



U.S. Department of Education  
NCES 2006-313 REVISED

# **Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States**

**2003-04**

**Schools and Staffing Survey**

**E.D. TAB**





U.S. Department of Education  
NCES 2006-313 REVISED

# **Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States**

**2003-04**

**Schools and Staffing Survey**

**E.D. TAB**

**March 2006; REVISED June 2007**

Gregory A. Strizek  
Jayme L. Pittsonberger  
Kate E. Riordan  
Deanna M. Lyter  
Greg F. Orlofsky  
American Institutes for Research

Kerry Gruber  
*Project Officer*  
National Center for  
Education Statistics

**U.S. Department of Education**

Margaret Spellings  
*Secretary*

**Institute of Education Sciences**

Grover J. Whitehurst  
*Director*

**National Center for Education Statistics**

Mark Schneider  
*Commissioner*

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high-priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high-quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public. Unless specifically noted, all information contained herein is in the public domain.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to

National Center for Education Statistics  
Institute of Education Sciences  
U.S. Department of Education  
1990 K Street NW  
Washington, DC 20006-5651

March 2006; REVISED June 2007

The NCES World Wide Web Home Page address is <http://nces.ed.gov>.  
The NCES World Wide Web Electronic Catalog is <http://nces.ed.gov/pubsearch>.

**Suggested Citation**

Strizek, G.A., Pittsonberger, J.L., Riordan, K.E., Lyter, D.M., and Orlofsky, G.F. (2006). *Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States: 2003-04 Schools and Staffing Survey* (NCES 2006-313 Revised). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

**For ordering information on this report, write to**

U.S. Department of Education  
ED Pubs  
P.O. Box 1398  
Jessup, MD 20794-1398

or call toll free 1-877-4ED-Pubs or order online at <http://www.edpubs.org>.

**Content Contact**

Kerry Gruber  
(202) 502-7349  
[kerry.gruber@ed.gov](mailto:kerry.gruber@ed.gov)

## Acknowledgments

Many people contributed to the production of this report, and the authors would like to thank several in particular. At the American Institutes for Research (AIR), John D. Marvel, Beth A. Morton, and Michael Hurwitz, for editing and review, and Elina Hartwell, Michael Rollins, and Nancy Rhyne for graphic design work. At the National Center for Education Statistics (NCES), Kathryn Chandler and Kerry Gruber of the Elementary/Secondary and Library Studies Division reviewed several drafts of the report and provided valuable feedback and guidance. Marilyn McMillen Seastrom, Chief Statistician for NCES, was the statistical standards reviewer for this report. Their suggestions improved the final product.

Development of the design and content, and the management, of the NCES Schools and Staffing Survey for 2003-04 was directed by Kathryn Chandler and carried out by NCES survey directors Stephen P. Broughman and Kerry J. Gruber. The Library Media Center survey direction was handled by Jeffrey Williams. Steven F. Kaufman provided statistical consulting. Planning, processing, and reporting of SASS was supported by AIR staff under the direction of Gregory A. Strizek and Deanna M. Lyter.

Sampling activities, field collection of data, and data processing were performed by U.S. Census Bureau staff under the direction of Dennis J. Schwanz and Randall J. Parmer, Demographic Statistical Methods Division; Steven C. Tourkin and Andrew L. Zukerberg, Demographic Surveys Division; and Howard R. McGowan, Xiaodong Guan, and Jennifer L. Peterson, Education Surveys Programming Branch.

Computer programs for the tables in this report were developed jointly by AIR and the Census Bureau. The Census Bureau produced the tables. Estimates and standard errors for the tables were confirmed by AIR staff.

The draft manuscript of this report was reviewed within NCES by Peter Tice, William Fowler, Kathryn Chandler, Jeffrey Owings, and Tai Phan and within AIR by Tom Nachazel and Pia Peltola. The Institute of Education Sciences editor was Anne Ricciuti.



# Contents

	<b>Page</b>
Acknowledgments .....	iii
List of Tables .....	vii
Introduction.....	1
Schools.....	3
Teachers.....	4
Principals.....	5
Districts.....	6
Library Media Centers .....	6
Reference.....	9
Tables.....	11
Appendix A: Standard Error Tables.....	97
Appendix B: Methodology and Technical Notes.....	183
Appendix C: Description of Variables.....	201
Appendix D: Glossary of Terms .....	205





## List of Tables

<b>Table</b>	<b>Page</b>
1. Number of students, teachers, schools, principals, school libraries, and districts, by school type and selected school characteristics: 2003-04 .....	13
 <b>Schools</b>	
2. Percentage distribution of students, by sex, race/ethnicity, percentage minority, school type, and selected school characteristics: 2003-04 .....	15
3. Number and percentage of schools that had students with an Individual Education Plan (IEP), percentage of enrolled students who had an IEP, and percentage of IEP students who spent varying amounts of time in regular classrooms, by school type and selected school characteristics: 2003-04 .....	17
4. Participation in Title I and the National School Lunch Program, by school type and selected school characteristics: 2003-04 .....	19
5. Number and percentage of schools that had limited-English-proficient (LEP) students, percentage of enrolled students who were LEP, and percentage of schools with LEP students that used various ways of determining LEP status, by school type and selected school characteristics: 2003-04 .....	21
6. Of schools that had limited-English-proficient (LEP) students, types of LEP programs, by school type and selected school characteristics: 2003-04 .....	23
7. Percentage of schools that used various methods to organize classes or student groups and percentage of schools that used a year-round calendar, by school type and selected school characteristics: 2003-04 .....	25
8. Percentage of schools that had various special requirements for admission other than proof of immunization, age, or residence, by school type and selected school characteristics: 2003-04 .....	27
9. Number and percentage of schools that had any 12th-grade students, graduation status and college participation, by school type and selected school characteristics: 2003-04 .....	29
10. Percentage of schools that offered various programs, by school type and selected school characteristics: 2003-04 .....	31

11.	Percentage of schools that offered particular programs or services at the school for students, regardless of funding source, by school type and selected school characteristics: 2003-04 .....	33
12.	Number of various school staff, by school type and selected school characteristics: 2003-04 .....	35
13.	Number of school instructional and noninstructional aides, secretaries and other clerical support staff, food service personnel, and custodial maintenance and security personnel, by school type and selected school characteristics: 2003-04 .....	37
14.	Number and percentage of schools that had teaching vacancies for the current school year, by methods used for covering teaching vacancies at the school, school type, and selected school characteristics: 2003-04.....	39
15.	Of schools that had teaching vacancies for the current school year, percentage with vacancies in various fields, by school type and selected school characteristics: 2003-04 .....	41
16.	Of schools that had teaching vacancies in various fields for the current school year, percentage that found it very difficult or were not able to fill the vacancies in these fields, by school type and selected school characteristics: 2003-04 .....	43
17.	Percentage of schools with physical space limitations, by school type and selected school characteristics: 2003-04 .....	45

## **Teachers**

18.	Percentage distribution of school teachers by race/ethnicity, percentage minority, school type, and selected school characteristics: 2003-04 .....	47
19.	Average age of school teachers and percentage distribution of teachers by sex, by school type and selected school characteristics: 2003-04.....	49
20.	Percentage distribution of school teachers by highest degree earned, school type, and selected school characteristics: 2003-04 .....	51
21.	Percentage distribution of school teachers by total years of full-time teaching experience, years teaching at current school, school type, and selected school characteristics: 2003-04 .....	53
22.	Percentage of school teachers who took and passed various tests, by school type and selected school characteristics: 2003-04 .....	55

23.	Average base salary and earnings from salary supplements during the current school year for regular full-time school teachers, by school type and selected school characteristics: 2003-04 .....	57
24.	Average base salary and earnings from salary supplements during the summer of 2003 for regular full-time school teachers, by school type and selected school characteristics: 2003-04 .....	59
25.	Percentage of school teachers by main activity in school, by school type and selected school characteristics: 2003-04 .....	61
26.	Average number of hours per week that regular full-time school teachers spent on selected activities, by school type and selected school characteristics: 2003-04 .....	63

## **Principals**

27.	Percentage distribution of school principals by race/ethnicity, percentage minority, school type, and selected school characteristics: 2003-04 .....	65
28.	Percentage distribution of school principals by highest degree earned, school type, and selected school characteristics: 2003-04 .....	67
29.	Experience of school principals, by school type and selected school characteristics: 2003-04 .....	69
30.	Average annual salary for school principals and average annual salary by years of experience as a principal, by school type and selected school characteristics: 2003-04 .....	71
31.	Average hours per week that school principals spent on all school-related activities and interacting with students, by school type and selected school characteristics: 2003-04 .....	73
32.	Percentage of school principals who were currently teaching in addition to serving as principal and average number of years spent teaching before becoming a principal, by school type and selected school characteristics: 2003-04 .....	75

## Districts

33.	Percentage of public school districts and private schools that had salary schedules for teachers and among those that had salary schedules, the average yearly base teacher salary, by various levels of degrees and experience and selected public school district and private school characteristics: 2003-04 .....	77
34.	Percentage of public school districts and private schools that offered various benefits to teachers, by selected public school district and private school characteristics: 2003-04 .....	79
35.	Percentage of public school districts and private schools that used pay incentives for various reasons, by selected public school district and private school characteristics: 2003-04 .....	81
36.	Percentage of public school districts and private schools that provided professional development training for school or district administrators, by selected public school district and private school characteristics: 2003-04 .....	83
37.	Percentage of public school districts and private schools that provided professional development opportunities for school or district administrators, by selected public school district and private school characteristics: 2003-04 .....	85
38.	Average number of public school teachers who were newly hired by public school districts for grades K-12 and comparable ungraded levels and percentage of public school districts that required selected criteria when considering teaching applicants, by selected public school district characteristics: 2003-04 .....	87
39.	Average number of public school principals who were newly hired by public school districts for grades K-12 and comparable ungraded levels and percentage of public school districts that required selected criteria when considering principal applicants, by selected public school district characteristics: 2003-04 .....	88
40.	Average number of public school teachers in public school districts who were dismissed in the previous year or did not have their contracts renewed based on poor performance, by years of teaching experience and selected public school district characteristics: 2003-04 .....	89

41.	Percentage of public school districts that required all schools to participate in state or district assessments, that required all schools except charter schools to participate, that permitted schools to participate on a voluntary basis, and that had no state or district-level assessment program, by selected public school district characteristics: 2003-04 .....	90
42.	Graduation requirements for standard diplomas in 2004 among public school districts that granted high school diplomas, by selected public school district characteristics: 2003-04 .....	91

**Library Media Centers**

43.	Of schools with library media centers, characteristics of library media center staff, by school type and selected school characteristics: 2003-04 ...	92
44.	Of schools with library media centers, percentage that contained various types of work areas, by school type and selected school characteristics: 2003-04 .....	93
45.	Of schools with library media centers, percentage with various technological services, average number of computer workstations, and average number of computer workstations with Internet access in the library media center, by school type and selected school characteristics: 2003-04 .....	94
46.	Of schools with library media centers, percentage with space for a full class of students at one time, for other activities concurrent with a full class, and for independent student use, by school type and selected school characteristics: 2003-04 .....	95
47.	Of schools with library media centers, average number of total holdings, additions, and expenditures in library media centers during 2002-03 for various kinds of materials, by school type and selected school characteristics: 2003-04 .....	96

**Appendix A: Standard Error Tables**

A-1.	Standard errors for Table 1. Number of students, teachers, schools, principals, school libraries, and districts, by school type and selected school characteristics: 2003-04 .....	99
A-2.	Standard errors for Table 2. Percentage distribution of students, by sex, race/ethnicity, percentage minority, school type, and selected school characteristics: 2003-04 .....	101

A-3.	Standard errors for Table 3. Number and percentage of schools that had students with an Individual Education Plan (IEP), percentage of enrolled students who had an IEP, and percentage of IEP students who spent varying amounts of time in regular classrooms, by school type and selected school characteristics: 2003-04 .....	103
A-4.	Standard errors for Table 4. Participation in Title I and the National School Lunch Program, by school type and selected school characteristics: 2003-04 .....	105
A-5.	Standard errors for Table 5. Number and percentage of schools that had limited-English-proficient (LEP) students, percentage of enrolled students who were LEP, and percentage of schools with LEP students that used various ways of determining LEP status, by school type and selected school characteristics: 2003-04 .....	107
A-6.	Standard errors for Table 6. Of schools that had limited-English-proficient (LEP) students, types of LEP programs, by school type and selected school characteristics: 2003-04 .....	109
A-7.	Standard errors for Table 7. Percentage of schools that used various methods to organize classes or student groups and percentage of schools that used a year-round calendar, by school type and selected school characteristics: 2003-04 .....	111
A-8.	Standard errors for Table 8. Percentage of schools that had various special requirements for admission other than proof of immunization, age, or residence, by school type and selected school characteristics: 2003-04 .....	113
A-9.	Standard errors for Table 9. Number and percentage of schools that had any 12th-grade students, graduation status and college participation, by school type and selected school characteristics: 2003-04 .....	115
A-10.	Standard errors for Table 10. Percentage of schools that offered various programs, by school type and selected school characteristics: 2003-04 .....	117
A-11.	Standard errors for Table 11. Percentage of schools that offered particular programs or services at the school for students, regardless of funding source, by school type and selected school characteristics: 2003-04 .....	119
A-12.	Standard errors for Table 12. Number of various school staff, by school type and selected school characteristics: 2003-04 .....	121

A-13.	Standard errors for Table 13. Number of school instructional and noninstructional aides, secretaries and other clerical support staff, food service personnel, and custodial maintenance and security personnel, by school type and selected school characteristics: 2003-04 .....	123
A-14.	Standard errors for Table 14. Number and percentage of schools that had teaching vacancies for the current school year, by methods used for covering teaching vacancies at the school, school type, and selected school characteristics: 2003-04 .....	125
A-15.	Standard errors for Table 15. Of schools that had teaching vacancies for the current school year, percentage with vacancies in various fields, by school type and selected school characteristics: 2003-04 .....	127
A-16.	Standard errors for Table 16. Of schools that had teaching vacancies in various fields for the current school year, percentage that found it very difficult or were not able to fill the vacancies in these fields, by school type and selected school characteristics: 2003-04 .....	129
A-17.	Standard errors for Table 17. Percentage of schools with physical space limitations, by school type and selected school characteristics: 2003-04 ....	131
A-18.	Standard errors for Table 18. Percentage distribution of school teachers by race/ethnicity, percentage minority, school type, and selected school characteristics: 2003-04 .....	133
A-19.	Standard errors for Table 19. Average age of school teachers and percentage distribution of teachers by sex, by school type and selected school characteristics: 2003-04 .....	135
A-20.	Standard errors for Table 20. Percentage distribution of school teachers by highest degree earned, school type, and selected school characteristics: 2003-04 .....	137
A-21.	Standard errors for Table 21. Percentage distribution of school teachers by total years of full-time teaching experience, years teaching at current school, school type, and selected school characteristics: 2003-04 .....	139
A-22.	Standard errors for Table 22. Percentage of school teachers who took and passed various tests, by school type and selected school characteristics: 2003-04 .....	141
A-23.	Standard errors for Table 23. Average base salary and earnings from salary supplements during the current school year for regular full-time school teachers, by school type and selected school characteristics: 2003-04 .....	143

A-24.	Standard errors for Table 24. Average base salary and earnings from salary supplements during the summer of 2003 for regular full-time school teachers, by school type and selected school characteristics: 2003-04 .....	145
A-25.	Standard errors for Table 25. Percentage of school teachers by main activity in school, by school type and selected school characteristics: 2003-04 .....	147
A-26.	Standard errors for Table 26. Average number of hours per week that regular full-time school teachers spent on selected activities, by school type and selected school characteristics: 2003-04 .....	149
A-27.	Standard errors for Table 27. Percentage distribution of school principals by race/ethnicity, percentage minority, school type, and selected school characteristics: 2003-04 .....	151
A-28.	Standard errors for Table 28. Percentage distribution of school principals by highest degree earned, school type, and selected school characteristics: 2003-04 .....	153
A-29.	Standard errors for Table 29. Experience of school principals, by school type and selected school characteristics: 2003-04 .....	155
A-30.	Standard errors for Table 30. Average annual salary for school principals and average annual salary by years of experience as a principal, by school type and selected school characteristics: 2003-04.....	157
A-31.	Standard errors for Table 31. Average hours per week that school principals spent on all school-related activities and interacting with students, by school type and selected school characteristics: 2003-04.....	159
A-32.	Standard errors for Table 32. Percentage of school principals who were currently teaching in addition to serving as principal and average number of years spent teaching before becoming a principal, by school type and selected school characteristics: 2003-04 .....	161
A-33.	Standard errors for Table 33. Percentage of public school districts and private schools that had salary schedules for teachers and among those that had salary schedules, the average yearly base teacher salary, by various levels of degrees and experience and selected public school district and private school characteristics: 2003-04 .....	163
A-34.	Standard errors for Table 34. Percentage of public school districts and private schools that offered various benefits to teachers, by selected public school district and private school characteristics: 2003-04.....	165



A-35.	Standard errors for Table 35. Percentage of public school districts and private schools that used pay incentives for various reasons, by selected public school district and private school characteristics: 2003-04.....	167
A-36.	Standard errors for Table 36. Percentage of public school districts and private schools that provided professional development training for school or district administrators, by selected public school district and private school characteristics: 2003-04.....	169
A-37.	Standard errors for Table 37. Percentage of public school districts and private schools that provided professional development opportunities for school or district administrators, by selected public school district and private school characteristics: 2003-04.....	171
A-38.	Standard errors for Table 38. Average number of public school teachers who were newly hired by public school districts for grades K-12 and comparable ungraded levels and percentage of public school districts that required selected criteria when considering teaching applicants, by selected public school district characteristics: 2003-04.....	173
A-39.	Standard errors for Table 39. Average number of public school principals who were newly hired by public school districts for grades K-12 and comparable ungraded levels and percentage of public school districts that required selected criteria when considering principal applicants, by selected public school district characteristics: 2003-04.....	174
A-40.	Standard errors for Table 40. Average number of public school teachers in public school districts who were dismissed in the previous year or did not have their contracts renewed based on poor performance, by years of teaching experience and selected public school district characteristics: 2003-04.....	175
A-41.	Standard errors for Table 41. Percentage of public school districts that required all schools to participate in state or district assessments, that required all schools except charter schools to participate, that permitted schools to participate on a voluntary basis, and that had no state or district-level assessment program, by selected public school district characteristics: 2003-04.....	176
A-42.	Standard errors for Table 42. Graduation requirements for standard diplomas in 2004 among public school districts that granted high school diplomas, by selected public school district characteristics: 2003-04.....	177
A-43.	Standard errors for Table 43. Of schools with library media centers, characteristics of library media center staff, by school type and selected school characteristics: 2003-04.....	178

A-44.	Standard errors for Table 44. Of schools with library media centers, percentage that contained various types of work areas, by school type and selected school characteristics: 2003-04 .....	179
A-45.	Standard errors for Table 45. Of schools with library media centers, percentage with various technological services, average number of computer workstations, and average number of computer workstations with Internet access in the library media center, by school type and selected school characteristics: 2003-04 .....	180
A-46.	Standard errors for Table 46. Of schools with library media centers, percentage with space for a full class of students at one time, for other activities concurrent with a full class, and for independent student use, by school type and selected school characteristics: 2003-04 .....	181
A-47.	Standard errors for Table 47. Of schools with library media centers, average number of total holdings, additions, and expenditures in library media centers during 2002-03 for various kinds of materials, by school type and selected school characteristics: 2003-04 .....	182

## **Appendix B: Methodology and Technical Notes Tables**

B-1.	Number of selected teachers in the SASS sample, by teacher type and sector: 2003-04.....	191
B-2.	Unweighted and base-weighted response rates and weighted overall response rates (in percent), by survey type: 2003-04.....	193
B-3.	Base-weighted response rates (in percent) for public school districts, schools, principals, teachers, and school library media centers, by state: 2003-04 .....	194
B-4.	Base-weighted response rates (in percent) for private schools, principals, and teachers, by NCES typology: 2003-04 .....	195
B-5	Unweighted unit sample size, by survey type: 2003-04 .....	195

## Introduction

The Schools and Staffing Survey (SASS) is the nation's most extensive sample survey of elementary and secondary schools and the teachers and administrators who staff them. Sponsored by the National Center for Education Statistics (NCES), SASS has been conducted five times: in school years 1987-88, 1990-91, 1993-94, 1999-2000, and 2003-04 by the United States Census Bureau. This report introduces the data from the fifth administration (2003-04) of SASS.

The 2003-04 SASS covered three school sectors: public, Bureau of Indian Affairs (BIA), and private. "Public schools" include traditional public schools and public charter schools. "Traditional public schools" are defined as institutions that provide educational services for at least one of grades 1-12 (or comparable ungraded levels), have one or more teachers to give instruction, are located in one or more buildings, receive public funds as primary support, and are operated by an education agency. They include regular, special education, vocational/technical, and alternative schools. They also include schools in juvenile detention centers, and domestic schools located on military bases and operated by the Department of Defense. "Public charter schools" are public schools that, in accordance with an enabling state statute, have been granted a charter exempting them from selected state or local rules and regulations. "BIA-funded schools" are schools that are funded by the Bureau of Indian Affairs and may be operated by the BIA, a local tribe, or private contractor. "Private schools" are schools not in the public system that provide instruction for any of grades 1-12 (or comparable ungraded levels). The instruction must be given in a building that is not used primarily as a private home.

The sampling frame for public schools was an adjusted version of the 2001-02 Common Core of Data (CCD). The private school sampling frame is based on a list frame supplemented by an area frame for complete coverage. The list frame was based on the 2001-02 Private School Survey (PSS). This frame was updated for the 2003-04 PSS with private school organizations and state lists collected by the Census Bureau in the autumn of 2002. The frame for Bureau of Indian Affairs (BIA) schools consisted of a CCD list of elementary, secondary, and combined K-12 schools that BIA funded or operated during the 2001-02 school year. All BIA schools that met the SASS definition of a school were included in the SASS sample. Additional information regarding sampling may be found in appendix B of this report.

Once schools were selected, the school principals and the public school districts associated with the sampled public schools were included. School library media centers were included for the public and BIA sectors. Each selected school was asked to provide a list of its teachers. These lists made up the teacher sampling frame and a sample of teachers was selected from each school. This design facilitates the collection of complementary datasets that provide policymakers, researchers, educators, and the general public with a broad range of information on the conditions of schools and staffing in the United States. In 2003-04, SASS went out to approximately 5,400 public school

districts, 13,300 schools, 13,300 principals or school heads, 62,000 teachers, and 9,400 school library media centers.

This report is intended to give the reader an overview of the SASS data for the school year 2003-04 through tables of estimates for public, private, and BIA-funded schools and their staff. The tables contain estimates from schools, teachers, principals, districts, and school library media centers for public, private, and BIA-funded schools, as applicable. All tables for public and private schools show breakdowns by school type (public schools: traditional or charter; private schools: Catholic, other religious, or nonsectarian), community type (urbanicity), school level (elementary, secondary, or combined), and student enrollment. Tables containing district reports show breakdowns by district size (number of schools in the district), community type (urbanicity), district K-12 enrollment, and the percent of K-12 students who were approved for free or reduced-price lunches.

The following five sections illustrate what data are available in SASS by the type of respondent: Schools, Teachers, Principals, Districts, and Library Media Centers. A few examples of these data are then highlighted in each section for public respondents only. These highlights were not selected to emphasize any particular issue, and they should not be interpreted as representing the most important findings in the data. They are simply examples of the kinds of data that are available and can be compared.

The reported results are weighted totals and percentages generated from bivariate cross-tabulation procedures. Comparisons drawn in the text have been tested for statistical significance at the .05 level using Student's *t* statistics to ensure that the differences are larger than those that might be expected due to sampling variation. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored here. More sophisticated analyses can be conducted with the restricted-use version of the SASS data (contact NCES for more information on data access).

Appendix B (page 200) details the statistical tests used here, and how to assess the statistical significance of additional comparisons among the estimates provided in the data tables, using the standard error tables provided in the report.

In the 2003-04 school year, the SASS data were weighted to represent 88,113 public schools educating 47,315,700 students in grades K-12. About 3,250,600 full-time and part-time teachers taught in public schools. There were 168 BIA-funded schools serving 44,300 students in the 2003-04 school year. About 4,000 full-time and part-time teachers worked in BIA-funded schools. Among private schools, approximately 5,059,400 students were served by 28,384 schools. There were about 467,400 full-time and part-time teachers working in private schools (table 1).

