

## **SCHOOL INFORMATION**

Questions 15, 16, 17

Percentage of students in various categories, by school characteristics

Table 15A - Title I Status

	All Schools (N=1,248)	Non-Title I (N=479)	Title I (N=769)
Average total student enrollment	565	657*	499
White students	70	79*	64
Black students	14	10*	17
Hispanic students	11	6*	14
Asian/Pacific Islander	3	3*	2
American Indian/Alaskan Native	2	2	2
LEP	6	3*	8
Migrant	1	1*	2
Students with disabilities	9	9	9
Homeless	0.3	0.1*	0.5
Percent eligible for free-/reduced-price lunch	41	25*	52

Table 15B - School Type

	Non-Title I (N=479)	SW (N=445)	TA (N=324)
Average total student enrollment	657*	525	477*
White students	79*	48*	77
Black students	10*	27*	9
Hispanic students	6*	19*	10*
Asian/Pacific Islander	3	2	2
American Indian/Alaskan Native	2	3	1
LEP	3*	10	7
Migrant	1*	2*	1
Students with disabilities	9	9	9
Homeless	0.1*	1	0.4
Percent eligible for free-/reduced-price lunch	25*	69*	39*

Questions 15, 16, 17 (continued)

Percentage of students in various categories, by school characteristics

Table 15C - Minority Enrollment

	<b>0-49.9%</b> <b>(N=595)</b>	<b>50-79.9%</b> <b>(N=345)</b>	<b>80-100%</b> <b>(N=308)</b>
Average total student enrollment	579	530	553
White students	84*	57*	32*
Black students	7*	22*	34*
Hispanic students	5*	16*	27*
Asian/Pacific Islander	3*	2	2
American Indian/Alaskan Native	1*	2*	5*
LEP	2*	6*	20*
Migrant	1*	2	3*
Students with disabilities	9	9	9
Homeless	0.1	1	1*
Percent eligible for free-/reduced-price lunch	24*	63*	91*

Table 15D - School Level

	<b>Elementary</b> <b>(N=546)</b>	<b>Middle</b> <b>(N=333)</b>	<b>High</b> <b>(N=311)</b>
Average total student enrollment	477*	631*	811*
White students	69	70	76*
Black students	15	15	12
Hispanic students	12	11*	6*
Asian/Pacific Islander	3	3	2
American Indian/Alaskan Native	1	1*	3*
LEP	7*	4	3*
Migrant	1	1	1
Students with disabilities	8*	11*	8
Homeless	0.4	0.2	0.2
Percent eligible for free-/reduced-price lunch	44*	39*	32*

Questions 15, 16, 17 (continued)

Percentage of students in various categories, by school characteristics

**Table 15E - Metropolitan Status**

	<b>Central City of MSA (N=418)</b>	<b>MSA not Central City (N=342)</b>	<b>Not MSA (N=488)</b>
Average total student enrollment	710	672*	410*
White students	45*	74*	82*
Black students	30*	9	8*
Hispanic students	19*	11*	6*
Asian/Pacific Islander	4	4*	1*
American Indian/Alaskan Native	1	0.5*	3*
LEP	10*	6	4*
Migrant	1	1	2
Students with disabilities	9	9	9
Homeless	1*	0.2	0.3
Percent eligible for free-/reduced-price lunch	58*	27*	40*

**Table 15F - Poverty Level**

	<b>0-34.9% (N=397)</b>	<b>35-49.9% (N=201)</b>	<b>50-74.9% (N=317)</b>	<b>75-100% (N=319)</b>
Average total student enrollment	598+	526	522	564
White students	86*+	77*+	58*	26*
Black students	5*+	12*+	21*	38*
Hispanic students	4*+	8*+	14*	32*
Asian/Pacific Islander	3*+	1	2	2
American Indian/Alaskan Native	1	1	3	3
LEP	2*+	4*+	6*	17*
Migrant	0.3*+	2	2	3*
Students with disabilities	8*	10	10*	8
Homeless	0.1	0.2	1	1*
Percent eligible for free-/reduced-price lunch	17*+	42*+	61*	88*

