
Percent eligible for free or reduced-price lunches		
Less than 35		X
35 to less than 50	X	X
50 to less than 75	X	
75 or more	X	
Community type		
City	X	
Town	X	
Rural	X	
School level		
High	X	X
Combined	X	X
Region		
Midwest	X	X
South	X	
West		X
Number of teachers		
10 to less than 25	X	
25 to less than 50	X	
50 to less than 75	X	
75 or more	X	
Title I status		
Has Title I program	X	
Title I non-eligible		X
Eligible but no Title I program	X	

See notes at end of table.

Table B-3. Indication of potential bias for public K-12 school data at the national level and state level based on comparisons between frame distribution and base-weighted or nonresponse-adjusted respondent distributions: 2020-21–Continued

Characteristic	Base-weighted respondent distribution	Nonresponse- adjusted respondent distribution
State		
Alabama	x	
Arkansas	x	
California	x	x
Colorado	x	
District of Columbia	x	x
Florida	x	x
Hawaii	x	x
Idaho	x	x
Illinois	x	
Indiana	x	
Kansas	x	
Kentucky		x
Maine	x	x
Maryland	x	x
Michigan	x	
Mississippi	x	
Missouri	x	
Montana	x	x
Nevada		x
New Mexico		x
New York	x	
North Carolina	x	
North Dakota	x	x
Ohio	x	x
Oregon	x	x
Texas	x	
Utah	x	x
Vermont	x	
Washington	x	x
Wyoming	x	

NOTE: x denotes comparisons that indicate potential bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Documentation Data File," 2020-21.

Table B-4. Indication of potential bias for private K-12 school data at the national level based on comparisons between frame distribution and base-weighted or nonresponse-adjusted respondent distributions: 2020-21

Characteristic	Base-weighted respondent distribution	Nonresponse- adjusted respondent distribution
Affiliation (3 level)		
Catholic	x	
Other religious	x	
Affiliation (11 level)		
Catholic-Parochial	x	
Catholic-Diocesan	x	
Jewish	x	
Lutheran	x	
Other religious	x	
Nonsectarian-regular	x	
Nonsectarian-special education	x	
School enrollment		
Less than 100	x	
100 to less than 200	x	x
Community type		
Town	x	
Rural	x	
School level		
Elementary	x	x
Secondary	x	x
Combined	x	x
Region		
Northeast	x	x
Midwest	x	x
Number of teachers		
Less than 5	x	x
5 to less than 15	x	x
15 to less than 30	x	
50 or more	x	x

NOTE: x denotes comparisons that indicate potential bias.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Private School Documentation Data File," 2020-21.

base-weighted distribution of responding schools and the base-weighted distribution of nonrespondents were compared through a likelihood ratio chi-square test to find any groups that would have been over- or under-represented by the respondents without nonresponse adjustment. The results for each set of tests were consistent with the results presented in tables B-3 and B-4. Each school group listed in tables B-3 and B-4 had a significant difference in response rate from the overall response rate and the respondents and nonrespondents had different distributions by each sampling characteristic listed in table B-3 (for public schools) or B-4 (for private schools).

Weighting adjustments were designed to reduce or eliminate nonresponse bias and to reduce the variance introduced due to sampling by adjusting the sample estimates to known totals from the

frame. The final-weighted comparisons to eligible cases shown in tables B-3 and B-4 reflect the effect of weighting adjustment. These tables show that weighting adjustments eliminated most but not all evidence of potential bias for public and private schools. In addition, evidence of potential bias formed for some items as a result of the weighting adjustments.

For public schools (see table B-3), there is evidence of potential bias after weighting adjustments for the following national-level and state-level items included in the nonresponse bias analysis:

- school type, charter and traditional public;
- percent non-White students, for schools with less than 5 percent non-White students;
- percent of students eligible free or reduced-price lunch, for schools where less than 35 percent or 35 percent to less than 50 percent of students were eligible for free or reduced-price lunches;
- school level, for high and combined;
- region, for schools in the Midwest and West regions;
- schools with the Title I non-eligible; and
- state, for schools in California, District of Columbia, Florida, Hawaii, Idaho, Kentucky, Maine, Maryland, Montana, Nevada, New Mexico, North Dakota, Ohio, Oregon, Utah, and Washington.