## Schools

Tables 2-17 provide data as reported by schools on student characteristics, targeted services and programs offered, school organization, and school staffing and vacancies. A few illustrative public sector results are presented below:

- Of students enrolled in public schools, the racial and ethnic origin composition was 60 percent non-Hispanic White, 18 percent Hispanic (of any race), 17 percent non-Hispanic Black, 4 percent Asian or Pacific Islander, and 1 percent American Indian or Alaska Native (table 2).
- Ninety-eight percent of public schools had one or more students with an Individual Education Plan (IEP). Among public schools, about 13 percent of students, on average, had an IEP. Students in schools with an enrollment less than 100 were more likely to have an IEP (24 percent), compared to students in public schools in each of the other enrollment categories (table 3).
- Sixty-three percent of public schools had students who were designated as limited-English-proficient (LEP), while 11 percent of all public school students were LEP. Public elementary schools were more likely to have students designated as LEP (68 percent) than secondary schools (57 percent) or combined schools (34 percent) (table 5).
- Eighty-six percent of public schools reported organizing their classes by traditional grades or academic departments. Public charter schools were less likely to use traditional grades or academic departments (69 percent) than traditional public schools (86 percent). Public charter schools were more likely to use student groups that remained with the same teacher for two or more years (e.g., looping) (37 percent) than traditional public schools (21 percent) and also more likely to use block scheduling (49 percent) than traditional public schools (34 percent). No measurable differences were found between traditional public and public charter schools in the percentage using interdisciplinary teaching (36 vs. 37 percent) or paired or team teaching (36 vs. 38 percent) (table 7).
- Forty-seven percent of public schools reported having extended-day programs providing instruction beyond the normal school day for students who needed academic assistance. Public schools located in central city locations were more likely to have this program (58 percent) than schools located in urban fringe/large towns (42 percent) or rural/small towns (45 percent) (table 11).
- In public schools, considering all full-time and part-time staff, there were about 57,000 full-time and part-time instructional coordinators and supervisors, 353,700 full-time and part-time student support services professional staff (table 12). There were also about 633,700 instructional aides, 248,000 secretaries and other

clerical support staff, 394,200 food service personnel, and 360,800 custodial maintenance and security personnel (table 13).

- Thirty-two percent of public schools reported having one or more temporary buildings, and 9 percent of public schools reported an enrollment that exceeded the capacity of their permanent and temporary buildings. Public schools in rural areas were less likely to have temporary buildings (21 percent) than schools in urban fringe/large towns (34 percent) or central city locations (38 percent). The percentage of schools having temporary buildings in urban fringe/large towns was measurably different from the percentage of schools in central city locations (table 17).

## Teachers

Tables 18-26 provide data on teachers as reported by the teachers, including general characteristics, highest degree earned, teaching experience, salary, and hours worked in a typical week. A few illustrative results from public school teachers are presented below:

- Among public school teachers, 83 percent were non-Hispanic White, 8 percent were non-Hispanic Black, 6 percent were Hispanic, about 1 percent were non-Hispanic American Indian or Alaska Native, about 1 percent were non-Hispanic Asian, and less than 1 percent were non-Hispanic Native Hawaiian or Other Pacific Islander (table 18).
- Fifty-one percent of public school teachers reported that their highest degree was a bachelor's degree, 41 percent reported that they had achieved a master's degree, 7 percent had earned a degree higher than a master's degree, and about 1 percent had earned less than a bachelor's degree. A higher percentage of secondary school teachers held a master's degree as the highest degree earned (43 percent), compared to elementary school teachers (41 percent) (table 20).
- Eighteen percent of public school teachers had 3 or fewer years of full-time teaching experience, and 82 percent reported having 4 or more years of full-time teaching experience. Among public schools, there was a smaller percentage of teachers with 3 or fewer years of full-time teaching experience in rural/small town communities (15 percent) than the percentage of teachers with 3 or fewer years experience teaching in central cities (20 percent). There was no measurable difference between the percentage of teachers with 3 or fewer years experience teaching in urban fringe/large towns (18 percent) compared to central city or rural/small town communities (table 21).
- The average academic year base teaching salary for regular full-time teachers in public schools was \$44,400. Forty percent of public school regular full-time teachers reported earning additional compensation from the same school system

for work involving extracurricular activities. On average, they earned \$2,700 for this work (table 23).

- Regular full-time teachers in public schools reported that they were required to work an average of 38 hours to receive their base pay during a typical full week. On average, regular full-time public school teachers spent 29 hours per week on delivering instruction to a class of students. In addition, they reported spending 53 hours on all teaching and other school-related activities during a typical full week (table 26).

## **Principals**

Tables 27-32 include data on principals as reported by the principals, including general characteristics, highest degree earned, experience, salary, and hours worked in a typical week. A few illustrative results from public school principals are presented below:

- Among all public school principals, 82 percent were non-Hispanic White, 11 percent were non-Hispanic Black, 5 percent were Hispanic, about 1 percent were non-Hispanic American Indian or Alaska Native, about 1 percent were non-Hispanic Asian, and less than 1 percent were non-Hispanic Native Hawaiian or Other Pacific Islander. The percentage of principals who were from any of the reported minority groups was 18 percent (table 27).
- Among all public school principals, more held a master's degree (59 percent) as their highest degree earned than an education specialist or professional diploma (30 percent), a doctorate/1st professional degree (9 percent), and a bachelor's degree (2 percent) (table 28).
- The average annual salary for public school principals was \$75,500. Public school principals in secondary schools had salaries (\$79,400) that were higher than those in elementary (\$75,400) and combined schools (\$64,700). Elementary school principal salaries were significantly higher than those in combined schools (table 30).
- Public school principals spent an average of 59 hours per week on all school-related activities and an average of 23 hours per week interacting with students. Principals in public schools with an enrollment of less than 100 spent fewer average hours per week on all school-related activities (50 hours) than principals at public schools in all enrollment categories of 100 or more (table 31).
- Twenty-eight percent of public school principals were currently teaching in addition to serving as principal. Principals of public schools located in rural/small town locations were more likely to be teaching in addition to serving as principal (38 percent), compared to principals of public schools in urban fringe/large town (22 percent) or central city locations (16 percent). There was no measurable

difference in the percentage of principals who were teaching in public schools in urban fringe/large towns as compared to principals of public schools in central city locations (table 32).

## **Districts**

Tables 33-42 provide school district data and comparable private school information when available, including teacher salary schedules, benefits and incentives offered, professional development for teachers and administrators, hiring criteria, student assessments, and graduation requirements. A few illustrative examples from school districts are presented below:

- Ninety-three percent of all public school districts reported having a salary schedule for teachers. Among districts that had salary schedules, the average yearly base teaching salary for teachers with a bachelor's degree and no teaching experience was \$29,100. The average yearly salary at the highest step on the salary schedule was \$53,900 (table 33).
- Eighty percent of public school districts provided training for school or district administrators on the topic of advances in curriculum, teaching, or assessment; 75 percent provided training in evaluation or supervision; 73 percent provided training to use technology for planning, budgeting, decision making, or reporting; and 61 percent of all public school districts provided training in management techniques (table 36).
- A majority of public school districts required the following criteria when considering teaching applicants: full standard state certification in the field to be taught (77 percent), at least an emergency or temporary state certification or endorsement for the field to be taught (71 percent), graduation from a state-approved teacher education program (66 percent), passing score on a state test of basic skills (64 percent), a college major or minor in the field to be taught (63 percent), or a passing score on a state test of subject knowledge (58 percent) (table 38).
- Among public school districts that granted high school diplomas and required instruction in various subject fields, districts required an average of 3.9 years of instruction in English/language arts, 3.2 years of instruction in social sciences or social studies, 2.8 years of instruction in mathematics, and 2.5 years of instruction in physical or biological sciences (table 42).

## **Library Media Centers**

Tables 43-47 present data as reported by school library media centers on topics pertaining to the libraries such as staff qualifications, structure, and availability and



acquisition of materials. A few illustrative examples of the results from public school library media centers are presented below:

- Among public schools with library media centers, 68 percent of the paid professional library staff had a master's degree as the highest degree earned, 22 percent had a bachelor's degree as the highest degree earned, 7 percent had less than an associate's degree as the highest degree earned, 2 percent had an associate's degree as the highest degree earned, and 1 percent had a doctoral degree as the highest degree earned (table 43).
- During the 2002-03 school year, public school library media centers spent about \$6,300 on books and acquired about 574 book titles, on average. The average number of book titles available at the end of the 2002-03 school year in public school libraries was 10,900 (table 47).



## Reference

Tourkin, S.C., Warner, T., Parmer, R., Cole, C., Jackson, B., Zukerberg, A., Cox, S., and Soderborg, A. (2006). *Documentation for the 2003-04 Schools and Staffing Survey* (NCES 2006-323). U.S. Department of Education. Washington DC: National Center for Education Statistics.



## Tables



**Table 1. Number of students, teachers, schools, principals, school libraries, and districts, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Students	Teachers <sup>1</sup>	Schools	Principals <sup>1</sup>	Libraries	Districts
Total	52,419,400	3,722,000	116,665	115,478	78,411	15,500
<b>All public schools</b>	<b>47,315,700</b>	<b>3,250,600</b>	<b>88,113</b>	<b>87,621</b>	<b>78,257</b>	†
School classification						
Traditional public	46,689,000	3,208,500	85,934	85,451	77,319	†
Charter school	626,700	42,100	2,179	2,170	938	†
Community type						
Central city	13,972,000	929,400	21,985	21,849	18,490	1,400
Urban fringe/large town	24,915,800	1,704,200	42,326	42,110	38,411	6,800
Rural/small town	8,427,900	617,000	23,802	23,662	21,356	7,300
School level						
Elementary	29,953,900	2,107,900	61,572	61,477	57,404	†
Secondary	15,301,300	975,200	19,886	19,697	16,268	†
Combined	2,060,400	167,500	6,655	6,447	4,586	†
Student enrollment						
Less than 100	320,900	48,700	6,895	6,476	2,905	†
100-199	1,182,300	118,800	7,922	7,911	5,995	†
200-499	12,543,200	978,900	35,685	35,893	33,104	†
500-749	12,290,800	850,300	20,156	19,818	19,253	†
750-999	7,229,600	466,300	8,396	8,428	7,868	†
1,000 or more	13,748,800	787,700	9,059	9,096	9,132	†
<b>All BIA schools</b>	<b>44,300</b>	<b>4,000</b>	<b>168</b>	<b>167</b>	<b>154</b>	†

See notes at end of table.

**Table 1. Number of students, teachers, schools, principals, school libraries, and districts, by school type and selected school characteristics: 2003-04**  
**—Continued**

School type and selected school characteristic	Students	Teachers <sup>1</sup>	Schools	Principals <sup>1</sup>	Libraries	Districts
<b>All private schools</b>	<b>5,059,400</b>	<b>467,400</b>	<b>28,384</b>	<b>27,690</b>	†	†
School classification						
Catholic	2,320,000	164,000	7,919	7,900	†	†
Other religious	1,746,500	178,300	13,659	13,092	†	†
Nonsectarian	992,900	125,100	6,806	6,698	†	†
Community type						
Central city	2,087,100	182,300	9,757	9,666	†	†
Urban fringe/large town	2,533,500	235,700	14,129	13,749	†	†
Rural/small town	438,800	49,400	4,499	4,275	†	†
School level						
Elementary	2,676,000	222,900	17,331	16,748	†	†
Secondary	832,300	76,700	2,657	2,514	†	†
Combined	1,551,200	167,800	8,397	8,427	†	†
Student enrollment						
Less than 100	577,700	82,400	13,492	12,712	†	†
100-199	913,600	95,900	6,263	6,216	†	†
200-499	2,063,300	170,400	6,646	6,717	†	†
500-749	735,900	55,500	1,228	1,237	†	†
750 or more	769,000	63,200	754	808	†	†

† Not applicable.

<sup>1</sup> Includes full- and part-time head counts.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. Detail may not sum to totals because of rounding. Community type for students, teachers, schools, principals, and libraries is based on the locale of the related school. Community type for district is based upon the locale of the majority of the schools located in the district and may differ from the community type of a school sampled from the district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, Private School, Public School Teacher, BIA School Teacher, Private School Teacher, Public School Principal, BIA School Principal, Private School Principal, Public School Library Media Center, BIA School Library Media Center, and District Data Files.



**Table 2. Percentage distribution of students, by sex, race/ethnicity, percentage minority, school type, and selected school characteristics: 2003-04**

School type and selected school characteristic	Sex		Race/ethnicity					Minority <sup>1</sup>
	Male	Female	White, non-Hispanic	Black, non-Hispanic	Hispanic, regardless of race	American Indian/Alaska Native	Asian/Pacific Islander	
All schools	50.0	50.0	61.8	16.0	16.7	1.3	4.0	38.2
<b>All public schools</b>	<b>50.1</b>	<b>49.9</b>	<b>60.3</b>	<b>16.8</b>	<b>17.7</b>	<b>1.3</b>	<b>3.9</b>	<b>39.7</b>
School classification								
Traditional public	50.1	49.9	60.6	16.6	17.6	1.3	3.9	39.4
Charter school	48.6	51.4	43.4	29.7	21.7	1.4	3.8	56.6
Community type								
Central city	49.5	50.5	36.0	28.4	28.9	0.8	5.9	64.0
Urban fringe/large town	50.3	49.7	68.2	12.3	14.6	1.0	3.8	31.8
Rural/small town	50.5	49.5	77.5	10.6	7.8	3.0	1.1	22.5
School level								
Elementary	49.9	50.1	57.8	17.7	19.6	1.2	3.8	42.2
Secondary	50.0	50.0	63.4	15.7	15.0	1.2	4.6	36.6
Combined	52.7	47.3	74.2	11.6	9.0	3.6	1.6	25.8
Student enrollment								
Less than 100	57.8	42.2	59.3	13.8	22.2	4.0	0.8	40.7
100-199	52.0	48.0	71.3	12.9	10.5	4.0	1.2	28.7
200-499	50.7	49.3	67.3	16.8	11.0	1.9	3.0	32.8
500-749	50.1	49.9	60.3	16.9	18.5	1.1	3.3	39.7
750-999	49.3	50.7	55.4	18.2	21.5	0.8	4.1	44.6
1,000 or more	49.5	50.5	55.8	16.2	21.5	0.9	5.6	44.2
<b>All BIA schools</b>	<b>48.0<sup>2</sup></b>	<b>52.0<sup>2</sup></b>	<b>1.4</b>	<b>0.6</b>	<b>0.8</b>	<b>97.1</b>	<b>0.1</b>	<b>98.6</b>

See notes at end of table.

**Table 2. Percentage distribution of students, by sex, race/ethnicity, percentage minority, school type, and selected school characteristics: 2003-04**  
**—Continued**

School type and selected school characteristic	Sex		Race/ethnicity					Minority <sup>1</sup>
	Male	Female	White, non-Hispanic	Black, non-Hispanic	Hispanic, regardless of race	American Indian/Alaska Native	Asian/Pacific Islander	
<b>All private schools</b>	<b>49.8</b>	<b>50.2</b>	<b>76.5</b>	<b>9.3</b>	<b>8.3</b>	<b>0.8</b>	<b>5.0</b>	<b>23.5</b>
School classification								
Catholic	48.5	51.5	74.1	8.5	11.3	0.9	5.1	25.9
Other religious	49.7	50.3	80.0	10.3	5.5	0.7	3.5	20.0
Nonsectarian	53.0	47.0	75.9	9.4	6.1	0.9	7.7	24.1
Community type								
Central city	48.6	51.4	68.6	13.0	10.9	0.5	7.0	31.4
Urban fringe/large town	50.4	49.6	80.9	7.4	7.0	0.7	4.0	19.1
Rural/small town	51.8	48.2	88.8	3.1	3.2	3.1	1.9	11.2
School level								
Elementary	50.4	49.6	74.3	10.3	9.1	1.1	5.2	25.7
Secondary	48.5	51.5	76.4	7.9	9.7	0.6	5.4	23.6
Combined	49.5	50.5	80.4	8.4	6.1	0.6	4.5	19.6
Student enrollment								
Less than 100	54.0	46.0	73.5	13.4	8.3	0.9	3.9	26.5
100-199	51.4	48.6	71.8	13.3	7.9	2.4	4.6	28.2
200-499	48.8	51.2	76.9	8.8	9.0	0.5	4.8	23.1
500-749	47.1	52.9	81.5	6.1	6.4	0.3	5.7	18.5
750 or more	50.0	50.0	78.5	6.1	8.6	0.3	6.5	21.5

<sup>1</sup> Minority includes Black, non-Hispanic; Hispanic, regardless of race; American Indian/Alaska Native; and Asian/Pacific Islander.

<sup>2</sup> For the item that measured male student enrollment in grades K-12 and comparable ungraded levels, the response rate was below 70 percent on the BIA School Data File. This item was also used to calculate female student enrollment.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

**Table 3. Number and percentage of schools that had students with an Individual Education Plan (IEP), percentage of enrolled students who had an IEP, and percentage of IEP students who spent varying amounts of time in regular classrooms, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Number of schools that had any students with an IEP	Percent of all schools that had any students with an IEP	Percent of enrolled students who had an IEP	Among IEP students in schools that had any students with an IEP, percent who spent varying amounts of time in regular classrooms			
				All day	Most of the day	Some of the day	Little or none of the day
All schools	98,370	84.3	12.0	25.8	38.5	21.5	14.2
<b>All public schools</b>	<b>86,095</b>	<b>97.7</b>	<b>12.8</b>	<b>25.2</b>	<b>38.5</b>	<b>21.8</b>	<b>14.5</b>
School classification							
Traditional public	84,043	97.8	12.9	25.0	38.5	21.9	14.6
Charter school	2,052	94.2	10.8	42.3	40.3	12.7	4.7
Community type							
Central city	21,452	97.6	12.9	28.8	35.5	19.8	16.0
Urban fringe/large town	41,617	98.3	12.6	24.0	38.8	22.3	14.9
Rural/small town	23,026	96.7	13.6	23.3	42.3	23.3	11.1
School level							
Elementary	60,657	98.5	12.7	23.5	42.1	20.0	14.4
Secondary	19,016	95.6	12.5	27.5	31.6	25.7	15.2
Combined	6,421	96.5	16.4	34.0	38.5	17.6	10.0
Student enrollment							
Less than 100	5,712	82.8	23.7	53.3	30.0	12.9	3.8
100-199	7,700	97.2	17.1	32.5	41.3	16.5	9.6
200-499	35,392	99.2	12.7	23.2	44.8	20.7	11.2
500-749	20,070	99.6	13.3	24.8	39.8	20.8	14.7
750-999	8,254	98.3	12.9	24.1	37.9	21.5	16.5
1,000 or more	8,966	99.0	11.8	26.7	31.5	24.7	17.2
<b>All BIA schools</b>	<b>168</b>	<b>100.0</b>	<b>18.2</b>	<b>32.1</b>	<b>40.5</b>	<b>19.6</b>	<b>7.9</b>

See notes at end of table.

**Table 3. Number and percentage of schools that had students with an Individual Education Plan (IEP), percentage of enrolled students who had an IEP, and percentage of IEP students who spent varying amounts of time in regular classrooms, by school type and selected school characteristics: 2003-04**  
**—Continued**

School type and selected school characteristic	Number of schools that had any students with an IEP	Percent of all schools that had any students with an IEP	Percent of enrolled students who had an IEP	Among IEP students in schools that had any students with an IEP, percent who spent varying amounts of time in regular classrooms			
				All day	Most of the day	Some of the day	Little or none of the day
<b>All private schools</b>	<b>12,108</b>	<b>42.7</b>	<b>4.0</b>	<b>56.6</b>	<b>37.6</b>	<b>4.1</b>	<b>1.7</b>
School classification							
Catholic	4,864	61.4	2.3	53.9	39.4	5.8	0.9
Other religious	3,911	28.6	2.6	50.6	46.0	2.0	1.5
Nonsectarian	3,333	49.0	10.4	72.2	20.7	3.1	4.1
Community type							
Central city	4,283	43.9	2.9	57.4	34.9	3.7	3.9
Urban fringe/large town	6,200	43.9	4.9	58.0	37.6	3.9	0.4
Rural/small town	1,625	36.1	4.1	47.9	45.1	5.6	1.4
School level							
Elementary	7,647	44.1	2.8	53.4	40.5	4.9	1.1
Secondary	1,426	53.7	4.0	65.3	28.9	4.4	1.4
Combined	3,035	36.2	6.1	57.1	38.0	1.2	3.7
Student enrollment							
Less than 100	4,541	33.7	12.6	71.7	23.8	2.2	2.4
100-199	3,325	53.1	5.5	63.7	32.2	3.4	0.7
200-499	3,406	51.3	2.4	50.5	42.6	4.6	2.4
500-749	556	45.3	2.8	49.4	46.4	3.2	1.0
750 or more	279	37.0	1.2	57.9	34.0	6.6	1.6

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

**Table 4. Participation in Title I and the National School Lunch Program, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Title I services			National School Lunch Program		
	Number of schools receiving service <sup>1</sup>	Percent of all schools receiving service <sup>1</sup>	Percent of K-12 students participating	Number of participating schools	Percent of all schools	Percent of K-12 students in participating schools approved for free or reduced-price lunches
All schools	53,313	45.7	25.1	91,146	78.1	41.0
<b>All public schools</b>	<b>47,917</b>	<b>54.4</b>	<b>27.5</b>	<b>84,302</b>	<b>95.7</b>	<b>41.6</b>
School classification						
Traditional public	47,435	55.2	27.7	82,733	96.3	41.5
Charter school	482	22.1	14.2	1,570	72.0	48.6
Community type						
Central city	12,734	57.9	40.4	21,063	95.8	56.4
Urban fringe/large town	20,847	49.3	19.7	40,640	96.0	32.1
Rural/small town	14,336	60.2	29.2	22,599	94.9	45.3
School level						
Elementary	40,406	65.6	36.1	60,442	98.2	46.4
Secondary	4,883	24.6	12.0	18,106	91.0	31.4
Combined	2,629	39.5	17.8	5,754	86.5	44.1
Student enrollment						
Less than 100	2,250	32.6	21.1	5,313	77.1	61.0
100-199	4,644	58.6	29.8	7,324	92.5	49.2
200-499	22,911	64.2	33.4	34,780	97.5	43.8
500-749	11,169	55.4	31.2	19,790	98.2	44.8
750-999	4,115	49.0	31.6	8,221	97.9	43.6
1,000 or more	2,828	31.2	16.5	8,874	98.0	34.6
<b>All BIA schools</b>	<b>—</b>	<b>—</b>	<b>—</b>	<b>164</b>	<b>98.1</b>	<b>80.3</b>

See notes at end of table.

**Table 4. Participation in Title I and the National School Lunch Program, by school type and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	Title I services			National School Lunch Program		
	Number of schools receiving service <sup>1</sup>	Percent of all schools receiving service <sup>1</sup>	Percent of K-12 students participating	Number of participating schools	Percent of all schools	Percent of K-12 students in participating schools approved for free or reduced-price lunches
<b>All private schools</b>	<b>5,375</b>	<b>18.9</b>	<b>3.2</b>	<b>6,680</b>	<b>23.5</b>	<b>20.8</b>
School classification						
Catholic	3,773	47.6	5.3	4,136	52.2	17.1
Other religious	1,132	8.3	1.2	1,631	11.9	29.0
Nonsectarian	470	6.9	1.6	913	13.4	35.5
Community type						
Central city	2,397	24.6	4.1	2,751	28.2	27.1
Urban fringe/large town	2,083	14.7	2.1	2,764	19.6	14.3
Rural/small town	894	19.9	5.0	1,165	25.9	18.5
School level						
Elementary	4,514	26.0	4.9	5,162	29.8	18.9
Secondary	242	9.1	1.1	612	23.0	14.6
Combined	619	7.4	1.4	906	10.8	38.1
Student enrollment						
Less than 100	1,423	10.6	3.3	1,889	14.0	36.5
100-199	1,802	28.8	5.6	2,214	35.4	24.5
200-499	1,902	28.6	3.7	2,109	31.7	18.6
500-749	214	17.4	1.4	328	26.7	13.4
750 or more	34	4.5	0.4	139	18.5	20.8

— Not available.

<sup>1</sup> These services are received at the school or any other location.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School and Private School Data Files.