Questions 15, 16, 17 (continued)

Percentage of students in various categories, by school characteristics

Table 15G - School Size

	<b>Less than 300 (N=172)</b>	<b>300-499 (N=291)</b>	<b>500-999 (N=496)</b>	<b>1,000 or more (N=298)</b>
Average total student enrollment	190*+	400*+	687*	1,421*
White students	81*+	71+	67*	59*
Black students	7*+	15	17	17*
Hispanic students	7+	9+	12*	18*
Asian/Pacific Islander	1*+	2+	3*	5*
American Indian/Alaskan Native	5*+	1	1	1*
LEP	6	5+	6	9
Migrant	2	1	1	1
Students with disabilities	9	9	9	9
Homeless	0.1	0.4	0.4	0.2
Percent eligible for free-/reduced-price lunch	42	41	41	37

Questions 18, 19 , 20

Average number of instructional rooms, computers, and rooms with Internet access as reported by school principals, by school characteristics

**Table 18A - Title I Status**

	<b>All Schools (N=1,215)</b>	<b>Non-Title I (N=468)</b>	<b>Title I (N=747)</b>
	<u>Average</u>	<u>Average</u>	<u>Average</u>
Instructional rooms	34	38*	31
Computers	76	87*	68
Students per computer	9	9	9
Instructional rooms with Internet access	11	14*	8
Percentage of all rooms with Internet access	32	38*	27

**Table 18B – School Type**

	<b>Non-Title I (N=468)</b>	<b>SW (N=431)</b>	<b>TA (N=316)</b>
	<u>Average</u>	<u>Average</u>	<u>Average</u>
Instructional rooms	38*	31	31*
Computers	87*	68	67*
Students per computer	9	10	9
Instructional rooms with Internet access	14*	7*	9*
Percentage of all rooms with Internet access	38*	22	32*

**Table 18C - Minority Enrollment**

	<b>0-49.9% (N=581)</b>	<b>50-79.9% (N=337)</b>	<b>80-100% (N=297)</b>
	<u>Average</u>	<u>Average</u>	<u>Average</u>
Instructional rooms	35	32	31
Computers	80*	69	64*
Students per computer	9	10*	12*
Instructional rooms with Internet access	12*	8*	6*
Percentage of all rooms with Internet access	36*	28	21*

Questions 18, 19 , 20 (continued)

Average number of instructional rooms, computers, and rooms with Internet access as reported by school principals, by school characteristics

**Table 18D - School Level**

	<b>Elementary (N=540)</b>	<b>Middle (N=313)</b>	<b>High (N=306)</b>
	<u>Average</u>	<u>Average</u>	<u>Average</u>
Instructional rooms	28*	37*	51*
Computers	62*	81*	121
Students per computer	10	10*	8*
Instructional rooms with Internet access	8*	12*	19*
Percentage of all rooms with Internet access	30	34	38*

**Table 18E - Metropolitan Status**

	<b>Central City of MSA (N=400)</b>	<b>MSA not Central City (N=336)</b>	<b>Not MSA (N=479)</b>
	<u>Average</u>	<u>Average</u>	<u>Average</u>
Instructional rooms	39	39*	27*
Computers	82	91*	62*
Students per computer	12*	9	8*
Instructional rooms with Internet access	10*	14*	9
Percentage of all rooms with Internet access	27*	37	31

**Table 18F - Poverty Level**

	<b>0-34.9% (N=388)</b>	<b>35-49.9% (N=198)</b>	<b>50-74.9% (N=310)</b>	<b>75-100% (N=310)</b>
	<u>Average</u>	<u>Average</u>	<u>Average</u>	<u>Average</u>
Instructional rooms	36+	31	32	32
Computers	81	77	69	64*
Students per computer	9	9+	9*	12*
Instructional rooms with Internet access	14*+	10+	8*	5*
Percentage of all rooms with Internet access	36+	34+	28*	19*