For private schools (see table B-4), there is evidence of potential bias after weighting adjustments for the following national-level items included in the nonresponse bias analysis:

- school enrollment, for schools with 100 to less than 200 enrollment;
- school level, for elementary, secondary and combined;
- region, for schools in the Northeast and Midwest regions; and
- number of teachers, for schools with less than 5, 5 to less than 15, and 50 or more teachers.

For further information on unit response rates and nonresponse bias analysis, see the *Survey Documentation for the 2020-21 National Teacher and Principal Survey* (Cox et al. forthcoming).

Item response rates. The item response rate indicates the percentage of respondents who answered a given survey question or item. The weighted NTPS item response rate is calculated by dividing the weighted number of respondents who provided an answer to an item by the weighted number of respondents who were eligible to answer that item.⁷ Table B-5 provides a summary of the weighted item response rates. For the public school data, nine of the survey items included in this report have item response rates less than 85 percent. Those items were:

- (1) number of full-time data coaches or data coordinators (question 2-2e);
- (2) number of full-time technology specialists (question 2-2f);
- (3) number of full-time aides, English as a second language or bilingual teacher aides (question 2-2h[2]);
- (4) number of full-time aides, library media center aides (question 2-2h[4]);

⁷ For the formula to calculate the item response rate, see *2012 Revision of NCES Statistical Standards: Final* (NCES 2014-097).

- (5) number of full-time aides, other classroom aides (question 2-2h[5]);
- (6) number of full-time security guards or security personnel (question 2-2l);
- (7) number of full-time school resource officers (question 2-2m);
- (8) number of full-time sworn law enforcement officers who are not school resource officers (question 2-2n); and
- (9) number of full-time other employees not reported above (question 2-2o).

For the private school data, 22 of the survey items included in this report have item response rates less than 85 percent. Those items were:

- (1) number of full-time vice principal and assistant principal (question 2-2b);
- (2) number of part-time data coaches or data coordinators (question 2-2e);
- (3) number of part-time technology specialists (question 2-2f);
- (4) number of part-time social workers (question 2-2g[3]);
- (5) number of part-time psychologists (question 2-2g[4]);
- (6-7) number of full-time and part-time ESL or bilingual teacher aides (question 2-2h[2]);
- (8) number of full-time special education aides (question 2-2h [3]);
- (9) number of full-time library media center aides (question 2-2h [4]);
- (10) number of full-time other classroom aides (question 2-2h [5]);
- (11) number of full-time secretaries and other clerical support staff (question 2-2i);
- (12-13) number of full-time and part-time food service personnel (question 2-2j);
- (14) number of full-time custodial and maintenance personnel (question 2-2k);
- (15-16) number of full-time and part-time security guards or security personnel (question 2-2l);
- (17-18) number of full-time and part-time school resource officers (question 2-2m);
- (19-20) number of full-time and part-time sworn law enforcement officers who are not school resource officers (question 2-2n); and
- (21-22) number of full-time and part-time other employees not reported above (question 2-2o).

For further information on item response rates and bias analysis, see the *Survey Documentation for the 2020-21 National Teacher and Principal Survey* (Cox et al. forthcoming).

Table B-5. Summary of weighted item response rate, by survey: 2020-21

Survey	Percent of items with a response rate of 85 percent or more	Percent of items with a response rate of less than 85 percent
Public School	91.8	8.2
Private School	81.9	18.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public and Private School Documentation Data Files," 2020-21.

Weighting

The general purpose of weighting is to scale up the sample estimates to represent the target survey population. For NTPS, a base weight was used as the starting point. In most cases, this base weight was the reciprocal of the unit's probability of selection on the frame (the initial base weight), and in other cases, adjustments were made to this frame base weight to reflect multiple chances of selection from the frame or other situations such as subsampling.

Next, a series of nonresponse adjustment factors were calculated and applied based on a weighting cell adjustment. Weighting cells were developed using tree search algorithms. These cells were selected to be homogeneous in response propensity within cells and heterogeneous in response propensity across cells (response propensity is the underlying chance that a particular sample unit will respond by completing the questionnaire: its individual response rate). The adjustment was the inverse of the weighted response rate within each cell, and each respondent in the cell received this adjustment. Nonrespondents were given weights of zero and the respondents were reweighted to represent the nonrespondents. The variables included in the tree search algorithms overlap substantially with those examined for potential bias, and included all subgroups that showed potential bias (listed in tables B-3 and B-4). For public schools, the variables used in the tree search algorithm were enrollment, percent of enrollment with race other than White, percent free or reduced-price lunch eligible, community type, region, number of teachers, state, and special district flag; all but special district flag were also used in the bias analysis. For private schools, the variables used were affiliation, enrollment, community type, region, and number of teachers; all were also used in the bias analysis. These variables may show differential response conditional on other subgroups (i.e., they may be chosen as cell generators by the tree search algorithm within particular branches).