**Table 5. Number and percentage of schools that had limited-English-proficient (LEP) students, percentage of enrolled students who were LEP, and percentage of schools with LEP students that used various ways of determining LEP status, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Number of schools that had any LEP students	Percent of all schools that had any LEP students	Percent of enrolled students who were LEP	Percent of schools with LEP students that used various ways of determining LEP status						
				Information provided by parent	Teacher observation or referral	Home language survey	Student interview	Student records	Achievement test	Language proficiency test
All schools	59,265	50.8	10.7	93.3	83.1	81.3	72.1	90.2	52.2	84.2
<b>All public schools</b>	<b>55,438</b>	<b>62.9</b>	<b>10.8</b>	<b>93.4</b>	<b>82.3</b>	<b>85.0</b>	<b>71.5</b>	<b>91.2</b>	<b>52.8</b>	<b>87.7</b>
School classification										
Traditional public	54,495	63.4	10.8	93.5	82.3	85.1	71.6	91.2	52.9	87.7
Charter school	943	43.3	12.0	90.8	81.8	83.7	66.2	88.9	51.9	83.5
Community type										
Central city	16,018	72.9	17.3	92.6	80.2	87.9	70.9	93.1	56.1	89.9
Urban fringe/large town	28,946	68.4	8.2	94.1	83.7	85.6	72.3	91.7	52.3	89.0
Rural/small town	10,474	44.0	5.7	92.9	81.7	79.1	70.1	86.8	49.5	80.4
School level										
Elementary	41,780	67.9	13.3	94.3	82.5	86.3	69.2	90.6	51.2	89.1
Secondary	11,425	57.5	6.0	91.0	81.8	81.9	79.3	94.1	58.0	85.0
Combined	2,233	33.6	7.0	88.8	82.9	77.6	74.7	86.7	57.0	74.7
Student enrollment										
Less than 100	1,986	28.8	20.4	85.0	79.1	86.1	55.9	89.2	53.4	80.5
100-199	2,759	34.8	9.9	92.7	84.5	85.6	74.5	90.9	59.9	86.0
200-499	21,213	59.4	9.3	93.5	83.9	81.7	69.5	90.8	49.2	86.6
500-749	14,852	73.7	12.5	94.6	79.2	88.5	69.4	90.3	50.0	88.1
750-999	6,811	81.1	13.6	92.0	82.4	84.5	73.5	90.2	57.5	89.2
1,000 or more	7,817	86.3	9.1	94.6	84.0	87.4	81.8	95.3	61.6	90.8
<b>All BIA schools</b>	<b>121</b>	<b>72.4</b>	<b>52.8</b>	<b>82.2</b>	<b>66.6</b>	<b>71.0</b>	<b>46.5</b>	<b>55.9</b>	<b>52.8</b>	<b>91.5</b>

See notes at end of table.

**Table 5. Number and percentage of schools that had limited-English-proficient (LEP) students, percentage of enrolled students who were LEP, and percentage of schools with LEP students that used various ways of determining LEP status, by school type and selected school characteristics: 2003-04**  
—Continued

School type and selected school characteristic	Number of schools that had any LEP students	Percent of all schools that had any LEP students	Percent of enrolled students who were LEP	Percent of schools with LEP students that used various ways of determining LEP status						
				Information provided by parent	Teacher observation or referral	Home language survey	Student interview	Student records	Achievement test	Language proficiency test
<b>All private schools</b>	<b>3,706</b>	<b>13.1</b>	<b>5.5</b>	<b>91.3</b>	<b>94.5</b>	<b>25.9</b>	<b>81.7</b>	<b>76.7</b>	<b>43.1</b>	<b>31.7</b>
School classification										
Catholic	1,351	17.1	3.2	94.5	96.5	33.4	87.6	80.5	48.0	32.8
Other religious	1,442	10.6	8.7	89.7	94.9	18.6	79.6	70.4	42.1	26.8
Nonsectarian	913	13.4	4.7	89.0	91.0	26.2	76.1	81.1	37.4	37.7
Community type										
Central city	1,765	18.1	6.6	92.9	98.1	26.1	82.4	82.1	47.5	29.0
Urban fringe/large town	1,614	11.4	3.5	91.5	92.4	24.6	83.5	70.2	38.5	29.5
Rural/small town	327	7.3	9.2	81.3	85.7	30.7	69.1	79.8	42.1	56.6
School level										
Elementary	2,140	12.3	6.0	92.5	97.1	27.8	79.1	73.2	41.3	23.0
Secondary	538	20.3	3.7	88.2	86.8	28.3	87.2	89.0	50.3	56.4
Combined	1,028	12.2	5.8	90.2	93.0	20.5	84.0	77.6	43.1	36.6
Student enrollment										
Less than 100	1,166	8.6	7.6	90.6	96.2	25.3	75.4	67.2	36.1	24.1
100-199	1,037	16.6	6.3	92.4	97.0	34.4	76.9	77.5	44.7	31.4
200-499	1,135	17.1	3.9	90.2	92.8	20.0	89.0	86.0	48.4	35.1
500-749	202	16.5	3.8	95.2	90.5	27.4	90.1	66.4	43.6	42.0
750 or more	166	22.0	8.4	91.5	83.7	14.5	95.1	88.2	45.2	50.1

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.



**Table 6. Of schools that had limited-English-proficient (LEP) students, types of LEP programs, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Schools with LEP instructional programs						Percent that required these students to pass a test of English language proficiency to complete an LEP Program
	Methods used in LEP instructional programs						
	Percent of all schools with LEP instructional programs	Teaching English		Teaching other subjects			
		Percent using ESL, bilingual, or immersion techniques	Percent using regular English-speaking classrooms	Percent using their native language	Percent using ESL, bilingual, or immersion techniques	Percent using regular English-speaking classrooms	
All schools	83.3	91.5	85.9	14.3	82.2	91.6	68.1
<b>All public schools</b>	<b>86.0</b>	<b>92.0</b>	<b>85.7</b>	<b>14.4</b>	<b>83.1</b>	<b>91.4</b>	<b>69.5</b>
School classification							
Traditional public	86.3	92.1	85.7	14.5	83.2	91.4	69.4
Charter school	69.3	79.4	89.3	11.9	75.9	90.9	75.9
Community type							
Central city	88.6	93.9	84.0	23.1	86.3	88.2	75.5
Urban fringe/large town	86.5	91.8	85.8	10.1	82.5	92.5	70.6
Rural/small town	80.6	89.4	88.6	12.5	79.6	93.4	55.9
School level							
Elementary	87.4	92.8	85.7	15.8	84.1	90.8	72.0
Secondary	83.4	90.7	85.1	10.0	80.7	93.2	63.1
Combined	72.4	80.0	90.3	9.0	76.6	93.7	50.7
Student enrollment							
Less than 100	59.6	83.3	97.3	17.7	74.4	94.6	57.9
100-199	76.1	85.2	97.4	3.6	77.9	97.4	55.5
200-499	84.5	92.1	86.1	12.1	82.3	91.5	66.2
500-749	87.6	91.0	86.8	18.3	81.7	91.1	72.2
750-999	92.9	93.7	80.6	14.1	87.3	87.9	76.1
1,000 or more	91.2	95.2	82.2	15.9	87.1	92.1	72.8
<b>All BIA schools</b>	<b>78.9</b>	<b>76.7</b>	<b>93.3</b>	<b>27.6</b>	<b>71.1</b>	<b>95.5</b>	<b>36.4</b>

See notes at end of table.

**Table 6. Of schools that had limited-English-proficient (LEP) students, types of LEP programs, by school type and selected school characteristics: 2003-04**  
**—Continued**

School type and selected school characteristic	Schools with LEP instructional programs						Percent that required these students to pass a test of English language proficiency to complete an LEP Program
	Methods used in LEP instructional programs						
	Percent of all schools with LEP instructional programs	Teaching English		Teaching other subjects			
		Percent using ESL, bilingual, or immersion techniques	Percent using regular English-speaking classrooms	Percent using their native language	Percent using ESL, bilingual, or immersion techniques	Percent using regular English-speaking classrooms	
<b>All private schools</b>	<b>43.7</b>	<b>78.3</b>	<b>89.1</b>	<b>10.4</b>	<b>55.2</b>	<b>97.2</b>	<b>30.2</b>
School classification							
Catholic	33.2	79.3	87.6	4.8	51.4	100.0	33.4
Other religious	47.3	75.4	98.1	8.2	53.7	98.6	23.4
Nonsectarian	53.3	81.3	77.8	18.6	60.8	92.6	36.7
Community type							
Central city	37.9	80.7	89.4	7.9	55.7	96.6	24.5
Urban fringe/large town	45.7	74.6	90.5	9.4	55.5	97.1	33.5
Rural/small town	64.5	83.6	83.3	21.8	52.8	99.3	36.7
School level							
Elementary	38.0	85.7	91.5	10.4	59.5	100.0	21.6
Secondary	66.6	81.7	86.1	11.3	48.8	99.2	39.1
Combined	43.5	62.0	87.0	9.5	52.7	90.4	38.6
Student enrollment							
Less than 100	42.2	72.0	85.9	22.0	61.5	100.0	16.9
100-199	50.5	87.0	88.4	4.1	50.3	95.9	33.6
200-499	34.2	73.7	94.6	8.0	51.2	97.2	33.8
500-749	57.8	86.9	89.3	6.0	54.4	100.0	55.9
750 or more	58.7	70.6	86.5	#	67.5	86.5	33.7

# Rounds to zero.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

**Table 7. Percentage of schools that used various methods to organize classes or student groups and percentage of schools that used a year-round calendar, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Percent of schools that used various methods to organize classes or student groups						Percent of schools that used a year-round calendar
	Traditional grades or academic discipline-based departments	Grades subdivided into small groups such as "houses" or "families"	Student groups that remain 2 or more years with the same teacher (e.g., looping)	Interdisciplinary teaching	Paired or team teaching	Block scheduling	
All schools	84.0	13.1	22.9	34.4	32.4	31.8	6.1
<b>All public schools</b>	<b>85.9</b>	<b>15.1</b>	<b>21.4</b>	<b>36.4</b>	<b>36.1</b>	<b>34.5</b>	<b>5.5</b>
School classification							
Traditional public	86.4	14.9	21.0	36.4	36.1	34.1	5.3
Charter school	68.6	23.1	36.8	37.4	37.7	48.6	12.3
Community type							
Central city	83.7	19.0	26.3	40.2	41.4	43.1	8.4
Urban fringe/large town	87.8	15.8	20.6	37.3	37.7	32.9	5.0
Rural/small town	84.7	10.4	18.4	31.3	28.4	29.4	3.7
School level							
Elementary	86.8	15.4	23.2	37.4	37.6	31.6	5.3
Secondary	86.7	15.7	15.4	35.6	35.2	44.7	4.8
Combined	75.3	10.7	23.3	29.8	24.8	30.4	9.8
Student enrollment							
Less than 100	68.0	12.7	42.0	29.2	24.5	29.5	10.7
100-199	83.9	10.6	19.6	27.9	23.8	25.1	4.8
200-499	87.1	9.7	21.3	33.9	33.2	32.1	3.4
500-749	87.9	16.4	19.5	38.3	39.9	37.4	5.9
750-999	87.3	28.9	17.8	45.3	48.6	39.0	10.4
1,000 or more	91.0	26.8	15.4	46.5	47.4	45.3	5.1
<b>All BIA schools</b>	<b>80.8</b>	<b>9.9</b>	<b>17.7</b>	<b>26.8</b>	<b>28.8</b>	<b>37.6</b>	<b>3.2</b>

See notes at end of table.

**Table 7. Percentage of schools that used various methods to organize classes or student groups and percentage of schools that used a year-round calendar, by school type and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	Percent of schools that used various methods to organize classes or student groups						Percent of schools that used a year-round calendar
	Traditional grades or academic discipline-based departments	Grades subdivided into small groups such as "houses" or "families"	Student groups that remain 2 or more years with the same teacher (e.g., looping)	Interdisciplinary teaching	Paired or team teaching	Block scheduling	
<b>All private schools</b>	<b>78.0</b>	<b>6.8</b>	<b>27.5</b>	<b>28.3</b>	<b>20.7</b>	<b>23.6</b>	<b>7.7</b>
School classification							
Catholic	91.4	5.6	10.0	37.5	14.1	23.7	3.4
Other religious	80.1	4.4	31.6	19.8	17.2	20.0	5.3
Nonsectarian	58.3	12.8	39.9	34.7	35.2	30.7	17.6
Community type							
Central city	81.1	8.3	23.2	33.8	24.2	26.3	8.2
Urban fringe/large town	77.2	5.9	28.2	26.7	19.0	24.2	7.3
Rural/small town	73.8	6.2	34.7	21.4	18.2	15.9	8.0
School level							
Elementary	80.7	7.2	28.6	29.6	20.2	23.1	5.7
Secondary	82.6	5.8	9.2	30.0	21.6	31.3	13.9
Combined	71.0	6.2	31.1	25.1	21.3	22.2	9.9
Student enrollment							
Less than 100	63.6	8.0	44.8	22.7	23.4	21.6	12.3
100-199	87.8	4.5	17.8	32.2	17.2	22.0	3.9
200-499	92.9	6.5	8.2	35.4	18.8	27.7	3.2
500-749	93.3	6.6	5.6	26.9	15.6	24.5	4.7
750 or more	97.4	6.3	4.7	35.8	25.3	35.5	1.1

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

**Table 8. Percentage of schools that had various special requirements for admission other than proof of immunization, age, or residence, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Percent of schools that had special requirements for admission	Of schools that had special requirements for admission, percent of schools that used various requirements						
		Admission test	Standardized achievement test	Academic record	Special student needs	Special student aptitudes, skills, or talents	Personal interview	Recommendations
All schools	26.6	34.3	31.4	65.7	41.7	17.7	66.0	49.9
<b>All public schools</b>	<b>12.2</b>	<b>9.5</b>	<b>14.9</b>	<b>49.6</b>	<b>56.2</b>	<b>17.2</b>	<b>30.5</b>	<b>34.1</b>
School classification								
Traditional public	11.9	9.3	15.1	50.0	57.1	17.5	28.8	34.4
Charter school	22.2	13.4	11.1	41.6	37.1	10.7	66.2	28.1
Community type								
Central city	16.4	7.9	15.6	37.5	53.0	17.2	31.5	35.3
Urban fringe/large town	11.0	9.3	12.7	52.7	58.2	14.6	29.3	33.4
Rural/small town	10.4	12.1	18.0	61.6	57.1	21.9	31.1	33.8
School level								
Elementary	7.4	10.9	18.7	47.4	43.1	19.9	12.6	14.4
Secondary	19.9	8.6	12.6	62.6	57.9	18.3	49.6	54.1
Combined	33.0	8.1	11.1	30.9	80.1	9.5	33.1	39.0
Student enrollment								
Less than 100	40.5	3.5	3.5	36.4	72.3	9.1	45.8	57.0
100-199	18.3	6.4	11.9	42.3	72.2	11.7	26.9	45.6
200-499	8.7	15.5	20.9	58.9	51.0	21.4	31.5	27.1
500-749	7.9	6.2	12.6	42.8	44.7	19.8	13.8	13.0
750-999	10.7	12.0	27.8	64.2	37.6	18.2	21.1	13.4
1,000 or more	9.6	15.5	25.4	68.4	36.7	31.0	24.0	26.8
<b>All BIA schools</b>	<b>67.7</b>	<b>4.7</b>	<b>6.2</b>	<b>24.0</b>	<b>17.2</b>	<b>11.0</b>	<b>10.3</b>	<b>9.3</b>

See notes at end of table.

**Table 8. Percentage of schools that had various special requirements for admission other than proof of immunization, age, or residence, by school type and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	Percent of schools that had special requirements for admission	Of schools that had special requirements for admission, percent of schools that used various requirements						
		Admission test	Standardized achievement test	Academic record	Special student needs	Special student aptitudes, skills, or talents	Personal interview	Recommendations
<b>All private schools</b>	<b>71.0</b>	<b>47.7</b>	<b>40.4</b>	<b>74.5</b>	<b>34.2</b>	<b>18.0</b>	<b>85.2</b>	<b>58.5</b>
School classification								
Catholic	62.8	52.0	47.8	89.3	37.6	18.5	75.8	58.1
Other religious	74.4	51.3	40.2	74.6	27.8	15.4	91.3	58.4
Nonsectarian	73.8	36.1	33.3	59.7	43.8	22.6	82.1	59.0
Community type								
Central city	76.3	51.0	43.7	77.1	35.7	19.3	84.8	62.3
Urban fringe/large town	69.6	47.3	40.3	73.4	35.2	18.0	84.8	58.2
Rural/small town	64.1	40.3	32.0	71.5	27.1	14.4	87.6	49.5
School level								
Elementary	59.8	46.1	38.9	76.2	32.1	16.9	83.7	53.1
Secondary	89.7	51.2	47.3	75.7	34.8	22.2	75.8	71.9
Combined	88.3	48.8	40.1	71.9	36.9	18.0	90.4	61.6
Student enrollment								
Less than 100	63.8	35.4	25.1	58.3	36.8	13.6	84.4	47.1
100-199	70.7	47.4	40.0	79.8	33.7	17.8	88.7	61.2
200-499	80.4	60.0	56.2	89.7	31.9	21.1	86.5	67.5
500-749	87.1	67.5	62.3	90.8	28.5	24.6	78.7	77.1
750 or more	95.0	75.8	75.4	98.8	32.4	37.1	72.8	84.2

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

**Table 9. Number and percentage of schools that had any 12th-grade students, graduation status and college participation, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Number of schools with students enrolled in the 12th grade during the previous year (2002-03)	Percent of all schools with students enrolled in the 12th grade during the previous year (2002-03)	Among schools that had any 12th-grade students:			
			Percent of schools in which 90 percent or more of the 12th-grade students graduated with a diploma during the previous year (2002-03)	Percent of schools in which 50 percent or more of the graduates from the previous year (2002-03) attended a 4-year college	Percent of schools in which 50 percent or more of the graduates from the previous year (2002-03) attended a 2-year college	Percent of schools in which 50 percent or more of the graduates from the previous year (2002-03) attended either a 4- or 2-year college <sup>1</sup>
All schools	30,761	26.4	77.4	38.3	14.0	74.4
<b>All public schools</b>	<b>22,490</b>	<b>25.5</b>	<b>73.0</b>	<b>29.9</b>	<b>13.3</b>	<b>72.2</b>
School classification						
Traditional public	21,742	25.3	74.0	30.4	13.0	72.9
Charter school	748	34.3	46.1	17.1	20.1	52.6
Community type						
Central city	4,388	20.0	55.0	26.7	12.9	63.4
Urban fringe/large town	9,429	22.3	73.2	32.4	13.7	73.6
Rural/small town	8,673	36.4	82.0	28.9	13.0	75.1
School level						
Elementary	173	0.3	90.3	48.3	#	89.2
Secondary	16,749	84.2	73.8	30.6	12.7	76.0
Combined	5,569	83.7	70.1	27.4	15.4	60.3
Student enrollment						
Less than 100	3,566	51.7	44.1	11.7	14.3	30.6
100-199	2,629	33.2	63.2	22.6	22.8	66.9
200-499	5,972	16.7	83.4	31.4	12.4	74.5
500-749	2,935	14.6	81.6	27.2	10.5	79.2
750-999	1,785	21.3	80.8	37.2	7.6	82.6
1,000 or more	5,603	61.9	78.0	42.4	12.3	91.7
<b>All BIA schools</b>	<b>60</b>	<b>35.9</b>	<b>51.0</b>	<b>6.4</b>	<b>11.1</b>	<b>36.1</b>

See notes at end of table.

**Table 9. Number and percentage of schools that had any 12th-grade students, graduation status and college participation, by school type and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	Number of schools with students enrolled in the 12th grade during the previous year (2002-03)	Percent of all schools with students enrolled in the 12th grade during the previous year (2002-03)	Among schools that had any 12th-grade students:			
			Percent of schools in which 90 percent or more of the 12th-grade students graduated with a diploma during the previous year (2002-03)	Percent of schools in which 50 percent or more of the graduates from the previous year (2002-03) attended a 4-year college	Percent of schools in which 50 percent or more of the graduates from the previous year (2002-03) attended a 2-year college	Percent of schools in which 50 percent or more of the graduates from the previous year (2002-03) attended either a 4- or 2-year college <sup>1</sup>
<b>All private schools</b>	<b>8,211</b>	<b>28.9</b>	<b>89.7</b>	<b>61.4</b>	<b>15.9</b>	<b>80.8</b>
School classification						
Catholic	1,284	16.2	98.7	93.1	2.1	98.1
Other religious	4,622	33.8	90.8	54.3	21.6	79.6
Nonsectarian	2,304	33.9	82.5	58.1	12.1	73.7
Community type						
Central city	2,542	26.1	87.8	67.5	12.8	83.1
Urban fringe/large town	3,991	28.3	89.9	60.1	16.7	80.8
Rural/small town	1,678	37.3	92.1	55.1	18.6	77.4
School level						
Elementary	62	0.4	76.8	31.8	37.7	79.5
Secondary	2,421	91.1	93.1	76.8	9.6	88.4
Combined	5,728	68.2	88.4	55.2	18.3	77.6
Student enrollment						
Less than 100	3,164	23.4	80.6	31.8	23.9	59.2
100-199	1,514	24.2	90.7	64.8	18.8	87.9
200-499	2,236	33.6	97.1	80.9	10.4	95.4
500-749	657	53.5	99.0	94.3	4.1	100.0
750 or more	640	84.9	97.2	97.9	0.9	100.0

# Rounds to zero.

<sup>1</sup> The percent of schools in this column exceeds the sum of the previous two columns because it also includes schools in which the sum of students attending a 4- or 2-year college exceeds 50 percent.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.



**Table 10. Percentage of schools that offered various programs, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Programs with special instructional approaches	Talented/Gifted program or honors courses	A program in which at least half of the core subjects are taught in a foreign language	Advanced placement (AP) courses for college credit	International Baccalaureate (IB)	Specialized career academy	Distance learning course(s)
All schools	23.5	59.0	3.6	15.8	0.6	5.0	10.7
<b>All public schools</b>	<b>22.4</b>	<b>68.9</b>	<b>4.0</b>	<b>16.2</b>	<b>0.7</b>	<b>6.4</b>	<b>12.2</b>
School classification							
Traditional public	21.7	69.6	4.1	16.4	0.7	6.4	12.2
Charter school	49.0	38.9	2.5	8.8	1.1	6.5	8.4
Community type							
Central city	22.8	60.3	7.4	11.7	1.2	6.7	6.0
Urban fringe/large town	22.6	74.5	3.6	15.4	0.8	6.2	9.9
Rural/small town	21.6	66.9	1.5	21.9	0.1	6.5	21.9
School level							
Elementary	18.1	70.3	4.7	1.7	0.4	0.8	2.6
Secondary	29.6	71.7	3.0	56.0	2.0	22.9	32.1
Combined	40.4	47.0	1.1	31.9	0.4	9.1	40.3
Student enrollment							
Less than 100	46.5	23.8	0.7	7.1	#	5.1	13.0
100-199	29.4	52.1	0.5	10.3	0.1	4.7	17.9
200-499	19.6	68.6	2.8	10.2	0.1	3.4	11.5
500-749	17.8	77.2	6.6	12.0	0.8	4.5	7.5
750-999	21.0	79.1	5.7	18.5	1.9	6.1	10.6
1,000 or more	20.4	91.0	7.3	59.2	3.2	25.1	20.8
<b>All BIA schools</b>	<b>29.3</b>	<b>86.7</b>	<b>7.1</b>	<b>8.2</b>	<b>0.7</b>	<b>4.9</b>	<b>15.8</b>

See notes at end of table.

**Table 10. Percentage of schools that offered various programs, by school type and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	Programs with special instructional approaches	Talented/Gifted program or honors courses	A program in which at least half of the core subjects are taught in a foreign language	Advanced placement (AP) courses for college credit	International Baccalaureate (IB)	Specialized career academy	Distance learning course(s)
<b>All private schools</b>	<b>26.8</b>	<b>28.0</b>	<b>2.3</b>	<b>14.7</b>	<b>0.3</b>	<b>0.8</b>	<b>6.2</b>
School classification							
Catholic	6.8	31.6	0.7	13.1	0.3	#	3.0
Other religious	23.4	24.9	2.9	15.4	0.1	0.9	8.4
Nonsectarian	57.0	30.0	3.1	15.1	0.7	1.5	5.8
Community type							
Central city	23.0	26.8	3.5	15.5	0.2	1.1	4.9
Urban fringe/large town	28.8	29.2	2.0	13.9	0.2	0.6	6.0
Rural/small town	28.9	26.7	0.8	15.2	0.5	0.8	10.1
School level							
Elementary	20.1	17.1	2.6	0.8	0.1	#	1.4
Secondary	23.1	60.7	4.0	61.6	1.2	0.9	16.7
Combined	41.9	40.1	1.4	28.5	0.3	2.4	12.9
Student enrollment							
Less than 100	43.1	17.8	1.6	7.5	#	1.1	6.5
100-199	16.7	24.2	2.9	9.1	0.2	0.8	4.9
200-499	9.5	39.7	2.5	21.3	0.1	#	6.0
500-749	4.9	60.3	6.5	46.3	2.7	1.7	11.1
750 or more	8.4	86.2	2.0	80.2	3.0	1.0	7.5

# Rounds to zero.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

**Table 11. Percentage of schools that offered particular programs or services at the school for students, regardless of funding source, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Programs or services available during the 2003-04 school year				Summer school activities or academic intersessions available during the summer of 2003 or the previous school year (2002-03)	
	A separate, self-contained program for students with discipline or adjustment problems	Medical health care services beyond those provided by a school nurse	Extended day program providing instruction beyond the normal school day for students who need academic assistance	Before-school or after-school day care programs	Providing academic assistance for enrolled students	Providing academic advancement or enrichment for enrolled students
All schools	25.5	10.1	40.6	38.5	66.0	32.9
<b>All public schools</b>	<b>31.9</b>	<b>12.0</b>	<b>46.9</b>	<b>33.1</b>	<b>76.2</b>	<b>34.7</b>
School classification						
Traditional public	32.3	12.1	46.8	32.9	76.7	34.6
Charter school	17.8	10.1	50.1	40.4	54.0	38.0
Community type						
Central city	33.8	16.6	58.0	41.0	81.5	39.1
Urban fringe/large town	31.2	10.6	42.3	37.8	78.1	35.9
Rural/small town	31.6	10.5	44.7	17.4	67.7	28.4
School level						
Elementary	26.7	11.3	49.7	44.1	78.8	33.8
Secondary	46.9	12.5	41.2	5.4	71.0	38.2
Combined	35.7	17.6	37.0	13.8	67.5	32.1
Student enrollment						
Less than 100	36.2	12.2	29.0	9.1	59.8	32.2
100-199	21.3	11.2	38.0	19.7	66.5	25.7
200-499	27.1	11.2	45.7	39.0	75.3	33.1
500-749	32.1	10.5	50.8	42.6	79.7	34.6
750-999	41.4	17.6	56.7	35.5	83.0	37.3
1,000 or more	47.9	14.5	54.6	16.3	86.1	48.1
<b>All BIA schools</b>	<b>37.4</b>	<b>38.1</b>	<b>66.1</b>	<b>22.0</b>	<b>61.2</b>	<b>51.0</b>

See notes at end of table.