Questions 18, 19 , 20 (continued)

Average number of instructional rooms, computers, and rooms with Internet access as reported by school principals, by school characteristics

Table 18G - School Size

	<b>Less than 300 (N=171)</b>	<b>300-499 (N=283)</b>	<b>500-999 (N=480)</b>	<b>1,000 or more (N=281)</b>
	<u>Average</u>	<u>Average</u>	<u>Average</u>	<u>Average</u>
Instructional rooms	15*+	26*+	40*	77*
Computers	37*+	59*+	87*	173*
Students per computer	6*+	9+	11	12*
Instructional rooms with Internet access	5*+	8*+	12*	23*
Percentage of all rooms with Internet access	34	33	31	28

**Question 21**

**Percentage of principals reporting to what extent the following are barriers to their school’s acquisition or usage of advanced telecommunications capabilities, by school characteristics**

**Table 21A - Title I Status**

	Not at All			Small Extent			Moderate Extent			Great Extent		
	All Schools (N=1,209)	Non-Title I (N=470)	Title I (N=739)	All Schools (N=1,209)	Non-Title I (N=470)	Title I (N=739)	All Schools (N=1,209)	Non-Title I (N=470)	Title I (N=739)	All Schools (N=1,209)	Non-Title I (N=470)	Title I (N=739)
Lack of technical support or advice	% 19	% 19	% 20	% 31	% 29	% 32	% 28	% 29	% 27	% 22	% 23	% 21
Lack of or inadequately trained staff	10	8	12	30	29	31	39	43	37	20	20	20
Lack of teacher awareness regarding ways to integrate curriculum	9	9	9	25	23	26	45	47	45	21	21	20
Lack of software that is integrated with the school’s curriculum	11	10	11	28	29	27	37	37	36	25	25	26

**Table 21B - School Type**

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Non-Title I (N=470)	SW (N=427)	TA (N=312)									
Lack of technical support or advice	% 19	% 18	% 21	% 29	% 30	% 34	% 29	% 31	% 24	% 23	% 21	% 21
Lack of or inadequately trained staff	8	13	11	29	28	34	43	38	36	19	22	19
Lack of teacher awareness regarding ways to integrate curriculum	9	9	9	23	28	25	47	41	48	22	22	18
Lack of software that is integrated with the school’s curriculum	10	14	10	29	25	28	37	36	35	24	25	27

**Question 21 (continued)**

**Percentage of principals reporting to what extent the following are barriers to their school’s acquisition or usage of advanced telecommunications capabilities, by school characteristics**

**Table 21C - Minority Enrollment**

	Not at All			Small Extent			Moderate Extent			Great Extent		
	0-49.9% (N=586)	50-79.9% (N=333)	80-100% (N=290)									
Lack of technical support or advice	<u>%</u> 20	<u>%</u> 17	<u>%</u> 18	<u>%</u> 33	<u>%</u> 30	<u>%</u> 26	<u>%</u> 27	<u>%</u> 26	<u>%</u> 33	<u>%</u> 20	<u>%</u> 26	<u>%</u> 23
Lack of or inadequately trained staff	10	11	14	34*	26	20*	39	37	44	17*	26	23
Lack of teacher awareness regarding ways to integrate curriculum	8	8	14	27	23	21	47	40	47	18	30	18
Lack of software that is integrated with the school’s curriculum	11	12	11	28	26	27	38	33	37	24*	29*	26