Finally, for the school file, a raking factor was calculated and applied to the sample to adjust the sample totals to the frame totals, so that the sum of the weights within each of the specified cells was equal to the corresponding frame total for the cell. For public schools, these cells were defined based on school level, urbanicity, and percentage of students eligible for free or reduced-price lunch; and for private schools, the cells were defined based on school level, affiliation, and urbanicity. The weights were then adjusted to the control totals by an iterative process, referred to as raking, until the weights simultaneously aggregated to be equal to each set of control totals. In some cases, extreme weights may be trimmed back to a cutoff value. This all improves the precision of survey estimates.

The product of these factors is the final weight for each NTPS respondent, which appears as SFNLWGT on the NTPS Public and Private School Data Files.

Variance Estimation

In surveys with complex sample designs, such as NTPS, direct estimates of sampling errors that assume a simple random sample typically underestimate the variability in the estimates. The NTPS sample design and estimation include procedures that deviate from the assumption of simple random sampling, such as sampling with differential probabilities.

NTPS uses jackknife replication to calculate appropriate sampling errors that account for the complex sample design. Jackknife replication methods involve dropping a small portion of the sample from the full sample and computing the statistic of interest for the retained and reweighted sample (the jackknife replicate). The sum of squares of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. The NTPS school data file included a set of 200 replicate weights designed to produce variance estimates. The set of replicate weights for each file should be applied to the respondents in that file. The replicate weights for NTPS respondents are SREPWT1-SREPWT200 for schools.

Reliability of Data

A survey estimate is subject to two types of errors: nonsampling and sampling. Nonsampling errors are attributed to many sources, including definitional difficulties, the inability or unwillingness of respondents to provide correct information, differences in the interpretation of questions, an inability to recall information, errors made in collection (e.g., in recording or coding the data), errors made in processing the data, and errors made in estimating values for missing data. Quality control and edit procedures were used to reduce errors made by respondents, coders, and interviewers. In contrast, sampling errors result from the collection of data from a sample of the population rather than the full target population, and estimates of the magnitude of sampling error for NTPS data can be derived or calculated. The survey estimates may differ from the values that would be obtained from a census of the target population using the same questionnaire, instructions, and interviewers.

Caution Concerning Comparisons of Estimates

The 2020-21 NTPS data collection was conducted during the coronavirus pandemic, which affected school operations starting in March 2020 and throughout the 2020-21 school year. The disruption to instruction during the 2020-21 school year may have affected responses provided to items on the school, principal, and teacher surveys. As a result, the data collected might reflect the unique circumstances of the 2020-21 school year. For example, the question on the principal survey asking about the percentage of time a principal spent on various tasks in the school, including student and parent interactions, may have been affected by the prevalence of online and hybrid instruction in schools during the 2020-21 school year. On the school survey, questions about staff counts and students receiving special programs and services may have been affected by educational disruptions. On the teacher survey, questions about class organization, teacher working conditions, school climate and teacher attitudes, and general employment information (particularly earnings from sources other than their base teaching salary) may have been affected

by disruptions teachers faced during the coronavirus pandemic. Other changes in responses may have occurred where respondents had difficulty answering items that were designed and tested for in-person instruction, for example, the question on the School Questionnaire asking about average daily attendance, or questions on the Teacher Questionnaire asking about instructional time during a typical school week. See Spiegelman, Kephart, and Katz (2021) for a discussion of some of these issues. Note that these survey questions are examples, rather than an exhaustive list. Data users should keep these disruptions and challenges in mind when comparing responses on the 2020-21 NTPS to responses on previous NTPS and SASS data collections. Please also note that respondents were asked to report their school's instructional status at the time they completed the survey (i.e., fully in-person instruction, a hybrid of in-person and remote instruction, fully remote instruction). This provides contextual information about the circumstances under which the survey was completed and does not capture information about a school's official operating status(es) during the 2020-21 school year. Additional information about this variable is provided in appendix C.