**Table 11. Percentage of schools that offered particular programs or services at the school for students, regardless of funding source, by school type and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	Programs or services available during the 2003-04 school year				Summer school activities or academic intersessions available during the summer of 2003 or the previous school year (2002-03)	
	A separate, self-contained program for students with discipline or adjustment problems	Medical health care services beyond those provided by a school nurse	Extended day program providing instruction beyond the normal school day for students who need academic assistance	Before-school or after-school day care programs	Providing academic assistance for enrolled students	Providing academic advancement or enrichment for enrolled students
<b>All private schools</b>	<b>5.6</b>	<b>4.0</b>	<b>21.0</b>	<b>55.3</b>	<b>34.5</b>	<b>27.2</b>
School classification						
Catholic	0.9	2.1	19.0	65.0	30.8	22.6
Other religious	3.7	2.1	20.7	48.5	30.8	22.8
Nonsectarian	15.0	10.2	23.7	57.5	46.2	41.4
Community type						
Central city	5.6	3.4	24.1	69.3	39.8	31.5
Urban fringe/large town	5.9	3.7	20.2	53.7	33.2	27.7
Rural/small town	4.7	6.5	16.5	29.7	27.1	16.3
School level						
Elementary	2.5	2.6	20.0	67.8	27.4	23.3
Secondary	12.5	11.8	21.8	5.6	44.8	34.8
Combined	9.8	4.5	22.8	45.2	45.8	32.9
Student enrollment						
Less than 100	8.7	4.0	20.4	42.3	35.2	26.7
100-199	3.9	5.0	24.4	67.8	30.7	24.8
200-499	1.7	2.8	18.7	70.1	32.7	26.9
500-749	3.1	5.3	20.5	61.1	40.4	31.9
750 or more	2.8	5.1	23.0	43.4	58.8	51.3

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

**Table 12. Number of various school staff, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Vice principals and assistant principals/school heads <sup>1</sup>	Instructional coordinators and supervisors, such as curriculum specialists <sup>1</sup>	Library media specialists/librarians <sup>1</sup>	School counselors, excluding psychologists and social workers <sup>1</sup>	Student support services professional staff <sup>1-2</sup>
All schools	78,349	65,203	97,275	133,145	394,969
<b>All public schools</b>	<b>65,038</b>	<b>56,980</b>	<b>81,338</b>	<b>118,761</b>	<b>353,654</b>
School classification					
Traditional public	63,857	55,671	80,571	117,462	348,370
Charter school	1,181	1,310	767	1,299	5,284
Community type					
Central city	22,653	21,307	19,794	32,090	99,114
Urban fringe/large town	32,007	28,843	40,838	60,177	179,878
Rural/small town	10,378	6,830	20,707	26,494	74,663
School level					
Elementary	33,992	38,724	57,491	64,575	261,082
Secondary	28,509	15,919	19,287	47,320	70,655
Combined	2,537	2,338	4,560	6,866	21,917
Student enrollment					
Less than 100	1,180	1,291	2,106	3,918	13,034
100-199	1,185	1,821	5,678	6,294	26,135
200-499	10,980	18,516	33,042	34,038	139,285
500-749	16,228	13,346	19,882	24,857	89,533
750-999	11,562	8,971	8,500	15,511	38,905
1,000 or more	23,902	13,035	12,130	34,143	46,762
<b>All BIA schools</b>	<b>79</b>	<b>138</b>	<b>151</b>	<b>239</b>	<b>487</b>

See notes at end of table.

**Table 12. Number of various school staff, by school type and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	Vice principals and assistant principals/school heads <sup>1</sup>	Instructional coordinators and supervisors, such as curriculum specialists <sup>1</sup>	Library media specialists/librarians <sup>1</sup>	School counselors, excluding psychologists and social workers <sup>1</sup>	Student support services professional staff <sup>1-2</sup>
<b>All private schools</b>	<b>13,232</b>	<b>8,086</b>	<b>15,785</b>	<b>14,144</b>	<b>40,828</b>
School classification					
Catholic	4,548	2,151	6,427	6,378	12,175
Other religious	4,926	2,934	5,833	3,008	8,978
Nonsectarian	3,758	3,000	3,525	4,759	19,675
Community type					
Central city	5,847	3,138	6,116	6,559	15,168
Urban fringe/large town	6,225	4,171	7,978	6,147	22,359
Rural/small town	1,161	777	1,691	1,438	3,301
School level					
Elementary	5,525	3,129	8,470	4,407	18,960
Secondary	2,629	1,557	2,145	4,444	7,552
Combined	5,078	3,400	5,170	5,293	14,316
Student enrollment					
Less than 100	2,691	2,193	1,986	2,833	15,145
100-199	2,449	1,134	3,715	2,513	8,811
200-499	4,759	2,644	6,681	4,549	10,774
500-749	1,619	813	1,660	1,742	2,981
750 or more	1,714	1,301	1,743	2,508	3,117

<sup>1</sup> Includes full- and part-time head counts.

<sup>2</sup> Student support services professional staff includes nurses, social workers, psychologists, speech therapists or pathologists, and other professional staff.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. Estimates of the number of principals and teachers are provided in Table 1. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Teacher, BIA School Teacher, Private School Teacher, Public School Principal, BIA School Principal, Private School Principal, Public School, BIA School, and Private School Data Files.

**Table 13. Number of school instructional and noninstructional aides, secretaries and other clerical support staff, food service personnel, and custodial maintenance and security personnel, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Instructional aides <sup>1,2</sup>	Noninstructional aides <sup>1,3</sup>	Secretaries and other clerical support staff <sup>1</sup>	Food service personnel <sup>1</sup>	Custodial maintenance and security personnel <sup>1</sup>
All schools	695,600	157,442	300,002	431,680	411,500
<b>All public schools</b>	<b>633,700</b>	<b>141,611</b>	<b>247,950</b>	<b>394,207</b>	<b>360,800</b>
School classification					
Traditional public	623,400	140,156	243,750	391,652	357,300
Charter school	10,300	1,455	4,200	2,555	3,500
Community type					
Central city	175,100	35,166	71,763	102,740	102,000
Urban fringe/large town	318,600	80,349	126,699	197,134	182,800
Rural/small town	140,000	26,095	49,487	94,334	76,000
School level					
Elementary	489,900	103,962	141,208	260,367	217,300
Secondary	107,600	29,585	90,370	114,714	121,200
Combined	36,100	8,064	16,372	19,126	22,300
Student enrollment					
Less than 100	15,400	2,347	7,283	5,878	9,400
100-199	36,300	5,753	12,449	17,404	17,200
200-499	227,400	49,652	70,263	128,326	110,600
500-749	184,200	35,697	57,715	103,483	86,100
750-999	79,300	19,237	32,066	51,232	45,100
1,000 or more	91,000	28,926	68,174	87,884	92,400
<b>All BIA schools</b>	<b>1,600</b>	<b>147</b>	<b>495</b>	<b>686</b>	<b>1,000</b>

See notes at end of table.

**Table 13. Number of school instructional and noninstructional aides, secretaries and other clerical support staff, food service personnel, and custodial maintenance and security personnel, by school type and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	Instructional aides <sup>1,2</sup>	Noninstructional aides <sup>1,3</sup>	Secretaries and other clerical support staff <sup>1</sup>	Food service personnel <sup>1</sup>	Custodial maintenance and security personnel <sup>1</sup>
<b>All private schools</b>	<b>60,300</b>	<b>15,684</b>	<b>51,557</b>	<b>36,787</b>	<b>49,600</b>
School classification					
Catholic	20,200	4,780	16,860	15,270	17,800
Other religious	17,700	6,718	19,845	12,004	17,700
Nonsectarian	22,400	4,185	14,852	9,513	14,100
Community type					
Central city	23,100	6,006	20,331	13,219	19,300
Urban fringe/large town	32,300	8,419	26,228	17,664	24,900
Rural/small town	4,900	1,259	4,998	5,904	5,500
School level					
Elementary	37,200	8,186	22,647	17,953	23,000
Secondary	2,300	985	9,797	8,334	9,700
Combined	20,700	6,513	19,113	10,501	16,900
Student enrollment					
Less than 100	18,400	4,759	9,863	6,607	9,200
100-199	14,400	3,659	10,396	7,982	9,900
200-499	19,100	4,787	18,075	12,971	18,200
500-749	5,400	1,348	6,509	3,939	5,700
750 or more	3,000	1,131	6,714	5,288	6,700

<sup>1</sup> Includes full- and part-time head counts.

<sup>2</sup> Instructional aides include regular Title I aides, ESL/Bilingual aides, special education instructional aides, library media center instructional aides, and other classroom instructional aides.

<sup>3</sup> Noninstructional aides include special education noninstructional aides, library media center noninstructional aides, and other noninstructional aides.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.



**Table 14. Number and percentage of schools that had teaching vacancies for the current school year, by methods used for covering teaching vacancies at the school, school type, and selected school characteristics: 2003-04**

School type and selected school characteristic	Number	Percent	Of schools that had teaching vacancies for the current school year, percent of schools that used various methods for covering vacancies							
			Hired a fully qualified teacher	Hired a less than fully qualified teacher	Used long-term or short-term substitutes	Cancelled planned course offerings	Expanded some class sizes	Added sections to other teachers' normal teaching loads	Assigned a teacher of another subject or grade level to cover vacancy	Assigned an administrator or counselor to teach those classes
All schools	83,845	71.9	91.9	17.0	26.0	3.0	12.0	10.1	10.3	4.2
<b>All public schools</b>	<b>64,954</b>	<b>73.7</b>	<b>92.7</b>	<b>16.4</b>	<b>30.3</b>	<b>3.1</b>	<b>12.9</b>	<b>9.6</b>	<b>9.8</b>	<b>2.1</b>
School classification										
Traditional public	63,415	73.8	92.7	16.2	30.3	3.1	13.0	9.6	9.8	1.9
Charter school	1,539	70.6	90.1	23.4	28.5	4.6	9.7	9.8	11.3	12.5
Community type										
Central city	16,569	75.4	90.7	19.2	42.4	3.4	15.8	10.8	12.1	2.1
Urban fringe/large town	32,537	76.9	94.2	14.4	30.0	2.5	12.0	8.9	8.7	1.5
Rural/small town	15,849	66.6	91.5	17.6	18.4	4.1	11.7	9.9	9.6	3.4
School level										
Elementary	44,486	72.3	93.1	12.6	29.7	1.2	9.5	4.7	7.9	1.4
Secondary	15,990	80.4	92.0	26.1	33.9	7.4	21.6	21.0	14.0	2.5
Combined	4,478	67.3	90.3	19.5	23.8	6.4	15.7	18.4	14.4	7.7
Student enrollment										
Less than 100	2,616	37.9	81.7	17.4	19.9	3.8	6.3	8.0	7.0	7.3
100-199	4,602	58.1	84.7	15.9	23.8	5.0	9.0	8.6	9.5	5.3
200-499	25,867	72.5	93.9	11.7	23.1	2.1	10.2	6.1	7.8	2.0
500-749	16,435	81.5	93.1	16.2	32.4	1.8	11.1	5.7	8.7	1.3
750-999	7,136	85.0	93.2	21.8	37.4	3.9	16.6	12.7	14.2	0.8
1,000 or more	8,298	91.6	95.2	26.9	49.2	6.9	25.9	26.9	15.7	2.0
<b>All BIA schools</b>	<b>124</b>	<b>73.7</b>	<b>85.6</b>	<b>23.6</b>	<b>33.3</b>	<b>8.9</b>	<b>21.5</b>	<b>15.5</b>	<b>23.0</b>	<b>9.3</b>

See notes at end of table.

**Table 14. Number and percentage of schools that had teaching vacancies for the current school year, by methods used for covering teaching vacancies at the school, school type, and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	Number	Percent	Of schools that had teaching vacancies for the current school year, percent of schools that used various methods for covering vacancies							
			Hired a fully qualified teacher	Hired a less than fully qualified teacher	Used long-term or short-term substitutes	Cancelled planned course offerings	Expanded some class sizes	Added sections to other teachers' normal teaching loads	Assigned a teacher of another subject or grade level to cover vacancy	Assigned an administrator or counselor to teach those classes
<b>All private schools</b>	<b>18,767</b>	<b>66.1</b>	<b>89.5</b>	<b>19.2</b>	<b>11.0</b>	<b>2.4</b>	<b>8.8</b>	<b>11.7</b>	<b>11.7</b>	<b>11.2</b>
School classification										
Catholic	5,896	74.5	92.7	16.2	9.8	1.8	5.8	7.5	8.1	4.0
Other religious	8,217	60.2	89.0	21.1	11.2	3.2	11.9	15.4	15.1	17.8
Nonsectarian	4,654	68.4	86.2	19.6	12.2	1.7	6.9	10.3	10.5	8.7
Community type										
Central city	6,880	70.5	89.9	20.0	12.8	2.3	9.7	10.5	12.4	10.3
Urban fringe/large town	9,507	67.3	89.8	18.1	9.5	2.5	7.9	12.0	11.2	11.1
Rural/small town	2,380	52.9	86.9	21.0	12.0	2.4	9.5	13.9	12.2	14.4
School level										
Elementary	11,103	64.1	88.7	17.2	9.1	1.5	6.5	7.0	9.3	8.5
Secondary	2,019	76.0	93.1	20.4	11.4	3.7	9.8	16.2	12.8	8.2
Combined	5,645	67.2	89.6	22.7	14.8	3.7	12.8	19.3	16.2	17.7
Student enrollment										
Less than 100	6,872	50.9	82.8	22.9	13.2	3.1	7.6	12.3	13.6	16.6
100-199	4,696	75.0	93.5	15.7	7.6	1.2	10.9	10.7	12.4	9.5
200-499	5,391	81.1	92.4	18.1	9.1	2.7	8.2	10.7	10.3	7.5
500-749	1,112	90.5	95.3	17.9	15.8	1.7	7.6	11.5	7.2	4.7
750 or more	697	92.4	95.7	15.9	19.8	2.2	12.0	20.2	7.2	9.0

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

**Table 15. Of schools that had teaching vacancies for the current school year, percentage with vacancies in various fields, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	General elementary	Special education	English/language arts	Social studies	Computer science	Mathematics	Biology or life sciences	Physical sciences	English as a Second Language (ESL) <sup>1</sup>	Foreign languages	Music or art	Vocational or technical education
All schools	86.2	65.3	54.8	46.8	27.9	53.7	41.7	35.8	33.3	42.5	45.8	30.8
<b>All public schools</b>	<b>86.2</b>	<b>67.4</b>	<b>57.1</b>	<b>48.6</b>	<b>26.5</b>	<b>55.6</b>	<b>41.4</b>	<b>35.2</b>	<b>35.7</b>	<b>40.3</b>	<b>45.4</b>	<b>33.3</b>
School classification												
Traditional public	86.2	67.4	56.8	48.4	26.2	55.5	41.4	35.2	35.5	39.8	45.2	33.4
Charter school	87.7	68.3	67.4	56.8	38.9	59.8	42.8	37.7	46.0	57.6	55.5	27.1
Community type												
Central city	89.0	71.5	65.1	53.0	31.1	64.0	46.1	39.0	43.5	46.7	46.3	34.0
Urban fringe/large town	88.0	68.8	57.6	48.9	28.6	55.9	42.6	36.3	35.4	42.7	45.7	33.5
Rural/small town	79.4	60.0	48.8	44.3	18.6	47.5	35.3	30.1	26.7	29.6	44.1	32.2
School level												
Elementary	90.4	67.7	46.3	36.6	22.7	41.8	30.0	22.3	36.8	29.4	43.4	15.7
Secondary	30.7	68.1	72.9	64.5	32.7	74.1	56.1	51.5	35.9	55.6	49.0	51.8
Combined	70.3	61.3	54.9	49.6	26.3	57.6	42.9	36.1	21.6	37.6	50.3	33.0
Student enrollment												
Less than 100	63.6	50.2	40.8	42.2	13.8	52.9	33.7	24.6	9.2	18.3	29.4	39.9
100-199	78.2	51.4	43.2	36.1	23.8	38.4	26.1	21.3	17.5	24.5	40.0	32.6
200-499	88.1	62.9	44.8	38.5	21.3	40.5	27.6	22.9	31.6	25.7	44.5	24.7
500-749	88.1	68.4	55.0	42.1	25.4	50.5	38.0	32.2	36.7	40.4	44.1	27.6
750-999	90.9	72.6	64.6	54.8	29.0	62.2	50.4	42.0	35.5	45.6	46.1	32.5
1,000 or more	75.0	82.9	83.2	74.1	38.7	86.7	66.9	61.5	50.2	65.6	54.5	50.2
<b>All BIA schools</b>	<b>81.6</b>	<b>75.4</b>	<b>62.2</b>	<b>37.6</b>	<b>36.9</b>	<b>42.4</b>	<b>32.3</b>	<b>34.5</b>	<b>33.2</b>	<b>17.9</b>	<b>42.2</b>	<b>28.0</b>

See notes at end of table.

**Table 15. Of schools that had teaching vacancies for the current school year, percentage with vacancies in various fields, by school type and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	General elementary	Special education	English/language arts	Social studies	Computer science	Mathematics	Biology or life sciences	Physical sciences	English as a Second Language (ESL) <sup>1</sup>	Foreign languages	Music or art	Vocational or technical education
<b>All private schools</b>	<b>86.1</b>	<b>43.5</b>	<b>48.0</b>	<b>41.7</b>	<b>31.9</b>	<b>48.0</b>	<b>42.5</b>	<b>37.6</b>	<b>13.8</b>	<b>48.6</b>	<b>47.2</b>	<b>15.2</b>
School classification												
Catholic	87.1	23.9	46.0	38.4	31.8	47.0	38.1	33.6	10.5	50.1	50.0	5.3
Other religious	88.2	30.9	45.4	40.9	31.3	46.9	40.5	37.9	14.4	46.1	44.0	16.8
Nonsectarian	79.9	69.9	55.5	47.8	33.3	51.7	52.4	42.3	16.7	51.6	49.1	23.4
Community type												
Central city	88.5	47.1	50.9	40.6	34.7	50.1	44.7	37.9	10.3	47.7	47.2	15.3
Urban fringe/large town	84.8	44.2	46.4	42.3	30.4	48.1	40.7	38.7	13.7	50.0	49.0	13.7
Rural/small town	84.8	26.7	46.1	42.1	29.8	41.9	43.4	32.4	21.4	45.5	39.0	20.2
School level												
Elementary	88.9	33.7	40.1	30.6	30.1	39.1	32.5	29.7	9.4	43.5	47.4	5.1
Secondary	21.9	52.0	60.2	57.1	28.4	60.1	53.4	46.4	11.2	55.8	47.4	24.2
Combined	81.7	52.7	53.1	48.7	35.8	54.3	49.6	43.1	20.0	52.3	46.7	21.4
Student enrollment												
Less than 100	84.6	58.1	42.9	35.9	29.4	43.3	41.5	33.9	14.9	43.5	50.7	23.4
100-199	87.7	38.3	43.5	38.5	34.5	47.1	38.8	40.0	18.4	44.8	48.1	14.5
200-499	86.4	30.6	48.0	42.7	32.1	46.3	40.1	36.5	9.4	49.9	44.0	9.3
500-749	85.6	36.1	62.6	51.6	25.5	59.2	51.9	35.1	22.7	58.6	38.6	7.0
750 or more	89.5	43.9	71.9	63.3	40.2	71.7	63.6	53.7	4.7	67.9	52.8	12.3

<sup>1</sup> English as a Second Language (ESL) also includes English for Speakers of Other Languages (ESOL) and/or bilingual education.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

**Table 16. Of schools that had teaching vacancies in various fields for the current school year, percentage that found it very difficult or were not able to fill the vacancies in these fields, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	General elementary	Special education	English/language arts	Social studies	Computer science	Mathematics	Biology or life sciences	Physical sciences	English as a Second Language (ESL) <sup>1</sup>	Foreign languages	Music or art	Vocational or technical education
All schools	4.1	29.5	7.6	3.7	17.7	27.1	20.4	26.7	30.7	30.1	17.8	27.7
<b>All public schools</b>	<b>3.9</b>	<b>29.2</b>	<b>8.1</b>	<b>4.0</b>	<b>16.3</b>	<b>28.8</b>	<b>20.9</b>	<b>27.7</b>	<b>31.4</b>	<b>33.6</b>	<b>19.1</b>	<b>27.9</b>
School classification												
Traditional public	3.6	29.2	8.3	3.8	16.0	28.7	20.7	27.9	31.5	34.0	19.1	27.9
Charter school	12.6	27.1	2.5	8.6	24.9	32.6	27.9	22.7	25.6	23.1	20.2	23.9
Community type												
Central city	5.7	31.0	7.6	4.8	16.5	34.7	27.2	28.0	27.9	30.3	16.6	27.9
Urban fringe/large town	2.9	26.6	7.0	2.3	14.6	25.1	17.4	26.6	30.0	30.0	16.9	27.1
Rural/small town	3.9	33.1	11.4	6.3	20.9	29.6	20.9	29.7	42.7	48.7	26.1	29.1
School level												
Elementary	3.9	28.3	7.4	3.7	8.0	23.8	19.6	22.5	30.0	33.9	17.3	27.4
Secondary	5.5	30.8	7.7	3.2	23.1	32.4	21.9	31.0	31.0	31.6	21.5	27.2
Combined	1.9	32.5	14.5	10.1	29.1	30.5	20.8	24.8	62.7	47.3	24.6	34.0
Student enrollment												
Less than 100	6.3	37.5	10.6	7.9	27.6	24.6	17.0	23.2	48.6	55.4	33.7	31.4
100-199	2.9	29.2	19.6	8.1	21.3	34.7	29.6	40.6	36.2	47.9	29.0	27.1
200-499	4.3	26.8	12.5	3.8	10.7	29.1	17.4	25.4	34.8	44.1	21.5	22.1
500-749	3.9	27.5	4.4	2.8	13.2	27.0	21.3	27.0	34.5	38.5	17.2	27.4
750-999	2.5	31.9	2.2	5.0	15.1	25.3	20.9	25.7	25.3	27.8	15.8	29.7
1,000 or more	1.9	32.7	7.8	3.2	22.9	31.0	21.9	28.9	26.5	24.4	14.5	31.1
<b>All BIA schools</b>	<b>20.2</b>	<b>65.9</b>	<b>18.5</b>	<b>16.2</b>	<b>49.6</b>	<b>51.3</b>	<b>48.0</b>	<b>32.3</b>	<b>21.8</b>	<b>46.2</b>	<b>26.5</b>	<b>58.3</b>

See notes at end of table.