**Table 21D - School Level**

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Elemen- tary (N=524)	Middle (N=319)	High (N=309)									
Lack of technical support or advice	<u>%</u> 16*	<u>%</u> 29*	<u>%</u> 20	<u>%</u> 30	<u>%</u> 27*	<u>%</u> 39	<u>%</u> 30*	<u>%</u> 22	<u>%</u> 29	<u>%</u> 24	<u>%</u> 22*	<u>%</u> 13*
Lack of or inadequately trained staff	9	14	9	30	28	34	39	41	39	21	16	18
Lack of teacher awareness regarding ways to integrate curriculum	9	12	6	25	25	24	46	45	47	20	19	23
Lack of software that is integrated with the school’s curriculum	12	13	7	29	25	24	33	38	46	26	24	24

**Question 21 (continued)**

**Percentage of principals reporting to what extent the following are barriers to their school’s acquisition or usage of advanced telecommunications capabilities, by school characteristics**

**Table 21E - Metropolitan Status**

	Not at All			Small Extent			Moderate Extent			Great Extent		
	Central City of MSA (N=400)	MSA not Central City (N=334)	Not MSA (N=475)	Central City of MSA (N=400)	MSA not Central City (N=334)	Not MSA (N=475)	Central City of MSA (N=400)	MSA not Central City (N=334)	Not MSA (N=475)	Central City of MSA (N=400)	MSA not Central City (N=334)	Not MSA (N=475)
Lack of technical support or advice	<u>%</u> 16	<u>%</u> 20	<u>%</u> 21	<u>%</u> 23	<u>%</u> 33	<u>%</u> 34	<u>%</u> 35	<u>%</u> 26	<u>%</u> 25	<u>%</u> 25	<u>%</u> 21	<u>%</u> 20
Lack of or inadequately trained staff	9	9	12	25	36	29	41	38	39	24	17	19
Lack of teacher awareness regarding ways to integrate curriculum	10	9	9	21	27	26	44	46	45	25	19	19
Lack of software that is integrated with the school’s curriculum	11	11	11	24	32	27	32	34	41	33	23	22

**Table 21F - Poverty Level**

	Not at All				Small Extent			
	0-34.9% (N=390)	35-49.9% (N=196)	50-74.9% (N=310)	75-100% (N=301)	0-34.9% (N=390)	35-49.9% (N=196)	50-74.9% (N=310)	75-100% (N=301)
Lack of technical support or advice	<u>%</u> 21	<u>%</u> 21	<u>%</u> 17	<u>%</u> 15	<u>%</u> 30	<u>%</u> 36	<u>%</u> 31	<u>%</u> 29
Lack of or inadequately trained staff	10	11	11	12	33	33	25	25
Lack of teacher awareness regarding ways to integrate curriculum	10	8	8	10	25	28	21	27
Lack of software that is integrated with the school’s curriculum	11	10	12	10	30	25	27	26

**Question 21 (continued)**

**Percentage of principals reporting to what extent the following are barriers to their school's acquisition or usage of advanced telecommunications capabilities, by school characteristics**

**Table 21F - Poverty Level - (continued)**

	Moderate Extent				Great Extent			
	0-34.9% (N=390)	35-49.9% (N=196)	50-74.9% (N=310)	75-100% (N=301)	0-34.9% (N=390)	35-49.9% (N=196)	50-74.9% (N=310)	75-100% (N=301)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lack of technical support or advice	27	28	26	34	22	15	26	22
Lack of or inadequately trained staff	38	43	37	40	19	13	27	22
Lack of teacher awareness regarding ways to integrate curriculum	46	48	42	43	19	17	29	20
Lack of software that is integrated with the school's curriculum	38	35	33	36	21	30	28	28

**Table 21G - School Size**

	Not at All				Small Extent			
	Less than 300 (N=168)	300-499 (N=284)	500-999 (N=471)	1,000 or more (N=286)	Less than 300 (N=168)	300-499 (N=284)	500-999 (N=471)	1,000 or more (N=286)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lack of technical support or advice	18	18	22	19	35	29	31	30
Lack of or inadequately trained staff	12	11	9	10	25	29	35	30
Lack of teacher awareness regarding ways to integrate curriculum	10	9	8	11	25	26	25	24
Lack of software that is integrated with the school's curriculum	10	14	9	8	23	28	31	21