Data collection operations for the 2020-21 NTPS differed from past cycles due to COVID-19. For example, initial materials were mailed to schools starting in October 2020, rather than in September. Historically, schools, principals, and teachers received approximately the same number of mail and e-mail contacts. For the 2020-21 NTPS, additional e-mails, unaccompanied by mailed materials, were sent to staff. While previous NTPS administrations used both telephone and in-person follow-up operations, the 2020-21 only followed up by telephone. For more information, please see the *Survey Documentation for the 2020-21 National Teacher and Principal Survey* (Cox et al. forthcoming).

The 2020-21 NTPS categorizes school level differently for analysis than previous years of NTPS. In 2020-21, public schools are grouped into elementary, middle, secondary/high, and combined/other, and private schools are grouped into elementary/middle, secondary/high, and combined/other. These groupings are described in appendix C. In contrast, earlier NTPS surveys categorized public schools as primary, middle, high, and combined, and private schools as elementary, secondary, and combined. Due to these changes in categorization, users should exercise caution when comparing estimates by school level between the 2020-21 NTPS and previous years.

The 2017-18 and 2020-21 NTPS collected information on the National School Lunch Program differently than previous years of both NTPS and SASS. Rather than asking for a count of K-12 students approved for the program, schools were asked to report the percentage of K-12 students approved for the program. Additionally, schools that did not participate in the program were previously treated as a separate category for reporting purposes, but in the 2017-18 and 2020-21 reports, they are grouped with schools that participated in the program but had no students approved for the program. This change was made due to the small size of the number of schools that did not participate and the categories used for sampling, calculating response rates, and conducting bias analyses. Due to both the change in the question and the change in categorization of non-participating schools for 2017-18 and 2020-21, users should exercise caution when comparing estimates for, or reported by, the percentage of students approved for free or reduced-price lunches.

Appendix C: Description of Variables

Description of Variables

The variables that are included in this report are listed in table C-1. Those with variable names that begin with “S” and are followed by four digits are survey variables that come from items on the Public and Private School Questionnaires. The variables without the letter plus four-digit names are derived variables, meaning they were created using survey variables, frame variables (variables taken from the sampling frame), other created variables, or a combination of these. They are frequently used in National Center for Education Statistics publications and have been added to the data files to facilitate data analysis. The definitions for the created variables follow table C-1.

Table C-1. Variables used in the *Characteristics of 2020-21 Public and Private K-12 Schools in the United States: Results From the National Teacher and Principal Survey report: 2020-21*

Variable	Variable name in data files
Charter school identifier ¹	CHARFLAG
Fill the vacancy in different fields	S1272-S1284
How classes normally taught at this school	S0600
Reported effect of COVID-19 on instruction ¹	S1906
Official start time at the school	S0117 and S0131
Percentage of students in the school approved for the National School Lunch Program ¹	NSLAPP_S
Percentage of students typically enrolled in at least one online class	S1905
School type	S0120
School level ¹	SCHLEV_CCD
Staff-full-time/part-time positions or assignments	S1212-S1263
Student enrollment in K-12 and ungraded ¹	SCHSIZE
Three-category private school typology ¹	RELIG
Urban-centric school locale code ¹	URBANS12
Whether the school has before-school or after-school program for students who need assistance	S0144
Whether the school has before-school or after-school program for students who seek advancement	S0145
Whether the school has before-school or after-school day care programs	S0146
Whether the school has before-school or after-school related activities and clubs	S0147
Whether the school has general instructional/not subject-specific coach(es)	S1270
Whether the school has math coach(es)	S1268
Whether the school has math specialist(s)	S1265
Whether the school has reading coach(es)	S1267
Whether the school has reading specialist(s)	S1264
Whether the school has science coach(es)	S1269
Whether the school has science specialist(s)	S1266
Whether the school offers any courses entirely online	S0125

¹The definition for this variable can be found in Appendix C: Description of Variables.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), “Public School and Private School Data Files,” 2020-21.

Charter school identifier (CHARFLAG): A flag variable taken from the Public School Data File that identifies charter schools. 1 = School is a public charter school, 2 = School is a traditional public school. A charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulation. CHARFLAG is based on S0500 from the Public School Data File.

Percentage of students in the school approved for the National School Lunch Program

(NSLAPP_S): Taken from the Public School and Private School Data Files, NSLAPP_S is a continuous variable for the percentage of K-12 students (S0427) approved for the National School Lunch Program, among schools that participated in the National School Lunch Program (NSLP) (S0409=1). For this report, NSLAPP_S is recoded as a categorical variable describing the proportion of students approved for free or reduced-price lunches. Schools that did not participate in the NSLP have valid skip values, but were categorized as having no approved students for the purposes of this report.