**Table 16. Of schools that had teaching vacancies in various fields for the current school year, percentage that found it very difficult or were not able to fill the vacancies in these fields, by school type and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	General elementary	Special education	English/language arts	Social studies	Computer science	Mathematics	Biology or life sciences	Physical sciences	English as a Second Language (ESL) <sup>1</sup>	Foreign languages	Music or art	Vocational or technical education
<b>All private schools</b>	<b>4.8</b>	<b>33.9</b>	<b>5.5</b>	<b>2.4</b>	<b>20.6</b>	<b>20.8</b>	<b>18.8</b>	<b>24.1</b>	<b>16.3</b>	<b>22.1</b>	<b>13.8</b>	<b>24.6</b>
School classification												
Catholic	4.7	16.0	6.1	0.4	21.6	22.8	21.5	24.3	#	22.0	17.4	58.2
Other religious	5.0	10.8	6.2	4.2	22.9	19.2	19.6	24.3	24.1	24.8	15.2	11.2
Nonsectarian	4.3	48.5	3.5	1.6	14.7	21.2	15.0	23.6	15.1	17.9	6.6	35.4
Community type												
Central city	3.4	35.2	3.9	1.5	21.9	23.3	21.0	25.9	18.9	21.0	9.4	14.3
Urban fringe/large town	4.9	31.6	6.5	2.4	18.5	20.4	17.9	23.7	17.1	20.2	16.7	36.0
Rural/small town	8.6	47.9	6.1	5.0	25.2	14.0	15.9	20.3	11.7	34.2	14.4	16.1
School level												
Elementary	5.4	22.4	7.7	0.7	20.5	19.0	16.2	19.2	24.8	22.8	11.9	12.7
Secondary	#	44.0	4.5	3.2	8.7	24.5	19.2	31.2	#	25.0	13.2	42.7
Combined	3.4	39.7	3.7	3.4	24.4	20.7	20.6	24.8	14.7	20.2	17.2	19.0
Student enrollment												
Less than 100	6.9	49.4	7.7	3.1	15.5	19.5	16.6	17.9	42.1	21.6	10.4	28.7
100-199	4.2	21.8	5.2	1.8	18.3	20.5	15.7	20.1	4.8	26.4	15.4	10.8
200-499	3.4	13.3	5.3	3.0	29.5	24.6	21.9	26.3	6.3	22.9	17.9	28.1
500-749	2.8	31.6	4.6	2.3	7.5	14.3	22.2	36.0	#	15.1	13.7	15.1
750 or more	2.9	14.5	1.0	#	14.7	17.9	18.2	34.8	#	17.9	4.7	21.4

# Rounds to zero.

<sup>1</sup> English as a Second Language (ESL) also includes English for Speakers of Other Languages (ESOL) and/or bilingual education.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.

**Table 17. Percentage of schools with physical space limitations, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Percent of schools with enrollment that exceeded permanent and temporary building capacity	Percent of schools that had one or more temporary buildings	Average student capacity of temporary buildings	Percent of schools that routinely used common areas for instructional purposes	Percent of schools in which some teachers did not have their own classrooms due to lack of space
All schools	6.9	27.3	150.0	17.9	24.0
<b>All public schools</b>	<b>8.5</b>	<b>31.7</b>	<b>159.6</b>	<b>19.2</b>	<b>26.7</b>
School classification					
Traditional public	8.5	31.9	160.0	19.0	26.8
Charter school	8.5	24.2	140.3	28.1	23.2
Community type					
Central city	9.3	37.7	186.4	21.3	27.9
Urban fringe/large town	9.7	34.4	164.3	19.0	29.1
Rural/small town	5.6	21.3	102.1	17.6	21.4
School level					
Elementary	7.8	33.7	148.0	19.9	22.5
Secondary	11.9	27.5	223.8	17.5	41.5
Combined	4.9	26.0	95.7	18.5	21.0
Student enrollment					
Less than 100	2.4	20.8	46.8	14.1	14.4
100-199	3.2	20.9	82.9	23.3	19.8
200-499	5.6	26.0	111.2	19.2	21.9
500-749	8.2	38.4	145.0	17.3	24.6
750-999	14.6	47.3	206.9	22.2	38.9
1,000 or more	24.2	42.3	332.8	21.0	54.4
<b>All BIA schools</b>	<b>1.9</b>	<b>52.1</b>	<b>97.9</b>	<b>26.1</b>	<b>19.7</b>

See notes at end of table.

**Table 17. Percentage of schools with physical space limitations, by school type and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	Percent of schools with enrollment that exceeded permanent and temporary building capacity	Percent of schools that had one or more temporary buildings	Average student capacity of temporary buildings	Percent of schools that routinely used common areas for instructional purposes	Percent of schools in which some teachers did not have their own classrooms due to lack of space
<b>All private schools</b>	<b>2.1</b>	<b>13.5</b>	<b>81.2</b>	<b>13.7</b>	<b>15.5</b>
School classification					
Catholic	1.3	12.3	92.2	14.1	23.6
Other religious	1.8	15.7	86.0	15.1	12.6
Nonsectarian	3.6	10.6	52.0	10.5	11.8
Community type					
Central city	2.8	14.5	89.4	14.7	18.0
Urban fringe/large town	1.7	13.7	70.8	13.6	14.6
Rural/small town	1.9	10.8	98.9	12.0	12.9
School level					
Elementary	2.2	13.4	82.5	13.9	13.0
Secondary	1.8	10.3	63.9	12.0	34.0
Combined	2.1	14.9	82.6	13.9	14.8
Student enrollment					
Less than 100	1.9	9.3	71.9	13.4	8.1
100-199	1.4	15.2	83.4	16.7	15.6
200-499	1.9	18.7	74.0	11.0	22.9
500-749	4.7	19.5	126.9	19.5	37.5
750 or more	9.6	20.7	129.2	9.0	46.0

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, and Private School Data Files.



**Table 18. Percentage distribution of school teachers by race/ethnicity, percentage minority, school type, and selected school characteristics: 2003-04**

School type and selected school characteristic	Race/ethnicity							Minority <sup>2</sup>
	White, non-Hispanic	Black, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Asian, non-Hispanic	Native Hawaiian or other Pacific Islander, non-Hispanic	Hispanic, single or multiple races	Multiple races, non-Hispanic <sup>1</sup>	
All schools	83.7	7.4	0.6	1.4	0.2	6.0	0.7	16.3
<b>All public schools</b>	<b>83.1</b>	<b>7.9</b>	<b>0.5</b>	<b>1.3</b>	<b>0.2</b>	<b>6.2</b>	<b>0.7</b>	<b>16.9</b>
School classification								
Traditional public	83.3	7.8	0.5	1.3	0.2	6.2	0.7	16.7
Charter school	70.2	15.2	0.9	1.9	0.4	10.1	1.4	29.8
Community type								
Central city	70.5	15.1	0.5	2.2	0.2	10.4	1.1	29.5
Urban fringe/large town	87.4	5.1	0.4	1.1	0.2	5.2	0.6	12.6
Rural/small town	90.2	4.9	0.9	0.5	0.1	3.0	0.4	9.8
School level								
Elementary	82.1	8.4	0.4	1.3	0.2	6.8	0.8	17.9
Secondary	84.3	7.3	0.6	1.4	0.2	5.5	0.7	15.7
Combined	88.6	5.3	1.3	0.7	0.2	3.3	0.6	11.4
Student enrollment								
Less than 100	81.3	8.4	1.3	0.6	0.5	7.3	0.6	18.7
100-199	88.4	6.1	0.9	0.4	#	3.1	1.1	11.6
200-499	86.8	6.9	0.8	1.0	0.2	3.7	0.7	13.2
500-749	82.3	7.8	0.3	1.2	0.1	7.5	0.8	17.7
750-999	79.8	9.2	0.3	1.7	0.3	8.0	0.8	20.2
1,000 or more	80.7	8.8	0.4	1.8	0.2	7.5	0.7	19.3
<b>All BIA schools</b>	<b>46.8</b>	<b>0.9</b>	<b>43.5</b>	<b>0.8</b>	<b>0.9</b>	<b>3.8</b>	<b>3.3</b>	<b>53.2</b>

See notes at end of table.

**Table 18. Percentage distribution of school teachers by race/ethnicity, percentage minority, school type, and selected school characteristics: 2003-04**  
**—Continued**

School type and selected school characteristic	Race/ethnicity							Minority <sup>2</sup>
	White, non-Hispanic	Black, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Asian, non-Hispanic	Native Hawaiian or other Pacific Islander, non-Hispanic	Hispanic, single or multiple races	Multiple races, non-Hispanic <sup>1</sup>	
<b>All private schools</b>	<b>88.0</b>	<b>4.0</b>	<b>0.4</b>	<b>1.8</b>	<b>0.2</b>	<b>4.8</b>	<b>0.6</b>	<b>12.0</b>
School classification								
Catholic	88.6	3.0	0.2	1.6	0.2	6.2	0.3	11.4
Other religious	88.7	5.0	0.5	1.4	0.1	3.8	0.5	11.3
Nonsectarian	86.5	3.9	0.6	2.8	0.4	4.5	1.2	13.5
Community type								
Central city	83.7	6.1	0.5	2.6	0.4	5.9	0.8	16.3
Urban fringe/large town	90.0	2.9	0.3	1.5	0.1	4.6	0.6	10.0
Rural/small town	94.8	1.4	1.0	0.4	0.1	1.9	0.3	5.2
School level								
Elementary	86.6	5.0	0.5	2.0	0.2	5.0	0.8	13.4
Secondary	89.0	2.9	0.4	1.8	0.1	5.4	0.3	11.0
Combined	89.5	3.2	0.4	1.7	0.3	4.3	0.6	10.5
Student enrollment								
Less than 100	82.3	7.7	0.5	3.0	0.3	5.3	0.8	17.7
100-199	88.2	4.7	0.8	1.8	0.1	3.7	0.6	11.8
200-499	90.0	3.1	0.2	1.3	0.1	4.8	0.4	10.0
500-749	89.4	2.8	0.4	1.8	0.2	4.1	1.3	10.6
750 or more	88.7	1.6	0.4	1.9	0.4	6.5	0.4	11.3

# Rounds to zero.

<sup>1</sup> Multiple races, non-Hispanic includes all non-Hispanic respondents who selected more than one race.

<sup>2</sup> Minority includes Black, non-Hispanic; American Indian/Alaska Native, non-Hispanic; Asian, non-Hispanic; Native Hawaiian or other Pacific Islander, non-Hispanic; Hispanic, single or multiple races; and multiple races, non-Hispanic.

NOTE: Teachers include both full-time and part-time teachers. BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Teacher, BIA School Teacher, and Private School Teacher Data Files.

**Table 19. Average age of school teachers and percentage distribution of teachers by sex, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Average age of teachers	Sex	
		Male	Female
All schools	42.5	24.8	75.2
<b>All public schools</b>	<b>42.5</b>	<b>25.0</b>	<b>75.0</b>
School classification			
Traditional public	42.5	25.0	75.0
Charter school	37.9	27.0	73.0
Community type			
Central city	42.4	24.2	75.8
Urban fringe/large town	42.3	25.1	74.9
Rural/small town	43.0	25.9	74.1
School level			
Elementary	42.2	16.2	83.8
Secondary	42.9	42.7	57.3
Combined	42.6	32.1	67.9
Student enrollment			
Less than 100	44.2	29.1	70.9
100-199	43.9	24.3	75.7
200-499	43.0	19.2	80.8
500-749	41.9	19.3	80.7
750-999	42.0	25.4	74.6
1,000 or more	42.3	37.9	62.1
<b>All BIA schools</b>	<b>44.8</b>	<b>26.5</b>	<b>73.5</b>

See notes at end of table.

**Table 19. Average age of school teachers and percentage distribution of teachers by sex, by school type and selected school characteristics: 2003-04**  
**—Continued**

School type and selected school characteristic	Average age of teachers	Sex	
		Male	Female
<b>All private schools</b>	<b>42.8</b>	<b>23.6</b>	<b>76.4</b>
School classification			
Catholic	44.3	19.8	80.2
Other religious	42.0	23.9	76.1
Nonsectarian	41.9	28.1	71.9
Community type			
Central city	43.0	23.9	76.1
Urban fringe/large town	42.6	23.0	77.0
Rural/small town	42.7	25.2	74.8
School level			
Elementary	43.3	12.9	87.1
Secondary	42.7	46.1	53.9
Combined	42.2	27.4	72.6
Student enrollment			
Less than 100	41.1	21.4	78.6
100-199	42.4	18.2	81.8
200-499	43.7	23.0	77.0
500-749	43.1	23.4	76.6
750 or more	42.8	36.2	63.8

NOTE: Teachers include both full-time and part-time teachers. BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Teacher, BIA School Teacher, and Private School Teacher Data Files.

**Table 20. Percentage distribution of school teachers by highest degree earned, school type, and selected school characteristics: 2003-04**

School type and selected school characteristic	Less than bachelor's	Bachelor's degree	Master's degree	Higher than a master's degree
All schools	2.1	51.4	39.5	7.0
<b>All public schools</b>	<b>1.1</b>	<b>50.8</b>	<b>40.9</b>	<b>7.2</b>
School classification				
Traditional public	1.1	50.6	41.1	7.2
Charter school	3.2	64.2	27.4	5.2
Community type				
Central city	1.2	50.1	40.3	8.4
Urban fringe/large town	0.9	49.1	42.9	7.1
Rural/small town	1.4	56.7	36.4	5.5
School level				
Elementary	0.4	51.9	40.6	7.1
Secondary	2.5	47.4	42.5	7.6
Combined	1.3	56.9	36.7	5.1
Student enrollment				
Less than 100	1.4	61.0	31.4	6.2
100-199	1.2	58.1	35.8	4.9
200-499	1.0	51.1	41.3	6.5
500-749	0.9	52.2	39.9	7.0
750-999	0.8	51.8	39.6	7.8
1,000 or more	1.5	46.6	43.7	8.2
<b>All BIA schools</b>	<b>2.6</b>	<b>61.2</b>	<b>30.6</b>	<b>5.6</b>

See notes at end of table.

**Table 20. Percentage distribution of school teachers by highest degree earned, school type, and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	Less than bachelor's	Bachelor's degree	Master's degree	Higher than a master's degree
<b>All private schools</b>	<b>9.2</b>	<b>55.5</b>	<b>29.5</b>	<b>5.8</b>
School classification				
Catholic	3.2	61.1	30.8	4.9
Other religious	17.7	54.3	22.7	5.2
Nonsectarian	5.0	49.7	37.3	8.0
Community type				
Central city	8.4	52.8	31.8	7.0
Urban fringe/large town	8.5	56.6	29.4	5.5
Rural/small town	15.9	59.9	21.2	3.1
School level				
Elementary	9.3	62.2	24.4	4.2
Secondary	2.9	44.3	44.0	8.8
Combined	12.1	51.7	29.6	6.7
Student enrollment				
Less than 100	23.3	54.2	17.9	4.6
100-199	8.6	62.6	23.5	5.3
200-499	5.9	58.2	30.2	5.7
500-749	5.0	53.1	34.4	7.5
750 or more	4.6	41.0	47.3	7.2

<sup>1</sup> For the item that measured degrees earned, the final weighted response rate for Ph.D. was less than 70 percent on the BIA School Teacher Data File.

NOTE: Teachers include both full-time and part-time teachers. BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Teacher, BIA School Teacher, and Private School Teacher Data Files.

**Table 21. Percentage distribution of school teachers by total years of full-time teaching experience, years teaching at current school, school type, and selected school characteristics: 2003-04**

School type and selected school characteristic	Full-time teaching experience		Years teaching at current school	
	3 or fewer years	4 or more years	3 or fewer years	4 or more years
All schools	19.5	80.5	43.6	56.4
<b>All public schools</b>	<b>17.8</b>	<b>82.2</b>	<b>42.8</b>	<b>57.2</b>
School classification				
Traditional public	17.5	82.5	42.4	57.6
Charter school	43.4	56.6	75.3	24.7
Community type				
Central city	20.3	79.7	47.6	52.4
Urban fringe/large town	17.6	82.4	42.9	57.1
Rural/small town	14.6	85.4	35.3	64.7
School level				
Elementary	17.7	82.3	43.6	56.4
Secondary	17.7	82.3	41.3	58.7
Combined	20.0	80.0	41.9	58.1
Student enrollment				
Less than 100	21.0	79.0	51.1	48.9
100-199	17.9	82.1	41.9	58.1
200-499	16.6	83.4	39.2	60.8
500-749	17.7	82.3	44.1	55.9
750-999	18.3	81.7	46.0	54.0
1,000 or more	18.9	81.1	43.7	56.3
<b>All BIA schools</b>	<b>21.8</b>	<b>78.2</b>	<b>51.3</b>	<b>48.7</b>

See notes at end of table.

**Table 21. Percentage distribution of school teachers by total years of full-time teaching experience, years teaching at current school, school type, and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	Full-time teaching experience		Years teaching at current school	
	3 or fewer years	4 or more years	3 or fewer years	4 or more years
<b>All private schools</b>	<b>31.7</b>	<b>68.3</b>	<b>49.4</b>	<b>50.6</b>
School classification				
Catholic	26.1	73.9	44.5	55.5
Other religious	37.6	62.4	53.4	46.6
Nonsectarian	30.6	69.4	50.0	50.0
Community type				
Central city	29.2	70.8	47.4	52.6
Urban fringe/large town	32.9	67.1	49.5	50.5
Rural/small town	35.1	64.9	56.1	43.9
School level				
Elementary	30.7	69.3	48.1	51.9
Secondary	29.1	70.9	46.7	53.3
Combined	34.2	65.8	52.3	47.7
Student enrollment				
Less than 100	41.8	58.2	59.9	40.1
100-199	35.1	64.9	54.2	45.8
200-499	30.1	69.9	47.2	52.8
500-749	26.0	74.0	42.4	57.6
750 or more	22.7	77.3	40.3	59.7

NOTE: Teachers include both full-time and part-time teachers. BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Teacher, BIA School Teacher, and Private School Teacher Data Files.



**Table 22. Percentage of school teachers who took and passed various tests, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Praxis I Pre-Professional Skills Test (PPST) in Reading	Praxis I Pre-Professional Skills Test (PPST) in Mathematics	Praxis I Pre-Professional Skills Test (PPST) in Writing	The Praxis II: Subject Assessment in a specific content area	An exam for National Board for Professional Teaching Standards certification	Other test of basic skills or subject knowledge, required by certain states, districts, or schools
All schools	30.8	27.6	28.0	29.0	14.5	41.6
<b>All public schools</b>	<b>32.0</b>	<b>28.7</b>	<b>29.1</b>	<b>30.3</b>	<b>14.6</b>	<b>43.9</b>
School classification						
Traditional public	32.0	28.7	29.1	30.3	14.6	43.8
Charter school	32.1	28.8	28.7	27.3	12.1	51.9
Community type						
Central city	31.1	27.5	28.1	27.9	16.7	50.4
Urban fringe/large town	31.2	27.8	28.3	30.9	13.6	43.2
Rural/small town	35.9	32.9	33.1	32.3	14.1	36.2
School level						
Elementary	34.2	30.7	30.9	29.3	15.4	44.3
Secondary	27.8	24.7	25.7	33.4	12.9	43.8
Combined	29.5	27.1	27.2	25.2	13.2	40.4
Student enrollment						
Less than 100	27.6	27.0	26.8	20.2	11.9	35.9
100-199	28.7	27.1	27.5	26.0	12.7	36.8
200-499	33.7	30.2	30.2	28.0	14.1	37.7
500-749	35.0	31.4	31.8	30.6	14.9	44.2
750-999	31.3	28.3	27.9	31.7	15.8	50.3
1,000 or more	28.0	24.5	26.1	33.2	14.4	49.2
<b>All BIA schools</b>	<b>42.5</b>	<b>39.7</b>	<b>40.1</b>	<b>33.9</b>	<b>23.0</b>	<b>37.6</b>

See notes at end of table.

**Table 22. Percentage of school teachers who took and passed various tests, by school type and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	Praxis I Pre-Professional Skills Test (PPST) in Reading	Praxis I Pre-Professional Skills Test (PPST) in Mathematics	Praxis I Pre-Professional Skills Test (PPST) in Writing	The Praxis II: Subject Assessment in a specific content area	An exam for National Board for Professional Teaching Standards certification	Other test of basic skills or subject knowledge, required by certain states, districts, or schools
<b>All private schools</b>	<b>22.1</b>	<b>19.7</b>	<b>20.2</b>	<b>19.8</b>	<b>13.8</b>	<b>25.8</b>
School classification						
Catholic	26.7	23.5	24.6	22.8	15.1	24.5
Other religious	19.0	17.8	17.4	16.0	13.2	26.3
Nonsectarian	20.6	17.4	18.5	21.1	13.1	26.7
Community type						
Central city	21.2	18.4	18.8	19.4	13.6	28.3
Urban fringe/large town	21.9	19.8	20.6	20.0	14.6	25.1
Rural/small town	26.3	24.0	23.6	20.0	10.9	19.6
School level						
Elementary	24.9	22.6	23.3	19.4	15.4	26.5
Secondary	20.7	17.4	18.4	21.9	10.0	23.1
Combined	19.2	16.9	16.8	19.3	13.5	26.1
Student enrollment						
Less than 100	18.9	16.5	18.0	15.1	13.3	28.1
100-199	25.5	23.8	24.2	21.9	15.1	25.2
200-499	23.0	20.3	20.8	19.7	13.3	26.6
500-749	22.2	19.8	19.5	20.8	14.9	22.5
750 or more	18.9	16.0	15.9	21.9	13.0	24.2

NOTE: Teachers include both full-time and part-time teachers. BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. Estimates include teachers who did not take the test as part of the denominator.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Teacher, BIA School Teacher, and Private School Teacher Data Files.

**Table 23. Average base salary and earnings from salary supplements during the current school year for regular full-time school teachers, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Average academic year base teaching salary of regular full-time teachers	Salary Supplements					
		Extracurricular activities in same school system		Other school sources (merit pay bonus, state supplement, other)		Job outside the school system	
		Percent	Average amount	Percent	Average amount	Percent	Average amount
All schools	\$43,000	38.3	\$2,700	12.8	\$1,900	16.4	\$5,100
<b>All public schools</b>	<b>44,400</b>	<b>40.2</b>	<b>2,700</b>	<b>13.6</b>	<b>1,900</b>	<b>15.9</b>	<b>5,000</b>
School classification							
Traditional public	44,500	40.4	2,700	13.6	1,900	15.9	5,000
Charter school	37,000	28.7	2,300	11.9	2,000	18.0	5,800
Community type							
Central city	45,400	37.0	2,900	14.7	1,700	15.1	5,200
Urban fringe/large town	46,100	41.2	2,700	12.8	2,100	16.4	5,000
Rural/small town	38,000	42.5	2,600	14.1	1,800	15.7	5,000
School level							
Elementary	44,300	33.6	2,200	14.2	1,900	13.6	4,700
Secondary	45,300	53.1	3,400	13.0	2,000	20.1	5,600
Combined	38,700	44.8	2,900	10.3	2,200	18.5	5,100
Student enrollment							
Less than 100	38,100	32.5	2,400	11.8	1,400	19.5	5,600
100-199	38,200	38.4	2,600	12.3	1,900	17.6	4,900
200-499	43,200	36.5	2,400	11.8	1,800	15.3	5,100
500-749	44,100	36.7	2,400	13.1	1,900	13.5	4,500
750-999	45,000	42.1	2,700	17.0	1,900	15.2	4,800
1,000 or more	46,700	47.7	3,300	14.6	2,100	19.0	5,500
<b>All BIA schools</b>	<b>35,800</b>	<b>36.2</b>	<b>2,500</b>	<b>6.9</b>	<b>3,600</b>	<b>12.6</b>	<b>4,500</b>

See notes at end of table.

**Table 23. Average base salary and earnings from salary supplements during the current school year for regular full-time school teachers, by school type and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	Average academic year base teaching salary of regular full-time teachers	Salary Supplements					
		Extracurricular activities in same school system		Other school sources (merit pay bonus, state supplement, other)		Job outside the school system	
		Percent	Average amount	Percent	Average amount	Percent	Average amount
<b>All private schools</b>	<b>\$31,700</b>	<b>23.1</b>	<b>\$2,400</b>	<b>6.0</b>	<b>\$1,800</b>	<b>20.4</b>	<b>\$5,400</b>
School classification							
Catholic	31,900	27.4	2,200	4.9	2,100	20.2	5,000
Other religious	27,100	18.2	2,600	5.9	1,700	19.5	6,300
Nonsectarian	36,900	23.5	2,500	7.7	1,600	21.7	5,000
Community type							
Central city	34,200	27.0	2,500	5.4	2,200	21.0	5,800
Urban fringe/large town	31,400	21.2	2,300	6.5	1,300	19.8	5,200
Rural/small town	23,900	17.8	2,300	6.1	2,900	20.3	5,400
School level							
Elementary	29,800	15.3	2,200	5.0	1,400	17.6	5,000
Secondary	37,000	46.0	2,300	7.2	2,700	27.0	6,000
Combined	31,700	23.1	2,600	6.9	1,700	21.1	5,600
Student enrollment							
Less than 100	24,300	7.5	1,900	4.0	2,500	18.1	4,900
100-199	27,800	18.1	2,000	5.3	1,300	18.8	5,200
200-499	32,400	21.6	2,300	6.3	1,600	20.5	5,900
500-749	36,100	34.0	2,000	6.6	1,300	18.9	5,100
750 or more	40,300	43.3	3,000	8.2	2,500	26.3	5,200

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. A regular full-time teacher is any teacher whose primary position in a school is not an itinerant teacher, a long-term substitute, a short-term substitute, a student teacher, a teacher aide, an administrator, a library media specialist or librarian, another type of professional staff (e.g., counselor, curriculum coordinator, social worker) or support staff (e.g., secretary), or a part-time teacher.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Teacher, BIA School Teacher, and Private School Teacher Data Files.