Question 21 (continued)

Percentage of principals reporting to what extent the following are barriers to their school's acquisition or usage of advanced telecommunications capabilities, by school characteristics

Table 21G - School Size - (continued)

	Moderate Extent				Great Extent			
	Less than 300 (N=168)	300-499 (N=284)	500-999 (N=471)	1,000 or more (N=286)	Less than 300 (N=168)	300-499 (N=284)	500-999 (N=471)	1,000 or more (N=286)
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
Lack of technical support or advice	24	27	28	36	23	27	19	16
Lack of or inadequately trained staff	38	39	39	43	25	20	17	16
Lack of teacher awareness regarding ways to integrate curriculum	42	45	48	44	23	20	20	21
Lack of software that is integrated with the school's curriculum	42	32	34	47	24	26	25	23

Question 22

Percentage of principals reporting that teachers at their school participated in inservice or professional development programs that focused on educational technology, by school characteristics

**Table 22A - Title I Status**

	<b>All Schools (N=1,250)</b>	<b>Non-Title I (N=480)</b>	<b>Title I (N=770)</b>
Participated in program	% 89	% 92*	% 87
Length of program, if participated			
8 hours or less	100	100	99
9-32 hours	<1	<1	<1
More than 32 hours	<1	0	<1

**Table 22B - School Type**

	<b>Non-Title I (N=480)</b>	<b>SW (N=447)</b>	<b>TA (N=323)</b>
Participated in program	% 92*	% 84*	% 90
Length of program, if participated			
8 hours or less	100	99	99
9-32 hours	<1	<1	<1
More than 32 hours	0	<1	0

**Table 22C - Minority Enrollment**

	<b>0-49.9% (N=598)</b>	<b>50-79.9% (N=345)</b>	<b>80-100% (N=307)</b>
Participated in program	% 91	% 85	% 86
Length of program, if participated			
8 hours or less	100	99	99
9-32 hours	<1	1	1
More than 32 hours	0	0	1

Question 22 (continued)

Percentage of principals reporting that teachers at their school participated in inservice or professional development programs that focused on educational technology, by school characteristics

**Table 22D - School Level**

	<b>Elementary (N=547)</b>	<b>Middle (N=332)</b>	<b>High (N=314)</b>
Participated in program	% 87*	% 94	% 92*
Length of program, if participated			
8 hours or less	100	99	99
9-32 hours	<1	1	1
More than 32 hours	<1	0	0

**Table 22E - Metropolitan Status**

	<b>Central City of MSA (N=418)</b>	<b>MSA not Central City (N=345)</b>	<b>Not MSA (N=487)</b>
Participated in program	% 88*	% 93*	% 87
Length of program, if participated			
8 hours or less	99	100	100
9-32 hours	<1	<1	<1
More than 32 hours	<1	0	0

**Table 22F - Poverty Level**

	<b>0-34.9% (N=398)</b>	<b>35-49.9% (N=200)</b>	<b>50-74.9% (N=319)</b>	<b>75-100% (N=319)</b>
Participated in program	% 92	% 88	% 84	% 87
Length of program, if participated				
8 hours or less	100	100	99	99
9-32 hours	<1	0	1	1
More than 32 hours	0	0	0	1

Question 22 (continued)

Percentage of principals reporting that teachers at their school participated in inservice or professional development programs that focused on educational technology, by school characteristics

Table 22G - School Size

	<b>Less than 300 (N=171)</b>	<b>300-499 (N=291)</b>	<b>500-999 (N=496)</b>	<b>1,000 or more (N=292)</b>
Participated in program	<u>%</u> 84	<u>%</u> 91	<u>%</u> 90	<u>%</u> 92
Length of program, if participated				
8 hours or less	100	100	100	99
9-32 hours	0	<1	<1	1
More than 32 hours	0	0	<1	0