School level (SCHLEV_CCD): School level for both public and private schools, based on guidelines set by the Common Core of Data (CCD). Information about grades offered by the school came from the NTPS school survey. For cases where the school was a non-interview for NTPS, sample file (CCD for public or Private School Survey for private) or other information was used to impute (if available). School levels for SCHLEV_CCD are defined in the CCD guidelines as:

- Elementary: offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades.
- Middle: offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades.
- Secondary: offer at least one of grade 9 to 11, the number of secondary grades is greater than the number of middle grades, and do not offer grade 12.
- High: offer grade 12, and if other secondary grades are offered, the number of secondary grades is greater than the number of middle grades.
- Ungraded: offer only ungraded instruction.
- Other: offer both elementary and secondary/high grades, or grades in all three levels (elementary, middle, secondary/high).

For this report, SCHLEV_CCD was recoded into four categories for public schools and three categories for private schools, as follows:

Public schools

- Elementary;
- Middle;
- Secondary/high; and
- Combined/other (aggregation of Ungraded and Other).

Private schools

- Elementary/middle;
- Secondary/high; and
- Combined/other (aggregation of Ungraded and Other).

Student enrollment in K-12 and ungraded (SCHSIZE): Taken from the Public School and Private School Data Files, SCHSIZE is a categorical variable based on the number of K-12 and ungraded students enrolled in the school (S0115 for public and S4115 with S0151 subtracted for private). For this report, SCHSIZE was recoded into six categories for public schools and five categories for private schools.

Three-category private school typology (RELIG): Taken from the Private School Data File, RELIG is a three-category variable based on the variables that identify the religious or nonreligious orientation of a private school (S0186–S0297 and S0320–S0321): Catholic, Other religious, or Nonsectarian.

Urban-centric school locale code (URBANS12): Taken from the Public and Private School Data Files, URBANS12 is a created variable collapsed from the 12-category urban-centric school locale code (SLOCP12) that was updated to incorporate Census population and geography information and recoded into four categories, as follows:

- City: includes city, large; city, midsize; city, small;
- Suburban: includes suburb, large; suburb, midsize; suburb, small;
- Town: includes town, fringe; town, distant; town, remote; and
- Rural: includes rural, fringe; rural, distant; rural, remote.

Variable About the Reported Effect of COVID-19 on Instruction

In addition to the core and rotating topics described in table B-1, the 2020–21 NTPS included a question asking about the current effect of the coronavirus pandemic on instruction at the school at the time the survey was completed. Given the start date for the 2020–21 NTPS, the length of the data collection window, and predictions about the 2020–21 school year, the COVID-19-related questions focused on how schools adapted to the COVID-19 pandemic during the spring of 2020. In addition, schools were asked to report the current effect of the coronavirus pandemic on instruction at the school at the time they completed the survey. Schools were asked to indicate whether they were currently offering only distance-learning instruction because of the coronavirus pandemic, currently offering a hybrid of in-person and distance-learning instruction because of the coronavirus pandemic, currently offering only in-person instruction with additional safety precautions because of the coronavirus pandemic, or there was currently no effect on the instruction offered because of the coronavirus pandemic. For schools, this variable is S1906. Because schools may have completed the School Questionnaire at any time during the 2020–21 school year, this variable cannot be used to provide information about the distribution of in-person, hybrid, or remote instruction at any given point in time. This contextual variable provides information about the circumstances under which the survey was completed and does not capture information about a school’s official operating status(es) during the 2020–21 school year. Table C-2 provides additional information about the percentage distribution of schools reporting the effect of COVID-19 on instruction by school type and selected school characteristics.