**Table 24. Average base salary and earnings from salary supplements during the summer of 2003 for regular full-time school teachers, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Average academic year base teaching salary of regular full-time teachers	Summer salary supplements					
		Summer School		Non-teaching job in a school		Nonschool job	
		Percent	Average amount	Percent	Average amount	Percent	Average amount
All schools	\$43,000	15.7	\$2,500	5.8	\$2,400	15.3	\$4,200
<b>All public schools</b>	<b>44,400</b>	<b>15.9</b>	<b>2,400</b>	<b>5.5</b>	<b>2,300</b>	<b>15.1</b>	<b>4,300</b>
School classification							
Traditional public	44,500	15.9	2,400	5.5	2,300	15.1	4,300
Charter school	37,000	15.2	2,400	6.3	2,200	17.3	4,100
Community type							
Central city	45,400	19.9	2,800	5.1	2,600	13.3	4,200
Urban fringe/large town	46,100	14.2	2,400	6.0	2,100	15.7	4,300
Rural/small town	38,000	14.6	1,900	4.9	2,500	16.3	4,400
School level							
Elementary	44,300	16.1	2,200	4.5	2,000	13.0	4,300
Secondary	45,300	15.0	2,800	7.2	2,600	18.7	4,400
Combined	38,700	19.1	3,500	7.2	2,900	19.6	3,700
Student enrollment							
Less than 100	38,100	28.5	2,300	6.4	2,800	18.7	4,100
100-199	38,200	16.3	2,600	4.8	2,200	17.5	4,000
200-499	43,200	16.3	2,200	4.6	2,200	15.2	4,300
500-749	44,100	14.5	2,200	5.0	2,100	13.0	3,600
750-999	45,000	15.6	2,600	5.1	2,500	15.8	4,400
1,000 or more	46,700	16.6	2,900	7.4	2,500	16.3	4,900
<b>All BIA schools</b>	<b>35,800</b>	<b>25.1</b>	<b>2,200</b>	<b>5.5</b>	<b>2,800</b>	<b>10.0</b>	<b>4,000</b>

See notes at end of table.

**Table 24. Average base salary and earnings from salary supplements during the summer of 2003 for regular full-time school teachers, by school type and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	Average academic year base teaching salary of regular full-time teachers	Summer salary supplements					
		Summer School		Non-teaching job in a school		Nonschool job	
		Percent	Average amount	Percent	Average amount	Percent	Average amount
<b>All private schools</b>	<b>\$31,700</b>	<b>13.5</b>	<b>\$2,900</b>	<b>7.7</b>	<b>\$3,200</b>	<b>17.0</b>	<b>\$3,600</b>
School classification							
Catholic	31,900	9.7	2,000	5.6	2,900	16.5	3,300
Other religious	27,100	9.5	2,500	8.6	3,300	18.5	4,200
Nonsectarian	36,900	23.3	3,500	9.3	3,300	15.9	3,300
Community type							
Central city	34,200	15.3	2,600	8.0	3,500	16.6	3,700
Urban fringe/large town	31,400	13.6	3,100	7.7	3,200	16.5	3,700
Rural/small town	23,900	6.6	2,500	6.3	2,200	20.9	3,200
School level							
Elementary	29,800	10.9	2,500	6.1	3,500	15.4	3,400
Secondary	37,000	18.3	2,900	11.6	3,300	19.1	3,900
Combined	31,700	14.8	3,300	8.1	2,900	18.2	3,700
Student enrollment							
Less than 100	24,300	20.1	3,700	7.6	3,000	19.8	3,200
100-199	27,800	12.8	3,300	7.0	3,400	17.4	3,400
200-499	32,400	10.7	2,300	7.5	3,200	16.4	3,800
500-749	36,100	10.7	2,300	6.5	3,200	14.8	4,200
750 or more	40,300	16.2	2,400	10.4	3,200	16.6	3,800

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

A regular full-time teacher is any teacher whose primary position in a school is not an itinerant teacher, a long-term substitute, a short-term substitute, a student teacher, a teacher aide, an administrator, a library media specialist or librarian, another type of professional staff (e.g., counselor, curriculum coordinator, social worker) or support staff (e.g., secretary), or a part-time teacher.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Teacher, BIA School Teacher, and Private School Teacher Data Files.

**Table 25. Percentage of school teachers by main activity in school, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Regular full-time teacher	Regular part-time teacher	Itinerant teacher	Long-term substitute	Administrator	Library media specialist or librarian	Other professional staff (e.g., counselor, curriculum coordinator, social worker)	Support staff (e.g., secretary)
All schools	89.2	4.9	3.0	0.7	0.6	0.2	1.4	#
<b>All public schools</b>	<b>90.7</b>	<b>3.3</b>	<b>3.4</b>	<b>0.7</b>	<b>0.3</b>	<b>0.2</b>	<b>1.4</b>	<b>#</b>
School classification								
Traditional public	90.7	3.2	3.4	0.7	0.2	0.2	1.4	#
Charter school	86.7	8.7	0.8	1.0	1.5	#	1.3	#
Community type								
Central city	91.9	2.8	2.4	1.1	0.2	0.1	1.4	0.1
Urban fringe/large town	89.9	3.6	3.8	0.7	0.2	0.1	1.6	#
Rural/small town	91.1	3.4	3.7	0.2	0.4	0.3	0.9	#
School level								
Elementary	89.4	3.3	4.5	0.7	0.2	0.2	1.7	#
Secondary	93.3	3.3	1.4	0.8	0.4	0.1	0.8	#
Combined	91.5	4.1	1.4	0.7	0.5	0.3	1.4	#
Student enrollment								
Less than 100	82.5	8.4	5.5	0.9	1.0	0.3	1.3	0.2
100-199	84.4	4.7	7.6	0.7	0.5	0.4	1.8	#
200-499	87.0	3.8	5.8	0.7	0.3	0.3	2.1	#
500-749	91.1	3.2	3.0	0.8	0.1	0.1	1.4	0.1
750-999	93.8	2.5	1.7	0.7	0.4	0.1	0.8	#
1,000 or more	94.4	2.7	1.0	0.7	0.2	#	0.9	#
<b>All BIA schools</b>	<b>92.8</b>	<b>1.2</b>	<b>0.5</b>	<b>0.5</b>	<b>0.7</b>	<b>0.9</b>	<b>3.2</b>	<b>0.2</b>

See notes at end of table.

**Table 25. Percentage of school teachers by main activity in school, by school type and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	Regular full-time teacher	Regular part-time teacher	Itinerant teacher	Long-term substitute	Administrator	Library media specialist or librarian	Other professional staff (e.g., counselor, curriculum coordinator, social worker)	Support staff (e.g., secretary)
<b>All private schools</b>	<b>78.4</b>	<b>15.8</b>	<b>0.7</b>	<b>0.4</b>	<b>2.9</b>	<b>0.3</b>	<b>1.4</b>	<b>0.1</b>
School classification								
Catholic	82.3	12.3	1.2	0.5	1.6	0.4	1.7	0.1
Other religious	71.4	22.6	0.4	0.2	3.8	0.4	0.9	0.2
Nonsectarian	83.3	10.7	0.5	0.4	3.5	#	1.6	0.1
Community type								
Central city	78.4	15.7	0.9	0.3	2.9	0.3	1.4	0.1
Urban fringe/large town	78.1	16.0	0.5	0.4	2.9	0.3	1.6	0.1
Rural/small town	79.6	15.0	0.8	0.5	3.4	0.1	0.5	0.1
School level								
Elementary	79.8	16.0	1.0	0.3	1.5	0.2	1.0	0.1
Secondary	78.7	12.4	1.0	0.5	4.2	0.5	2.5	0.2
Combined	76.4	17.0	0.3	0.3	4.2	0.3	1.3	0.1
Student enrollment								
Less than 100	76.1	18.0	0.5	0.5	3.9	0.1	0.7	0.1
100-199	76.2	18.0	1.0	0.5	2.7	0.2	1.0	0.5
200-499	78.6	16.2	0.9	0.3	2.1	0.5	1.5	#
500-749	80.8	12.4	0.2	#	3.8	0.3	2.5	#
750 or more	82.2	11.5	0.5	0.5	3.5	0.1	1.7	0.1

# Rounds to zero.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. A regular full-time teacher is any teacher whose primary position in a school is not an itinerant teacher, a long-term substitute, a short-term substitute, a student teacher, a teacher aide, an administrator, a library media specialist or librarian, another type of professional staff (e.g., counselor, curriculum coordinator, social worker) or support staff (e.g., secretary), or a part-time teacher.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Teacher, BIA School Teacher, and Private School Teacher Data Files.



**Table 26. Average number of hours per week that regular full-time school teachers spent on selected activities during a typical full week, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Average hours per week		
	Required to work to receive base pay during a typical full week	Spent delivering instruction to a class of students	Total hours spent on all teaching and other school-related activities during a typical full week
All schools	37.7	28.6	52.7
<b>All public schools</b>	<b>37.7</b>	<b>28.6</b>	<b>52.8</b>
School classification			
Traditional public	37.6	28.5	52.8
Charter school	39.2	30.5	53.6
Community type			
Central city	37.2	28.6	52.4
Urban fringe/large town	37.7	28.3	53.1
Rural/small town	38.4	29.2	52.4
School level			
Elementary	37.5	28.9	52.4
Secondary	38.0	27.8	53.7
Combined	38.1	29.3	51.9
Student enrollment			
Less than 100	38.5	29.7	51.2
100-199	38.2	29.8	52.1
200-499	37.6	29.1	52.1
500-749	37.6	28.8	52.5
750-999	37.5	28.1	53.0
1,000 or more	37.8	27.7	53.8
<b>All BIA schools</b>	<b>39.7</b>	<b>30.5</b>	<b>52.6</b>

See notes at end of table.

**Table 26. Average number of hours per week that regular full-time school teachers spent on selected activities during a typical full week, by school type and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	Average hours per week		
	Required to work to receive base pay during a typical full week	Spent delivering instruction to a class of students	Total hours spent on all teaching and other school-related activities during a typical full week
<b>All private schools</b>	<b>38.4</b>	<b>28.9</b>	<b>52.5</b>
School classification			
Catholic	37.7	29.2	53.2
Other religious	38.5	29.4	51.8
Nonsectarian	39.2	27.9	52.3
Community type			
Central city	38.3	28.7	52.5
Urban fringe/large town	38.4	28.8	52.5
Rural/small town	38.8	29.8	52.3
School level			
Elementary	37.9	29.9	51.9
Secondary	39.3	28.2	55.0
Combined	38.7	27.9	52.1
Student enrollment			
Less than 100	38.0	30.1	49.5
100-199	38.5	29.6	52.3
200-499	38.4	29.0	53.0
500-749	38.5	28.0	53.5
750 or more	38.7	27.1	54.1

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. A regular full-time teacher is any teacher whose primary position in a school is not an itinerant teacher, a long-term substitute, a short-term substitute, a student teacher, a teacher aide, an administrator, a library media specialist or librarian, another type of professional staff (e.g., counselor, curriculum coordinator, social worker) or support staff (e.g., secretary), or a part-time teacher.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Teacher, BIA School Teacher, and Private School Teacher Data Files.

**Table 27. Percentage distribution of school principals by race/ethnicity, percentage minority, school type, and selected school characteristics: 2003-04**

School type and selected school characteristic	Race/ethnicity							Minority <sup>2</sup>
	White, non-Hispanic	Black, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Asian, non-Hispanic	Native Hawaiian or other Pacific Islander, non-Hispanic	Hispanic, single or multiple races	Multiple races, non-Hispanic <sup>1</sup>	
All schools	84.1	9.3	0.7	0.7	0.1	4.8	0.4	15.9
<b>All public schools</b>	<b>82.4</b>	<b>10.6</b>	<b>0.7</b>	<b>0.5</b>	<b>0.1</b>	<b>5.3</b>	<b>0.4</b>	<b>17.6</b>
School classification								
Traditional public	82.8	10.3	0.6	0.5	0.1	5.3	0.4	17.2
Charter school	67.6	19.7	2.7	0.8	0.4	8.0	0.8	32.4
Community type								
Central city	62.4	24.5	0.4	1.1	0.1	11.3	0.3	37.6
Urban fringe/large town	88.0	6.7	0.4	0.5	0.1	3.8	0.5	12.0
Rural/small town	90.9	4.5	1.5	0.1	0.1	2.6	0.4	9.1
School level								
Elementary	81.0	11.4	0.6	0.6	0.1	6.0	0.4	19.0
Secondary	84.8	9.4	0.5	0.3	0.1	4.4	0.4	15.2
Combined	89.0	6.5	2.0	0.1	0.3	1.6	0.6	11.0
Student enrollment								
Less than 100	83.4	7.3	1.0	0.1	#	7.8	0.5	16.6
100-199	86.0	8.0	1.3	0.2	0.1	3.9	0.6	14.0
200-499	84.9	10.2	0.8	0.5	0.1	3.2	0.3	15.1
500-749	80.8	11.5	0.4	0.6	0.1	6.4	0.3	19.2
750-999	75.6	13.7	0.5	0.6	0.1	9.3	0.3	24.4
1,000 or more	78.5	11.7	0.4	1.0	0.3	7.4	0.8	21.5
<b>All BIA schools</b>	<b>38.9</b>	<b>2.1</b>	<b>50.1</b>	<b>#</b>	<b>1.4</b>	<b>6.3</b>	<b>1.3</b>	<b>61.1</b>

See notes at end of table.

**Table 27. Percentage distribution of school principals by race/ethnicity, percentage minority, school type, and selected school characteristics: 2003-04**  
**—Continued**

School type and selected school characteristic	Race/ethnicity							Minority <sup>2</sup>
	White, non-Hispanic	Black, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Asian, non-Hispanic	Native Hawaiian or other Pacific Islander, non-Hispanic	Hispanic, single or multiple races	Multiple races, non-Hispanic <sup>1</sup>	
<b>All private schools</b>	<b>89.8</b>	<b>5.2</b>	<b>0.6</b>	<b>1.2</b>	<b>0.1</b>	<b>3.0</b>	<b>0.2</b>	<b>10.2</b>
School classification								
Catholic	93.1	2.0	#	0.6	#	4.2	0.1	6.9
Other religious	89.3	6.9	1.0	0.8	#	1.6	0.4	10.7
Nonsectarian	86.8	5.6	0.3	2.6	0.4	4.2	0.1	13.2
Community type								
Central city	84.0	9.4	0.3	2.3	0.1	3.6	0.3	16.0
Urban fringe/large town	91.9	3.4	0.4	0.8	0.1	3.3	0.2	8.1
Rural/small town	96.0	1.5	2.0	#	#	0.3	0.2	4.0
School level								
Elementary	87.5	6.6	0.5	1.6	0.2	3.3	0.2	12.5
Secondary	95.0	3.2	0.1	0.4	#	1.2	#	5.0
Combined	92.6	3.0	0.8	0.5	#	2.7	0.4	7.4
Student enrollment								
Less than 100	86.0	7.8	0.8	1.8	0.1	3.2	0.3	14.0
100-199	91.4	4.2	0.7	1.1	#	2.7	#	8.6
200-499	93.5	2.4	0.1	0.4	0.2	3.2	0.2	6.5
500-749	95.7	1.6	#	#	#	2.3	0.5	4.3
750 or more	97.4	#	0.5	0.2	#	1.0	0.9	2.6

# Rounds to zero.

<sup>1</sup> Multiple races, non-Hispanic includes all non-Hispanic respondents who selected more than one race.

<sup>2</sup> Minority includes Black, non-Hispanic; American Indian/Alaska Native, non-Hispanic; Asian, non-Hispanic; Native Hawaiian or other Pacific Islander, non-Hispanic; Hispanic, single or multiple races; and multiple races, non-Hispanic.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Principal, BIA School Principal, and Private School Principal Data Files.

**Table 28. Percentage distribution of school principals by highest degree earned, school type, and selected school characteristics: 2003-04**

School type and selected school characteristic	Less than bachelor's degree	Bachelor's degree	Master's degree	Education specialist or professional diploma	Doctorate/1st professional degree
All schools	2.6	6.8	56.9	25.6	8.2
<b>All public schools</b>	<b>0.1</b>	<b>1.7</b>	<b>59.2</b>	<b>30.3</b>	<b>8.6</b>
School classification					
Traditional public	0.1	1.3	59.4	30.8	8.5
Charter school	2.6	18.9	51.7	13.0	13.8
Community type					
Central city	0.1	1.7	54.3	32.0	11.9
Urban fringe/large town	#	1.1	60.5	29.2	9.2
Rural/small town	0.4	3.0	61.3	30.8	4.6
School level					
Elementary	0.2	1.0	59.9	30.5	8.5
Secondary	#	2.9	56.4	30.7	10.0
Combined	0.4	5.3	60.9	27.9	5.6
Student enrollment					
Less than 100	1.5	10.4	57.6	24.0	6.5
100-199	#	5.4	58.7	29.9	6.0
200-499	0.1	0.6	60.9	31.7	6.8
500-749	#	0.7	58.0	31.0	10.2
750-999	0.1	0.2	60.3	28.8	10.7
1,000 or more	#	0.7	55.4	29.7	14.1
<b>All BIA schools</b>	<b>#</b>	<b>7.5</b>	<b>69.8</b>	<b>16.1</b>	<b>6.6</b>

See notes at end of table.

**Table 28. Percentage distribution of school principals by highest degree earned, school type, and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	Less than bachelor's degree	Bachelor's degree	Master's degree	Education specialist or professional diploma	Doctorate/1st professional degree
<b>All private schools</b>	<b>10.5</b>	<b>22.7</b>	<b>49.5</b>	<b>10.7</b>	<b>6.7</b>
School classification					
Catholic	0.1	9.7	68.0	17.3	4.9
Other religious	16.7	31.8	39.5	6.7	5.4
Nonsectarian	10.5	20.1	47.4	10.7	11.3
Community type					
Central city	6.2	20.5	53.7	11.8	7.8
Urban fringe/large town	9.3	23.7	49.1	11.2	6.8
Rural/small town	23.9	24.1	41.6	6.4	3.9
School level					
Elementary	9.3	24.1	50.0	12.0	4.6
Secondary	4.0	9.3	62.9	13.0	10.9
Combined	14.7	23.7	44.7	7.3	9.6
Student enrollment					
Less than 100	21.0	31.4	36.6	5.9	5.0
100-199	2.0	22.8	54.1	14.5	6.6
200-499	1.2	10.7	66.1	14.1	7.8
500-749	#	8.9	64.7	16.5	10.0
750 or more	2.5	4.8	56.2	18.0	18.6

# Rounds to zero.

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Principal, BIA School Principal, and Private School Principal Data Files.

**Table 29. Experience of school principals, by school type and selected school characteristics: 2003-04**

School type and selected school characteristics	Percentage who held selected school positions before becoming a principal							Average number of years as principal in any school	Average number of years as principal in current school
	Department head	Curriculum specialist or coordinator	Assistant principal or program director	Guidance counselor	Library media specialist/ librarian	Athletic coach/ athletic director	Sponsor for student clubs/ debate teams		
All schools	35.4	24.1	62.1	8.1	1.6	31.1	49.8	8.3	4.8
<b>All public schools</b>	<b>35.6</b>	<b>23.4</b>	<b>68.0</b>	<b>7.5</b>	<b>1.3</b>	<b>33.9</b>	<b>52.7</b>	<b>7.8</b>	<b>4.3</b>
School classification									
Traditional public	35.4	23.1	68.2	7.5	1.2	34.1	52.7	7.8	4.4
Charter school	43.3	37.8	58.0	5.2	2.9	24.2	53.3	6.1	2.6
Community type									
Central city	34.4	33.6	78.2	8.7	1.6	20.3	48.2	7.4	4.0
Urban fringe/large town	35.0	22.8	71.9	6.7	1.1	32.9	53.3	7.9	4.4
Rural/small town	37.6	15.2	51.6	7.7	1.3	48.2	55.9	7.9	4.6
School level									
Elementary	31.3	24.9	66.6	6.9	1.3	25.7	47.5	7.9	4.3
Secondary	46.1	18.9	78.3	8.8	1.0	54.6	67.0	7.5	4.2
Combined	44.1	23.0	49.2	9.1	1.8	48.1	59.7	7.4	4.4
Student enrollment									
Less than 100	45.0	23.3	52.7	8.7	1.1	34.2	52.8	7.8	4.1
100-199	34.3	19.7	44.0	6.6	2.1	41.1	51.8	8.8	4.8
200-499	32.6	23.6	59.5	7.2	1.1	31.1	48.6	7.8	4.5
500-749	33.2	23.0	77.7	6.8	1.4	31.1	51.4	7.7	4.2
750-999	37.0	24.7	88.8	7.0	1.0	30.7	55.3	7.2	3.8
1,000 or more	45.4	25.7	92.4	10.0	1.4	47.4	70.3	7.3	4.1
<b>All BIA schools</b>	<b>50.0</b>	<b>31.1</b>	<b>57.8</b>	<b>8.3</b>	<b>4.1</b>	<b>33.8</b>	<b>52.3</b>	<b>8.0</b>	<b>3.1</b>

See notes at end of table.

**Table 29. Experience of school principals, by school type and selected school characteristics: 2003-04—Continued**

School type and selected school characteristics	Percentage who held selected school positions before becoming a principal							Average number of years as principal in any school	Average number of years as principal in current school
	Department head	Curriculum specialist or coordinator	Assistant principal or program director	Guidance counselor	Library media specialist/ librarian	Athletic coach/ athletic director	Sponsor for student clubs/ debate teams		
<b>All private schools</b>	<b>34.9</b>	<b>26.2</b>	<b>43.5</b>	<b>9.9</b>	<b>2.6</b>	<b>22.2</b>	<b>40.4</b>	<b>10.0</b>	<b>6.5</b>
School classification									
Catholic	43.5	31.7	52.1	6.5	2.0	21.6	57.4	10.5	5.8
Other religious	30.2	21.7	38.6	11.0	3.2	25.3	33.8	9.5	6.3
Nonsectarian	33.8	28.4	43.1	12.0	2.2	16.7	33.4	10.5	7.6
Community type									
Central city	35.6	29.0	45.0	10.8	1.9	21.9	44.1	10.0	6.7
Urban fringe/large town	36.2	26.7	46.4	9.3	3.1	20.7	39.4	10.6	6.8
Rural/small town	28.8	18.1	31.0	10.2	2.8	27.6	35.6	8.1	4.9
School level									
Elementary	31.7	27.8	40.9	6.3	2.6	16.4	37.8	9.9	6.2
Secondary	47.7	26.7	60.8	17.1	0.3	34.2	59.0	9.3	5.4
Combined	37.3	22.9	43.5	15.0	3.4	30.2	40.2	10.3	7.4
Student enrollment									
Less than 100	24.9	22.7	33.6	9.9	3.4	15.3	25.4	8.9	6.4
100-199	40.1	29.3	43.6	8.7	2.1	25.0	45.6	9.8	5.7
200-499	44.4	28.4	54.9	9.2	1.7	28.0	55.2	11.6	6.9
500-749	53.4	34.9	63.4	13.5	2.6	32.7	67.2	12.6	7.4
750 or more	44.0	25.6	74.1	20.2	2.3	43.8	74.7	12.2	8.1

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Principal, BIA School Principal, and Private School Principal Data Files.



**Table 30. Average annual salary for school principals and average annual salary by years of experience as a principal, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Average annual salary for principals by years of experience			
	Average annual salary	Fewer than 3 years	3-9 years	10 years or more
All schools	\$68,900	\$63,700	\$70,200	\$71,300
<b>All public schools</b>	<b>75,500</b>	<b>71,100</b>	<b>75,800</b>	<b>78,700</b>
School classification				
Traditional public	75,800	71,600	76,000	78,700
Charter school	64,000	57,200	65,400	74,900
Community type				
Central city	80,200	75,500	81,600	82,100
Urban fringe/large town	79,700	75,200	79,000	84,200
Rural/small town	63,700	59,800	64,300	66,000
School level				
Elementary	75,400	71,000	75,700	78,500
Secondary	79,400	75,700	79,700	82,000
Combined	64,700	59,500	64,700	70,000
Student enrollment				
Less than 100	62,100	56,900	63,000	65,300
100-199	65,600	60,000	66,300	68,800
200-499	73,000	68,700	72,600	76,900
500-749	78,700	73,900	78,700	82,200
750-999	82,800	80,400	81,800	86,600
1,000 or more	90,100	86,200	90,200	93,400
<b>All BIA schools</b>	<b>65,300</b>	<b>57,700</b>	<b>67,600</b>	<b>68,200</b>

See notes at end of table.

**Table 30. Average annual salary for school principals and average annual salary by years of experience as a principal, by school type and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	Average annual salary for principals by years of experience			
	Average annual salary	Fewer than 3 years	3-9 years	10 years or more
<b>All private schools</b>	<b>\$48,000</b>	<b>\$39,800</b>	<b>\$46,800</b>	<b>\$53,700</b>
School classification				
Catholic	48,800	45,600	49,000	50,300
Other religious	38,800	31,500	36,500	45,500
Nonsectarian	65,200	51,400	66,800	71,800
Community type				
Central city	52,900	47,400	51,500	56,900
Urban fringe/large town	49,900	41,200	48,200	55,300
Rural/small town	31,000	25,800	30,700	37,100
School level				
Elementary	45,700	38,400	44,300	51,100
Secondary	63,700	54,500	62,900	69,700
Combined	48,100	38,600	45,900	54,700
Student enrollment				
Less than 100	36,500	31,200	34,900	42,300
100-199	50,400	43,800	51,000	53,500
200-499	58,300	56,100	56,700	60,100
500-749	73,800	67,800	66,700	78,800
750 or more	87,300	86,100	79,600	92,700

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Principal, BIA School Principal, and Private School Principal Data Files.

**Table 31. Average hours per week that school principals spent on all school-related activities and interacting with students, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Average hours per week	
	All school-related activities	Interacting with students
All schools	57.9	22.6
<b>All public schools</b>	<b>59.0</b>	<b>22.8</b>
School classification		
Traditional public	59.0	22.8
Charter school	59.6	23.3
Community type		
Central city	60.0	23.5
Urban fringe/large town	59.3	21.6
Rural/small town	57.5	24.1
School level		
Elementary	58.6	21.8
Secondary	60.8	25.0
Combined	57.0	25.6
Student enrollment		
Less than 100	49.5	22.0
100-199	56.3	23.7
200-499	59.1	22.8
500-749	59.7	22.1
750-999	61.4	22.6
1,000 or more	63.8	23.9
<b>All BIA schools</b>	<b>59.0</b>	<b>20.4</b>

See notes at end of table.

**Table 31. Average hours per week that school principals spent on all school-related activities and interacting with students, by school type and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	Average hours per week	
	All school-related activities	Interacting with students
<b>All private schools</b>	<b>54.6</b>	<b>22.1</b>
School classification		
Catholic	58.8	20.6
Other religious	52.0	23.7
Nonsectarian	54.7	21.0
Community type		
Central city	55.8	21.2
Urban fringe/large town	54.9	22.2
Rural/small town	51.2	24.3
School level		
Elementary	54.7	22.2
Secondary	60.3	22.4
Combined	52.6	21.9
Student enrollment		
Less than 100	49.6	25.2
100-199	57.5	19.9
200-499	59.1	19.3
500-749	60.9	19.4
750 or more	64.2	18.9

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Principal, BIA School Principal, and Private School Principal Data Files.

**Table 32. Percentage of school principals who were currently teaching in addition to serving as principal and average number of years spent teaching before becoming a principal, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Percentage of principals who were currently teaching in addition to serving as principal	Average number of years spent teaching before becoming a principal
All schools	54.4	12.3
<b>All public schools</b>	<b>27.7</b>	<b>13.0</b>
School classification		
Traditional public	25.0	13.0
Charter school	60.8	10.6
Community type		
Central city	16.4	13.4
Urban fringe/large town	21.9	12.8
Rural/small town	37.6	12.9
School level		
Elementary	21.2	13.2
Secondary	28.1	12.7
Combined	55.3	11.7
Student enrollment		
Less than 100	58.7	11.3
100-199	37.5	13.2
200-499	15.9	13.2
500-749	6.0	12.8
750-999	12.0	13.3
1,000 or more	14.9	13.1
<b>All BIA schools</b>	<b>11.7</b>	<b>9.8</b>

See notes at end of table.

**Table 32. Percentage of school principals who were currently teaching in addition to serving as principal and average number of years spent teaching before becoming a principal, by school type and selected school characteristics: 2003-04—Continued**

School type and selected school characteristic	Percentage of principals who were currently teaching in addition to serving as principal	Average number of years spent teaching before becoming a principal
<b>All private schools</b>	<b>71.7</b>	<b>10.4</b>
School classification		
Catholic	50.3	14.8
Other religious	79.0	8.0
Nonsectarian	70.3	9.7
Community type		
Central city	67.6	11.4
Urban fringe/large town	70.5	10.2
Rural/small town	81.8	8.5
School level		
Elementary	68.2	11.0
Secondary	66.8	12.7
Combined	78.4	8.5
Student enrollment		
Less than 100	85.2	7.4
100-199	65.9	12.2
200-499	47.2	13.3
500-749	40.5	13.6
750 or more	49.7	13.0

NOTE: BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School Principal, BIA School Principal, and Private School Principal Data Files.

**Table 33. Percentage of public school districts and private schools that had salary schedules for teachers and among those that had salary schedules, the average yearly base teacher salary, by various levels of degrees and experience and selected public school district and private school characteristics: 2003-04**

Selected public school district and private school characteristic	Among districts and private schools that had salary schedules, average yearly base teacher salary for:					
	Percent with salary schedules for teachers	Bachelor's degree and no teaching experience	Bachelor's degree and 10 years of teaching experience	Master's degree <sup>1</sup> and no teaching experience	Master's degree <sup>2</sup> and 10 years of teaching experience	Highest possible step on the salary schedule
<b>All public school districts</b>	<b>92.7</b>	<b>\$29,100</b>	<b>\$37,500</b>	<b>\$31,900</b>	<b>\$41,600</b>	<b>\$53,900</b>
District size						
1 school	81.6	27,100	34,300	29,900	38,000	46,900
2-3 schools	96.1	28,300	36,300	30,900	39,900	51,600
4-5 schools	97.5	30,100	39,600	32,900	43,900	57,700
6-9 schools	98.6	30,800	40,400	33,800	45,200	60,100
10-19 schools	98.6	31,500	40,600	34,600	45,900	61,300
20 or more schools	99.7	31,700	40,300	34,500	44,900	61,200
Community type						
Central city	79.9	31,100	40,300	34,300	45,000	58,100
Urban fringe/large town	93.9	31,100	40,700	34,000	45,200	60,300
Rural/small town	94.1	26,800	34,000	29,500	37,500	47,100
District K-12 enrollment						
Less than 250	76.5	26,300	33,100	29,100	36,800	44,100
250-999	94.2	27,600	35,200	30,200	38,700	49,100
1,000-1,999	97.1	29,500	38,700	32,100	42,700	56,200
2,000-4,999	99.5	31,100	40,800	34,200	45,500	60,700
5,000-9,999	98.7	32,200	42,000	35,400	47,400	64,500
10,000 or more	98.9	32,600	41,500	35,800	46,700	64,100
Percent of K-12 students in district who were approved for free or reduced-price lunches						
Less than 5	96.8	34,100	45,700	37,600	51,000	70,600
5-24.9	95.2	30,100	40,200	33,300	45,100	59,100
25-49.9	96.6	28,100	36,000	30,700	39,700	51,100
50-74.9	91.5	28,500	35,700	31,100	39,500	50,500
75 or more	92.4	29,500	37,600	32,200	41,400	53,200
District did not participate in free or reduced-price lunch program	63.0	28,700	36,000	32,200	40,700	51,800

See notes at end of table.

**Table 33. Percentage of public school districts and private schools that had salary schedules for teachers and among those that had salary schedules, the average yearly base teacher salary, by various levels of degrees and experience and selected public school district and private school characteristics: 2003-04—Continued**

Selected public school district and private school characteristic	Among districts and private schools that had salary schedules, average yearly base teacher salary for:					
	Percent with salary schedules for teachers	Bachelor's degree and no teaching experience	Bachelor's degree and 10 years of teaching experience	Master's degree <sup>1</sup> and no teaching experience	Master's degree <sup>2</sup> and 10 years of teaching experience	Highest possible step on the salary schedule
<b>All private schools</b>	<b>61.1</b>	<b>\$23,300</b>	<b>\$29,200</b>	<b>\$26,300</b>	<b>\$32,300</b>	<b>\$39,300</b>
School classification						
Catholic	91.5	23,900	29,400	26,300	32,200	41,600
Other religious	52.0	21,400	26,800	24,600	29,900	35,000
Nonsectarian	43.9	26,400	34,600	30,700	38,300	44,100
Community type						
Central city	66.7	24,100	30,200	27,200	33,400	41,000
Urban fringe/large town	59.9	23,500	29,400	26,400	32,600	40,200
Rural/small town	52.5	20,300	25,100	23,200	27,800	31,400
School level						
Elementary	66.7	23,400	29,100	26,400	32,200	39,200
Secondary	62.5	26,100	32,900	28,700	35,900	48,000
Combined	48.9	22,000	27,700	25,200	31,100	36,000
Student enrollment						
Less than 100	43.9	22,200	28,200	26,300	31,800	35,200
100-199	69.3	22,700	28,100	25,200	31,000	38,100
200-499	82.0	24,100	29,700	26,500	32,500	41,700
500-749	82.2	26,000	32,900	28,300	35,500	48,000
750 or more	81.5	27,600	34,600	29,400	37,200	52,200

<sup>1</sup> A teacher with a master's degree or its equivalent in credit hours beyond a bachelor's degree.

<sup>2</sup> A teacher with a master's degree or its equivalent in credit hours.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, District and Private School Data Files.



**Table 34. Percentage of public school districts and private schools that offered various benefits to teachers, by selected public school district and private school characteristics: 2003-04**

Selected public school district and private school characteristic	General medical insurance	Dental insurance	Group life insurance	Retirement plan	Tuition reimbursement	Housing, housing subsidies, or rent assistance	Subsidized meals	Subsidized transportation
<b>All public school districts</b>	<b>96.9</b>	<b>80.9</b>	<b>80.5</b>	<b>90.5</b>	<b>41.8</b>	<b>2.8</b>	<b>4.5</b>	<b>3.2</b>
District size								
1 school	92.9	72.8	69.3	89.6	33.1	5.5	8.4	1.2
2-3 schools	98.3	76.1	80.8	87.3	47.6	1.6	3.3	5.6
4-5 schools	98.1	86.9	85.0	93.0	44.6	1.8	3.8	3.5
6-9 schools	99.3	89.5	88.6	92.7	46.2	0.5	2.2	2.7
10-19 schools	99.5	93.6	91.3	94.4	39.1	2.5	1.0	2.9
20 or more schools	99.6	96.9	94.6	96.0	43.5	3.9	2.5	3.0
Community type								
Central city	98.2	92.6	83.0	95.1	37.1	1.1	4.2	1.8
Urban fringe/large town	98.7	89.5	87.0	90.5	45.1	0.9	2.8	2.3
Rural/small town	95.0	70.5	73.9	89.7	39.6	4.9	6.2	4.4
District K-12 enrollment								
Less than 250	88.4	68.6	62.8	90.3	28.2	7.4	12.1	4.1
250-999	98.8	76.3	79.5	87.3	42.6	2.4	3.7	3.3
1,000-1,999	98.6	83.2	85.7	91.4	49.6	0.9	2.4	3.3
2,000-4,999	99.8	90.3	89.4	92.8	49.0	0.9	1.8	2.4
5,000-9,999	99.4	95.1	90.5	94.0	41.4	1.0	1.4	3.1
10,000 or more	99.2	95.9	92.2	96.1	37.6	3.2	1.7	2.3
Percent of K-12 students in district who were approved for free or reduced-price lunches								
Less than 5	100.0	89.0	86.1	87.7	61.0	2.8	4.7	5.1
5-24.9	98.9	86.0	84.5	89.2	50.2	0.7	2.3	2.9
25-49.9	97.7	77.5	79.5	89.2	39.4	2.5	4.8	3.5
50-74.9	96.9	80.7	81.6	92.9	33.4	3.2	5.2	3.3
75 or more	97.1	84.4	80.8	92.7	39.7	5.0	6.7	3.2
District did not participate in free or reduced-price lunch program	83.4	72.2	63.6	93.2	45.1	7.9	5.7	1.3

See notes at end of table.

**Table 34. Percentage of public school districts and private schools that offered various benefits to teachers, by selected public school district and private school characteristics: 2003-04—Continued**

Selected public school district and private school characteristic	General medical insurance	Dental insurance	Group life insurance	Retirement plan	Tuition reimbursement	Housing, housing subsidies, or rent assistance	Subsidized meals	Subsidized transportation
<b>All private schools</b>	<b>74.5</b>	<b>55.2</b>	<b>52.3</b>	<b>60.1</b>	<b>53.4</b>	<b>10.0</b>	<b>15.5</b>	<b>4.1</b>
School classification								
Catholic	98.7	84.8	84.8	95.7	51.3	1.8	12.6	1.4
Other religious	59.4	37.6	33.3	39.7	52.4	16.8	14.1	6.4
Nonsectarian	76.7	56.1	52.7	59.7	58.0	6.0	21.7	2.5
Community type								
Central city	82.4	63.8	60.9	68.1	55.4	6.8	13.9	3.7
Urban fringe/large town	75.7	56.1	51.9	60.2	55.6	9.5	15.0	4.0
Rural/small town	53.8	33.8	35.4	42.6	42.2	18.5	20.8	5.0
School level								
Elementary	78.5	58.8	55.8	67.1	50.9	8.6	13.1	4.8
Secondary	87.4	72.1	66.1	76.3	58.2	16.7	20.5	1.6
Combined	62.2	42.4	40.9	40.5	57.1	10.8	18.9	3.4
Student enrollment								
Less than 100	56.2	35.9	30.6	37.3	45.1	12.3	13.7	6.0
100-199	86.7	63.4	62.6	71.8	58.8	11.3	15.9	2.4
200-499	93.4	78.0	76.5	85.6	60.1	4.6	15.8	2.3
500-749	97.2	80.5	84.8	91.5	66.5	8.5	21.8	1.8
750 or more	99.3	91.5	91.8	95.3	76.7	9.2	31.8	3.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, District and Private School Data Files.

**Table 35. Percentage of public school districts and private schools that used pay incentives for various reasons, by selected public school district and private school characteristics: 2003-04**

Selected public school district and private school characteristic	To reward teachers who have attained National Board for Professional Teaching Standards certification	To reward excellence in teaching	To reward completion of in-service professional development	To recruit or retain teachers to teach in a less desirable location <sup>1</sup>	To recruit or retain teachers to teach in fields of shortage
<b>All public school districts</b>	<b>18.4</b>	<b>7.9</b>	<b>24.2</b>	<b>4.6</b>	<b>11.9</b>
District size					
1 school	10.5	11.7	16.9	#	8.2
2-3 schools	12.8	5.0	25.1	3.3	9.5
4-5 schools	19.4	6.3	26.9	3.9	12.5
6-9 schools	25.1	6.1	27.9	3.7	14.0
10-19 schools	36.7	7.3	30.7	5.9	19.0
20 or more schools	53.0	14.6	35.5	17.6	31.4
Community type					
Central city	27.8	19.1	30.5	9.0	20.9
Urban fringe/large town	19.2	9.3	26.5	4.8	12.1
Rural/small town	15.7	4.5	20.7	3.8	9.9
District K-12 enrollment					
Less than 250	9.2	13.4	20.5	3.2	9.6
250-999	11.6	7.3	19.9	3.6	8.5
1,000-1,999	16.8	4.4	23.5	3.1	10.6
2,000-4,999	26.5	5.3	29.7	3.9	14.4
5,000-9,999	34.8	7.3	30.7	5.2	16.8
10,000 or more	49.6	13.5	38.6	15.5	29.4
Percent of K-12 students in district who were approved for free or reduced-price lunches					
Less than 5	25.0	3.4	35.1	0.9	6.4
5-24.9	16.6	5.0	23.8	1.8	8.0
25-49.9	17.2	5.7	26.2	4.3	11.5
50-74.9	22.1	10.9	17.7	6.7	14.8
75 or more	23.1	12.6	29.2	10.6	17.4
District did not participate in free or reduced-price lunch program	7.3	17.1	22.9	6.5	13.5

See notes at end of table.

**Table 35. Percentage of public school districts and private schools that used pay incentives for various reasons, by selected public school district and private school characteristics: 2003-04—Continued**

Selected public school district and private school characteristic	To reward teachers who have attained National Board for Professional Teaching Standards certification	To reward excellence in teaching	To reward completion of in-service professional development	To recruit or retain teachers to teach in a less desirable location	To recruit or retain teachers to teach in fields of shortage
<b>All private schools</b>	<b>6.3</b>	<b>19.7</b>	<b>15.9</b>	†	<b>7.4</b>
School classification					
Catholic	5.3	9.1	17.7	†	5.5
Other religious	5.6	17.5	13.1	†	6.3
Nonsectarian	8.7	36.4	19.2	†	11.9
Community type					
Central city	6.3	22.7	20.5	†	8.5
Urban fringe/large town	7.6	19.3	14.1	†	7.0
Rural/small town	2.2	14.7	11.5	†	6.3
School level					
Elementary	6.6	18.5	17.4	†	5.6
Secondary	7.0	20.4	14.7	†	3.8
Combined	5.4	22.1	13.1	†	12.3
Student enrollment					
Less than 100	6.3	22.6	14.2	†	6.5
100-199	5.2	17.0	15.8	†	6.2
200-499	6.8	14.8	17.2	†	8.2
500-749	6.8	22.8	21.3	†	13.3
750 or more	8.4	29.0	25.3	†	17.5

† Not applicable.

# Rounds to zero.

<sup>1</sup> For districts, this item had a final weighted response rate of less than 70 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, District and Private School Data Files.

**Table 36. Percentage of public school districts and private schools that provided professional development training for school or district administrators, by selected public school district and private school characteristics: 2003-04**

Selected public school district and private school characteristic	Training in management techniques	Training in evaluation or supervision	Training to use technology for planning, budgeting, decisionmaking, or reporting	Training about advances in curriculum, teaching, or assessment
<b>All public school districts</b>	<b>60.5</b>	<b>75.2</b>	<b>73.2</b>	<b>80.2</b>
District size				
1 school	56.8	79.7	61.1	65.7
2-3 schools	51.3	65.4	65.0	71.4
4-5 schools	59.8	75.0	73.8	81.0
6-9 schools	67.5	82.5	80.0	86.9
10-19 schools	71.5	86.8	82.6	92.5
20 or more schools	82.6	94.1	90.0	95.7
Community type				
Central city	76.9	89.8	83.7	93.6
Urban fringe/large town	61.7	77.4	76.4	83.6
Rural/small town	56.6	70.4	67.9	74.1
District K-12 enrollment				
Less than 250	51.4	58.8	54.8	63.4
250-999	51.9	67.5	63.5	70.6
1,000-1,999	55.9	70.6	73.3	78.2
2,000-4,999	64.8	80.5	79.2	86.7
5,000-9,999	71.4	87.9	82.6	91.3
10,000 or more	84.5	94.5	89.9	97.0
Percent of K-12 students in district who were approved for free or reduced-price lunches				
Less than 5	72.2	88.4	86.6	94.1
5-24.9	61.1	73.2	73.5	81.7
25-49.9	59.9	74.4	72.4	79.1
50-74.9	56.5	76.3	69.9	76.5
75 or more	65.9	76.3	77.6	83.7
District did not participate in free or reduced-price lunch program	60.6	67.1	74.0	75.5

See notes at end of table.

**Table 36. Percentage of public school districts and private schools that provided professional development training for school or district administrators, by selected public school district and private school characteristics: 2003-04—Continued**

Selected public school district and private school characteristic	Training in management techniques	Training in evaluation or supervision	Training to use technology for planning, budgeting, decisionmaking, or reporting	Training about advances in curriculum, teaching, or assessment
<b>All private schools</b>	<b>26.2</b>	<b>31.4</b>	<b>28.9</b>	<b>39.2</b>
School classification				
Catholic	26.0	34.5	39.5	46.1
Other religious	22.8	27.2	22.0	34.4
Nonsectarian	33.4	36.4	30.2	40.8
Community type				
Central city	25.1	32.1	31.6	40.0
Urban fringe/large town	27.4	31.9	29.0	40.7
Rural/small town	25.0	28.7	22.4	32.6
School level				
Elementary	24.0	28.6	27.5	38.6
Secondary	25.5	33.6	34.2	41.9
Combined	31.0	36.7	29.9	39.5
Student enrollment				
Less than 100	23.4	26.7	21.7	32.8
100-199	28.4	34.0	28.4	38.0
200-499	28.0	35.4	38.6	48.1
500-749	28.7	38.0	43.2	53.4
750 or more	38.5	49.3	52.3	62.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, District and Private School Data Files.

**Table 37. Percentage of public school districts and private schools that provided professional development opportunities for school or district administrators, by selected public school district and private school characteristics: 2003-04**

Selected public school district and private school characteristic	Reimbursement to attend local, state, or national conferences	Funding for university or college course work	Opportunities to serve as mentors within the district/school	Strategic planning retreats	Opportunities to visit other schools or districts	Administrative internships	Formal networking opportunities for personnel with similar responsibilities
<b>All public school districts</b>	<b>94.7</b>	<b>45.0</b>	<b>77.3</b>	<b>56.4</b>	<b>92.8</b>	<b>52.1</b>	<b>69.0</b>
District size							
1 school	92.5	20.9	67.4	41.8	83.6	45.6	70.3
2-3 schools	93.3	47.0	69.1	47.4	90.0	42.4	63.0
4-5 schools	96.4	45.0	78.4	56.1	95.5	52.8	69.7
6-9 schools	96.4	48.4	84.8	67.3	95.9	61.5	73.8
10-19 schools	94.7	39.0	85.8	67.0	94.8	61.8	74.1
20 or more schools	91.8	39.7	91.1	67.0	90.8	67.3	80.2
Community type							
Central city	91.0	36.6	83.9	69.2	91.9	60.5	72.7
Urban fringe/large town	95.8	48.5	80.3	62.4	94.9	55.0	71.9
Rural/small town	93.9	42.2	72.8	47.3	90.6	47.3	64.9
District K-12 enrollment							
Less than 250	93.7	29.9	57.7	31.7	91.2	39.3	54.8
250-999	91.7	41.6	68.4	45.9	87.0	41.7	63.2
1,000-1,999	97.1	51.4	77.3	56.7	95.8	48.1	69.6
2,000-4,999	96.4	49.8	85.8	64.3	96.8	61.9	73.6
5,000-9,999	95.2	42.0	80.8	67.7	93.6	60.7	70.7
10,000 or more	92.4	36.8	90.5	70.1	91.7	66.7	80.5
Percent of K-12 students in district who were approved for free or reduced-price lunches							
Less than 5	98.7	63.0	83.2	69.7	98.2	61.1	75.9
5-24.9	94.1	57.4	80.9	63.2	93.9	57.2	69.6
25-49.9	94.2	43.2	74.2	53.9	90.8	50.9	68.2
50-74.9	94.7	32.6	76.8	49.5	93.4	45.9	65.4
75 or more	95.2	37.4	83.4	57.0	94.0	57.9	74.6
District did not participate in free or reduced-price lunch program	97.7	49.6	61.8	60.8	95.6	33.8	75.0

See notes at end of table.

**Table 37. Percentage of public school districts and private schools that provided professional development opportunities for school or district administrators, by selected public school district and private school characteristics: 2003-04—Continued**

Selected public school district and private school characteristic	Reimbursement to attend local, state, or national conferences	Funding for university or college course work	Opportunities to serve as mentors within the district/school	Strategic planning retreats	Opportunities to visit other schools or districts	Administrative internships	Formal networking opportunities for personnel with similar responsibilities
<b>All private schools</b>	<b>66.2</b>	<b>38.1</b>	<b>46.5</b>	<b>31.5</b>	<b>73.7</b>	<b>13.6</b>	<b>34.3</b>
School classification							
Catholic	67.1	38.1	54.5	38.0	80.7	21.7	43.8
Other religious	61.6	35.9	41.7	24.6	69.5	10.1	27.3
Nonsectarian	74.5	42.7	46.9	37.7	74.0	11.0	37.4
Community type							
Central city	69.2	40.2	52.8	38.9	78.2	13.5	40.5
Urban fringe/large town	66.4	38.9	46.9	30.8	72.1	13.9	33.5
Rural/small town	59.1	31.5	31.7	17.5	69.0	12.6	23.4
School level							
Elementary	64.2	36.3	43.7	30.7	76.0	12.5	36.0
Secondary	76.2	49.6	59.3	40.0	77.0	16.3	39.0
Combined	67.3	38.3	48.3	30.4	67.9	14.9	29.3
Student enrollment							
Less than 100	57.5	30.1	38.0	19.7	66.1	9.1	25.2
100-199	68.1	37.4	45.7	34.4	73.4	14.5	35.3
200-499	75.8	47.6	58.5	45.7	83.7	18.6	45.7
500-749	84.7	60.4	63.8	48.5	92.1	20.7	56.5
750 or more	91.3	68.6	71.3	65.0	94.2	30.0	52.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, District and Private School Data Files.