Table C-2. At the time the School Questionnaire was completed, percentage distribution of K-12 schools reporting how COVID-19 affected instruction, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	Offering only distance-learning instruction	Offering a hybrid of in-person and distance-learning instruction	Offering only in-person instruction or no effect on the instruction offered
All schools	16.6	68.2	15.2
All public schools	19.4	72.5	8.0
School classification			
Traditional public	18.6	73.2	8.2
Charter school	27.2	66.4	6.4
Community type			
City	30.6	66.1	3.3
Suburban	21.7	73.5	4.9
Town	11.2	76.8	11.9
Rural	8.9	76.0	15.0
School level¹			
Elementary	18.9	74.2	6.8
Middle	19.5	74.5	6.0
Secondary/high	22.5	69.8	7.6
Combined/other	13.5	64.3	22.3
Student enrollment			
Less than 100	17.6	61.0	21.4
100-199	18.8	68.9	12.4
200-499	18.0	73.6	8.4
500-749	20.6	74.2	5.2
750-999	22.6	74.0	3.4
1,000 or more	21.6	74.2	4.2
Percent of K-12 students who were approved for free or reduced-price lunches			
0-34	15.9	72.1	12.0
35-49	14.4	75.0	10.6
50-74	17.6	74.0	8.3
75 or more	24.1	71.4	4.6
All private schools	6.0	51.5	42.5
School classification			
Catholic	5.5	62.7	31.8
Other religious	4.3	41.1	54.5
Nonsectarian	10.0	59.9	30.1
Community type			
City	9.5	61.4	29.0
Suburban	6.3	62.2	31.6
Town	‡	37.8	60.7
Rural	2.3!	26.0	71.6
School level¹			
Elementary/middle	5.0!	43.9	51.1
Secondary/high	10.5	63.9	25.5
Combined/other	5.5	51.6	42.9

See notes at end of table.

Table C-2. At the time the School Questionnaire was completed, percentage distribution of K-12 schools reporting how COVID-19 affected instruction, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Offering only distance-learning instruction	Offering a hybrid of in- person and distance-learning instruction	Offering only in-person instruction or no effect on the instruction offered
Student enrollment			
Less than 100	6.8	37.7	55.5
100-199	4.3	58.0	37.7
200-499	6.3	69.2	24.5
500-749	2.9!	73.6	23.5
750 or more	9.1!	76.0	14.9

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. The coefficient of variation (CV) for this estimate is 50 percent or greater (i.e., the standard error is 50 percent or more of the estimate).

¹ Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

NOTE: Data are weighted estimates of the population. Schools were asked to report the current effect of the coronavirus pandemic (COVID-19) on instruction at the school at the time they completed the survey. Thus, this was the reported effect on instruction reported at the time the survey was completed, not a summary of the school year. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Data Files," 2020-21.

Table C-S2. Standard errors for Table C-2: At the time the School Questionnaire was completed, percentage distribution of K-12 schools reporting how COVID-19 affected instruction, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	Offering only distance-learning instruction	Offering a hybrid of in-person and distance-learning instruction	Offering only in-person instruction or no effect on the instruction offered
All schools	0.44	0.57	0.44
All public schools	0.51	0.60	0.38
School classification			
Traditional public	0.56	0.65	0.41
Charter school	1.36	1.49	0.88
Community type			
City	1.20	1.23	0.39
Suburban	0.95	1.06	0.53
Town	1.06	1.37	1.06
Rural	0.87	1.23	1.04
School level			
Elementary	0.74	0.88	0.49
Middle	1.17	1.32	0.71
Secondary/high	1.13	1.30	0.75
Combined/other	1.69	2.63	2.27
Student enrollment			
Less than 100	2.34	3.02	2.28
100-199	2.15	2.57	1.64
200-499	0.91	1.06	0.59
500-749	1.14	1.21	0.68
750-999	1.75	1.80	0.74
1,000 or more	1.28	1.44	0.60
Percent of K-12 students who were approved for free or reduced-price lunches			
0-34	1.07	1.21	0.93
35-49	1.33	1.58	1.02
50-74	1.28	1.46	0.88
75 or more	0.95	1.01	0.43
All private schools	0.62	1.32	1.34
School classification			
Catholic	1.10	2.66	2.49
Other religious	0.85	2.10	2.14
Nonsectarian	1.58	2.51	2.38
Community type			
City	1.20	2.44	2.29
Suburban	1.09	2.24	2.18
Town	†	4.55	4.60
Rural	1.11	2.85	2.88
School level			
Elementary/middle	1.51	3.72	3.86
Secondary/high	1.63	2.42	2.40
Combined/other	0.74	1.65	1.73
Student enrollment			
Less than 100	1.04	2.09	2.06
100-199	1.00	2.76	2.76
200-499	1.28	2.44	2.13
500-749	1.20	4.50	4.28
750 or more	3.44	4.95	4.04

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School and Private School Data Files," 2020-21.