**Table 38. Average number of public school teachers who were newly hired by public school districts for grades K-12 and comparable ungraded levels and percentage of public school districts that required selected criteria when considering teaching applicants, by selected public school district characteristics: 2003-04**

Selected public school district characteristic	Percent of districts that required selected criteria when considering teaching applicants									
	Average number of teachers who were newly hired for grades K-12 and comparable ungraded levels	Full standard state certification for field to be taught	At least emergency or temporary state certification or endorsement for field to be taught	Graduation from a state-approved teacher education program	College major or minor in field to be taught	Passing score on a STATE test of basic skills	Passing score on a STATE test of subject knowledge	Passing score on a local DISTRRICT test of basic skills or subject knowledge	Passing score on the Praxis Series Core Battery Test of Professional Knowledge	Passing score on the Praxis II: Subject Assessment in a specific content area
<b>All public school districts</b>	<b>18.5</b>	<b>77.4</b>	<b>70.9</b>	<b>66.4</b>	<b>62.6</b>	<b>64.1</b>	<b>58.2</b>	<b>3.7</b>	<b>29.1</b>	<b>26.9</b>
District size										
1 school	2.7	76.9	61.9	68.0	67.0	60.9	54.3	5.4	19.1	15.5
2-3 schools	5.4	79.0	71.0	66.9	63.4	64.5	59.4	3.5	28.1	25.8
4-5 schools	11.8	77.2	72.8	64.5	59.0	65.0	60.1	2.1	32.0	30.6
6-9 schools	20.1	77.8	78.8	66.2	62.0	67.8	62.1	2.8	38.7	36.9
10-19 schools	43.7	75.4	81.9	66.7	58.2	66.4	59.1	3.1	43.2	43.1
20 or more schools	191.2	73.1	81.0	59.4	49.8	64.8	56.7	2.3	39.2	40.8
Community type										
Central city	51.6	66.2	65.1	59.8	59.3	64.3	53.2	7.4	22.5	22.8
Urban fringe/large town	24.5	77.7	74.9	65.4	60.0	68.8	63.6	3.7	33.1	29.7
Rural/small town	6.4	79.2	68.2	68.7	65.7	59.7	54.1	2.9	26.7	25.2
District K-12 enrollment										
Less than 250	2.1	73.8	59.1	69.2	59.9	53.2	44.2	5.0	11.8	9.4
250-999	3.9	77.3	69.1	65.9	65.5	64.3	59.7	4.2	25.3	21.5
1,000-1,999	8.6	79.8	71.3	65.7	64.6	68.3	62.5	2.8	36.3	33.8
2,000-4,999	18.7	80.5	79.5	67.2	64.1	69.1	65.0	2.3	40.2	38.9
5,000-9,999	39.5	77.3	79.9	65.8	57.9	68.9	63.4	3.4	42.3	44.5
10,000 or more	173.6	72.1	82.4	60.1	49.8	66.8	57.2	3.3	38.3	39.4
Percent of K-12 students in district who were approved for free or reduced-price lunches										
Less than 5	26.1	82.4	75.7	51.8	57.1	71.5	71.7	0.6	38.5	40.7
5-24.9	17.9	83.3	73.5	69.4	67.7	66.0	60.9	4.1	32.1	27.5
25-49.9	19.8	77.1	69.8	67.0	60.8	62.1	56.9	2.7	27.2	25.2
50-74.9	18.4	74.0	73.4	67.7	59.9	65.4	57.9	3.4	31.6	30.9
75 or more	21.7	75.5	71.2	65.2	61.3	68.5	60.6	3.8	29.2	27.6
District did not participate in free or reduced-price lunch program	4.3	69.4	54.8	58.3	69.4	52.9	45.0	10.3	14.1	11.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, District Data File.

**Table 39. Average number of public school principals who were newly hired by public school districts for grades K-12 and comparable ungraded levels and percentage of public school districts that required selected criteria when considering principal applicants, by selected public school district characteristics: 2003-04**

Selected public school district characteristic	Average number of principals who were newly hired for grades K-12 and comparable ungraded levels	Percent of districts that required selected criteria when considering principal applicants				
		Full standard state administrative certification	Master's or higher degree	Prior teaching experience	Prior administrative experience	Participation in administrative training program
<b>All public school districts</b>	<b>0.7</b>	<b>83.5</b>	<b>76.5</b>	<b>72.8</b>	<b>12.9</b>	<b>28.8</b>
District size						
1 school	0.3	72.3	70.4	67.5	11.2	24.4
2-3 schools	0.3	86.7	77.8	71.8	10.0	28.6
4-5 schools	0.5	87.8	77.0	74.6	14.2	32.9
6-9 schools	0.7	89.1	80.8	77.3	12.2	31.1
10-19 schools	1.1	91.1	81.5	79.1	18.7	30.7
20 or more schools	2.8	93.3	85.6	83.9	31.8	35.3
Community type						
Central city	1.8	66.1	70.2	75.4	28.2	24.2
Urban fringe/large town	0.7	86.6	77.0	74.2	16.1	29.2
Rural/small town	0.5	84.1	77.2	71.0	6.9	29.4
District K-12 enrollment						
Less than 250	0.3	65.9	60.6	60.7	12.5	24.5
250-999	0.3	84.7	79.6	74.3	9.7	28.2
1,000-1,999	0.5	89.8	79.8	73.7	10.5	28.6
2,000-4,999	0.6	88.9	80.5	76.2	12.1	32.1
5,000-9,999	1.0	91.2	84.3	79.7	20.6	30.4
10,000 or more	2.5	93.3	81.8	85.2	34.4	35.7
Percent of K-12 students in district who were approved for free or reduced-price lunches						
Less than 5	0.8	92.2	78.7	76.8	19.9	30.5
5-24.9	0.6	87.7	80.7	76.4	12.1	28.3
25-49.9	0.6	85.0	78.2	72.3	10.8	29.8
50-74.9	0.7	82.8	74.1	70.8	8.4	28.6
75 or more	1.1	79.9	75.6	71.7	22.6	31.9
District did not participate in free or reduced-price lunch program	0.3	62.0	59.4	68.9	25.6	19.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, District Data File.

**Table 40. Average number of public school teachers in public school districts who were dismissed in the previous year or did not have their contracts renewed based on poor performance, by years of teaching experience and selected public school district characteristics: 2003-04**

Selected public school district characteristic	Average number of teachers in districts who were dismissed or did not have their contracts renewed	Average number of teachers in districts who were dismissed or did not have their contracts renewed, by years of experience	
		Teachers with 3 or fewer years of experience	Teachers with more than 3 years of experience
<b>All public school districts</b>	<b>3.1</b>	<b>1.2</b>	<b>1.9</b>
District size			
1 school	1.5	0.4	1.1
2-3 schools	1.0	0.4	0.7
4-5 schools	1.7	0.8	1.0
6-9 schools	3.1	1.4	1.6
10-19 schools	6.9	2.5	4.4
20 or more schools	26.5	11.0	15.6
Community type			
Central city	12.4	4.7	7.7
Urban fringe/large town	3.0	1.3	1.7
Rural/small town	1.4	0.4	1.0
District K-12 enrollment			
Less than 250	0.7	0.2	0.4
250-999	1.4	0.4	1.0
1,000-1,999	2.4	0.8	1.6
2,000-4,999	2.0	1.1	0.9
5,000-9,999	7.8	2.8	4.9
10,000 or more	23.1	9.7	13.3
Percent of K-12 students in district who were approved for free or reduced-price lunches			
Less than 5	3.5	1.4	2.1
5-24.9	2.3	1.0	1.3
25-49.9	3.9	1.2	2.6
50-74.9	2.9	1.2	1.7
75 or more	3.8	2.2	1.5
District did not participate in free or reduced-price lunch program	1.3	0.4	0.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, District Data File.

**Table 41. Percentage of public school districts that required all schools to participate in state or district assessments, that required all schools except charter schools to participate, that permitted schools to participate on a voluntary basis, and that had no state or district-level assessment program, by selected public school district characteristics: 2003-04**

Selected public school district characteristic	Districts that required all schools with designated students to participate	Districts that required all schools, except charter schools, with designated students to participate	Districts that permitted schools with designated students to participate on a voluntary basis	Districts that did not have a state or district-level assessment program
<b>All public school districts</b>	<b>98.2</b>	<b>0.3</b>	<b>0.8</b>	<b>0.7</b>
District size				
1 school	96.9	#	1.9	1.1
2-3 schools	98.3	0.3	0.3	1.1
4-5 schools	99.2	0.2	0.5	#
6-9 schools	99.1	0.5	0.1	0.3
10-19 schools	98.6	1.2	0.1	0.1
20 or more schools	98.2	1.4	#	0.3
Community type				
Central city	98.5	0.8	0.1	0.6
Urban fringe/large town	98.4	0.4	0.7	0.5
Rural/small town	97.9	0.2	0.9	0.9
District K-12 enrollment				
Less than 250	97.0	#	1.5	1.5
250-999	97.8	0.2	1.1	1.0
1,000-1,999	99.3	#	0.3	0.4
2,000-4,999	99.0	0.6	0.4	0.1
5,000-9,999	98.9	0.9	0.2	#
10,000 or more	97.7	2.0	#	0.3
Percent of K-12 students in district who were approved for free or reduced-price lunches				
Less than 5	100.0	#	#	#
5-24.9	98.6	0.5	0.5	0.4
25-49.9	99.4	0.2	0.1	0.3
50-74.9	97.8	0.7	1.5	#
75 or more	98.0	0.1	1.1	0.8
District did not participate in free or reduced-price lunch program	89.7	#	3.3	7.0

# Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, District Data File.

**Table 42. Graduation requirements for standard diplomas in 2004 among public school districts that granted high school diplomas, by selected public school district characteristics: 2003-04**

Selected public school district characteristic	Among districts that required instruction in English/language arts, average number of years instruction was required	Among districts that required instruction in mathematics, average number of years instruction was required	Among districts that required instruction in social sciences, social studies (e.g. history, geography, economics), average number of years instruction was required	Among districts that required instruction in physical sciences or biological sciences, average number of years instruction was required
<b>All public school districts</b>	<b>3.9</b>	<b>2.8</b>	<b>3.2</b>	<b>2.5</b>
District size				
1 school	3.9	2.8	3.2	2.6
2-3 schools	3.9	2.8	3.1	2.5
4-5 schools	3.9	2.8	3.2	2.5
6-9 schools	3.9	2.8	3.2	2.6
10-19 schools	3.9	2.8	3.2	2.5
20 or more schools	3.9	2.8	3.1	2.5
Community type				
Central city	3.9	2.9	3.2	2.6
Urban fringe/large town	3.9	2.8	3.2	2.6
Rural/small town	3.9	2.8	3.1	2.5
District K-12 enrollment				
Less than 250	3.9	2.8	3.2	2.5
250-999	3.9	2.8	3.2	2.5
1,000-1,999	3.8	2.8	3.1	2.6
2,000-4,999	3.9	2.9	3.2	2.6
5,000-9,999	3.9	2.9	3.2	2.6
10,000 or more	3.9	2.8	3.2	2.5
Percent of K-12 students in district who were approved for free or reduced-price lunches				
Less than 5	4.0	2.8	3.2	2.6
5-24.9	3.9	2.7	3.1	2.5
25-49.9	3.9	2.7	3.2	2.5
50-74.9	3.9	2.9	3.2	2.6
75 or more	4.0	3.1	3.2	2.7
District did not participate in free or reduced-price lunch program	3.8	3.1	3.2	2.7

NOTE: Seventy-eight percent of all public school districts granted high school diplomas in 2004.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, District Data File.

**Table 43. Of schools with library media centers, characteristics of library media center staff, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Total number of schools <sup>1</sup>	Number of schools with library media centers <sup>1</sup>	Total number of full-time, paid, state-certified library media center specialists	Highest degree earned among all paid professional staff				Percent of paid professional library media center staff with a master's degree in a library-related education field
				Associate's degree	Bachelor's degree	Master's degree	Doctoral degree	
<b>All public schools</b>	<b>88,113</b>	<b>82,569</b>	<b>50,553</b>	<b>2.4</b>	<b>21.7</b>	<b>68.0</b>	<b>1.4</b>	<b>54.1</b>
School classification								
Traditional public	85,934	81,204	50,355	2.3	21.5	68.3	1.4	54.4
Charter school	2,179	1,364	198	13.4	40.8	33.8	1.7	19.8
Community type								
Central city	21,985	20,427	12,639	1.2	19.1	71.2	1.7	57.0
Urban fringe/large town	42,326	39,830	25,835	2.8	19.3	70.4	1.5	57.3
Rural/small town	23,802	22,312	12,080	2.5	28.6	60.6	0.8	45.2
School level								
Elementary	61,572	60,172	33,053	2.7	21.8	67.4	1.3	52.4
Secondary	19,886	17,035	14,972	1.5	17.6	73.8	1.8	62.1
Combined	6,655	5,361	2,529	2.6	37.4	50.5	0.2	39.9
Student enrollment								
Less than 100	6,895	4,175	516	1.7	42.9	47.8	0.9	27.8
100-199	7,922	6,953	1,487	3.0	31.7	57.5	0.1	37.7
200-499	35,685	34,289	18,698	2.5	23.3	64.7	1.6	50.2
500-749	20,156	19,868	13,777	2.5	20.9	69.3	1.2	55.4
750-999	8,396	8,265	6,191	2.2	18.0	73.3	1.2	60.5
1,000 or more	9,059	9,018	9,884	1.8	14.0	78.4	1.8	68.1
<b>All BIA schools</b>	<b>168</b>	<b>160</b>	<b>88</b>	<b>4.8</b>	<b>40.5</b>	<b>48.3</b>	<b>1.5</b>	<b>34.3</b>

<sup>1</sup>The school data files were used to generate these estimates. The school library media center data files were used to generate the remaining estimates.

NOTE: The 2003-04 Schools and Staffing Survey did not collect School Library Media Center data from private schools. BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, Public School Library Media Center, and BIA School Library Media Center Data Files.

**Table 44. Of schools with library media centers, percentage that contained various types of work areas, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Total number of schools <sup>1</sup>	Number of schools with library media centers <sup>1</sup>	Individual reading, viewing, and listening areas	Small group (five persons or fewer) activity areas	Large group (more than five persons) activity areas	Work area (where library staff order, label, etc.)	Media production area	Conference rooms	Computer access area or lab
<b>All public schools</b>	<b>88,113</b>	<b>82,569</b>	<b>61.2</b>	<b>69.6</b>	<b>84.1</b>	<b>86.7</b>	<b>24.3</b>	<b>24.6</b>	<b>92.7</b>
School classification									
Traditional public	85,934	81,204	61.4	69.6	84.4	86.9	24.4	24.7	92.9
Charter school	2,179	1,364	45.6	63.1	59.3	65.2	11.1	11.8	82.8
Community type									
Central city	21,985	20,427	63.8	69.3	85.8	86.1	22.5	21.7	92.3
Urban fringe/large town	42,326	39,830	61.6	70.2	84.8	88.3	27.3	25.8	94.5
Rural/small town	23,802	22,312	58.2	68.6	81.3	84.2	20.3	24.9	89.9
School level									
Elementary	61,572	60,172	60.8	69.7	85.9	85.4	22.0	20.2	91.5
Secondary	19,886	17,035	63.8	69.8	81.0	92.7	33.5	40.2	97.7
Combined	6,655	5,361	57.0	67.1	71.5	81.4	20.1	24.2	90.8
Student enrollment									
Less than 100	6,895	4,175	44.1	60.2	66.1	61.2	9.9	14.3	77.0
100-199	7,922	6,953	46.9	63.3	74.4	73.9	12.4	13.2	84.9
200-499	35,685	34,289	59.0	68.9	83.7	85.7	19.2	19.9	92.6
500-749	20,156	19,868	65.4	72.6	87.4	90.0	28.8	26.5	95.6
750-999	8,396	8,265	69.7	71.4	87.0	90.1	30.2	33.6	94.4
1,000 or more	9,059	9,018	67.7	71.2	87.7	96.5	40.0	40.3	95.9
<b>All BIA schools</b>	<b>168</b>	<b>160</b>	<b>68.5</b>	<b>75.6</b>	<b>82.0</b>	<b>85.0</b>	<b>18.6</b>	<b>26.4</b>	<b>86.1</b>

<sup>1</sup>The school data files were used to generate these estimates. The school library media center data files were used to generate the remaining estimates.

NOTE: The 2003-04 Schools and Staffing Survey did not collect School Library Media Center data from private schools. BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, Public School Library Media Center, and BIA School Library Media Center Data Files.

**Table 45. Of schools with library media centers, percentage with various technological services, average number of computer workstations, and average number of computer workstations with Internet access in the library media center, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Total number of schools <sup>1</sup>	Number of schools with library media centers <sup>1</sup>	Various technological services						Average number of computer workstations	Of library media centers that had any computer workstations, average number of computer workstations that had Internet access
			Telephone	Automated circulation system	Automated catalog(s) for student and staff use	Digital video disc (DVD) player(s) for student and staff use	Video cassette recorders (VCR) for student and staff use	Technology to assist students and staff with disabilities		
<b>All public schools</b>	<b>88,113</b>	<b>82,569</b>	<b>90.5</b>	<b>86.9</b>	<b>82.7</b>	<b>44.1</b>	<b>86.3</b>	<b>11.9</b>	<b>13.3</b>	<b>13.1</b>
School classification										
Traditional public	85,934	81,204	90.7	87.2	83.0	44.3	86.5	11.9	13.3	13.2
Charter school	2,179	1,364	73.7	66.2	51.1	33.4	69.7	8.5	11.4	12.0
Community type										
Central city	21,985	20,427	91.5	87.4	81.7	43.1	84.5	10.1	13.2	13.0
Urban fringe/large town	42,326	39,830	92.7	90.9	87.6	46.5	86.7	12.8	14.4	14.2
Rural/small town	23,802	22,312	85.8	79.3	74.5	40.6	87.2	11.7	11.4	11.4
School level										
Elementary	61,572	60,172	89.9	86.7	81.9	39.3	85.4	10.2	10.9	10.8
Secondary	19,886	17,035	95.3	92.8	90.6	61.3	89.4	18.0	22.5	21.9
Combined	6,655	5,361	82.1	68.8	63.7	43.2	86.8	11.7	10.3	10.4
Student enrollment										
Less than 100	6,895	4,175	72.2	49.2	47.1	27.4	67.1	9.1	7.5	8.1
100-199	7,922	6,953	76.2	68.5	64.0	31.0	80.4	7.4	7.7	8.0
200-499	35,685	34,289	89.1	85.3	80.4	41.0	86.8	9.6	11.0	10.8
500-749	20,156	19,868	93.9	93.3	90.0	43.9	88.2	12.3	12.8	12.5
750-999	8,396	8,265	96.6	95.5	88.6	52.3	87.3	14.1	15.2	14.9
1,000 or more	9,059	9,018	98.8	96.1	93.8	62.7	89.9	21.3	26.4	26.0
<b>All BIA schools</b>	<b>168</b>	<b>160</b>	<b>68.1</b>	<b>63.3</b>	<b>56.1</b>	<b>46.2</b>	<b>84.2</b>	<b>10.7</b>	<b>7.5</b>	<b>7.3</b>

<sup>1</sup>The school data files were used to generate these estimates. The school library media center data files were used to generate the remaining estimates.

NOTE: The 2003-04 Schools and Staffing Survey did not collect School Library Media Center data from private schools. BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, Public School Library Media Center, and BIA School Library Media Center Data Files.



**Table 46. Of schools with library media centers, percentage with space for a full class of students at one time, for other activities concurrent with a full class, and for independent student use, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Total number of schools <sup>1</sup>	Number of schools with library media centers <sup>1</sup>	Percent of library media centers that had space for a full class of students at one time	Of library media centers that had space for a full class, percent that could accommodate other activities concurrent with a full class	Percent of library media centers that were available for independent student use		
					Before school	After school	During regular school hours
<b>All public schools</b>	<b>88,113</b>	<b>82,569</b>	<b>97.5</b>	<b>75.9</b>	<b>62.4</b>	<b>60.3</b>	<b>93.6</b>
School classification							
Traditional public	85,934	81,204	97.7	76.1	62.5	60.3	93.7
Charter school	2,179	1,364	87.7	61.4	51.4	63.0	86.7
Community type							
Central city	21,985	20,427	97.8	76.6	59.4	62.5	91.2
Urban fringe/large town	42,326	39,830	98.1	78.8	60.8	58.0	94.2
Rural/small town	23,802	22,312	96.2	70.1	67.8	62.7	94.5
School level							
Elementary	61,572	60,172	97.4	72.0	54.3	51.9	92.1
Secondary	19,886	17,035	99.1	90.9	88.2	86.9	98.6
Combined	6,655	5,361	94.3	71.2	72.3	72.0	94.5
Student enrollment							
Less than 100	6,895	4,175	90.8	52.9	53.1	55.5	91.1
100-199	7,922	6,953	90.2	54.4	50.9	46.8	89.1
200-499	35,685	34,289	97.8	70.6	56.1	53.5	92.2
500-749	20,156	19,868	98.8	81.3	63.3	60.7	94.9
750-999	8,396	8,265	99.1	87.2	68.3	71.5	95.8
1,000 or more	9,059	9,018	99.3	93.5	88.4	85.0	97.5
<b>All BIA schools</b>	<b>168</b>	<b>160</b>	<b>91.7</b>	<b>73.3</b>	<b>61.2</b>	<b>69.8</b>	<b>93.9</b>

<sup>1</sup>The school data files were used to generate these estimates. The school library media center data files were used to generate the remaining estimates.

NOTE: The 2003-04 Schools and Staffing Survey did not collect School Library Media Center data from private schools. BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, Public School Library Media Center, and BIA School Library Media Center Data Files.

**Table 47. Of schools with library media centers, average number of total holdings, additions, and expenditures in library media centers during 2002-03 for various kinds of materials, by school type and selected school characteristics: 2003-04**

School type and selected school characteristic	Total number of schools <sup>1</sup>	Number of schools with library media centers <sup>1</sup>	Average number of holdings at the end of the 2002-03 school year			Average number acquired during the 2002-03 school year			Average amount of expenditures during the 2002-03 school year		
			Book titles	Video materials	CD-ROM titles	Book titles	Video materials	CD-ROM titles	Book titles	Video materials	CD-ROM titles
<b>All public schools</b>	<b>88,113</b>	<b>82,569</b>	<b>10,900</b>	<b>391</b>	<b>69</b>	<b>574</b>	<b>25</b>	<b>4.3</b>	<b>\$6,300</b>	<b>\$562</b>	<b>\$98</b>
School classification											
Traditional public	85,934	81,204	11,000	393	69	571	25	4.3	6,400	564	98
Charter school	2,179	1,364	8,000	191	46	815	25	6.4	5,400	449	139
Community type											
Central city	21,985	20,427	11,400	425	76	711	25	4.8	8,500	580	149
Urban fringe/large town	42,326	39,830	11,800	415	77	588	27	3.8	6,500	643	88
Rural/small town	23,802	22,312	9,000	317	48	427	21	4.7	4,300	403	73
School level											
Elementary	61,572	60,172	10,600	349	81	591	22	4.7	5,800	451	102
Secondary	19,886	17,035	12,600	557	35	558	37	2.9	8,800	925	91
Combined	6,655	5,361	9,100	331	38	413	22	3.7	3,900	666	75
Student enrollment											
Less than 100	6,895	4,175	5,700	191	38	260	13	3.7	2,100	157	60
100-199	7,922	6,953	6,400	159	32	311	11	2.4	2,600	186	36
200-499	35,685	34,289	9,800	314	57	482	19	4.1	4,900	366	104
500-749	20,156	19,868	11,600	423	102	652	26	5.3	6,900	579	114
750-999	8,396	8,265	13,300	469	85	727	33	3.5	7,200	681	86
1,000 or more	9,059	9,018	16,300	753	60	882	51	4.9	13,600	1,513	108
<b>All BIA schools</b>	<b>168</b>	<b>160</b>	<b>10,100</b>	<b>383</b>	<b>34</b>	<b>758</b>	<b>33</b>	<b>4.9</b>	<b>9,600</b>	<b>553</b>	<b>191</b>

<sup>1</sup>The school data files were used to generate these estimates. The school library media center data files were used to generate the remaining estimates.

NOTE: The 2003-04 Schools and Staffing Survey did not collect School Library Media Center data from private schools. BIA school refers to schools funded by the Bureau of Indian Affairs (BIA) that are operated by the BIA, a tribe, or a private contractor and not by a regular school district.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 2003-04, Public School, BIA School, Public School Library Media Center, and BIA School Library Media Center Data Files.