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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



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March 2006; REVISED June 2007

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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 ¹	Schools	Principals ¹	Libraries	Districts
Total	52,419,400	3,722,000	116,665	115,478	78,411	15,500
All public schools	47,315,700	3,250,600	88,113	87,621	78,257	†
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	†
All BIA schools	44,300	4,000	168	167	154	†

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 ¹	Schools	Principals ¹	Libraries	Districts
All private schools	5,059,400	467,400	28,384	27,690	†	†
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.

¹ 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 ¹
	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
All public schools	50.1	49.9	60.3	16.8	17.7	1.3	3.9	39.7
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
All BIA schools	48.0²	52.0²	1.4	0.6	0.8	97.1	0.1	98.6

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 ¹
	Male	Female	White, non-Hispanic	Black, non-Hispanic	Hispanic, regardless of race	American Indian/Alaska Native	Asian/Pacific Islander	
All private schools	49.8	50.2	76.5	9.3	8.3	0.8	5.0	23.5
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

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

² 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
All public schools	86,095	97.7	12.8	25.2	38.5	21.8	14.5
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
All BIA schools	168	100.0	18.2	32.1	40.5	19.6	7.9

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
All private schools	12,108	42.7	4.0	56.6	37.6	4.1	1.7
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 ¹	Percent of all schools receiving service ¹	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
All public schools	47,917	54.4	27.5	84,302	95.7	41.6
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
All BIA schools	—	—	—	164	98.1	80.3

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 ¹	Percent of all schools receiving service ¹	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 private schools	5,375	18.9	3.2	6,680	23.5	20.8
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.

¹ 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
All public schools	55,438	62.9	10.8	93.4	82.3	85.0	71.5	91.2	52.8	87.7
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
All BIA schools	121	72.4	52.8	82.2	66.6	71.0	46.5	55.9	52.8	91.5

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
All private schools	3,706	13.1	5.5	91.3	94.5	25.9	81.7	76.7	43.1	31.7
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
All public schools	86.0	92.0	85.7	14.4	83.1	91.4	69.5
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
All BIA schools	78.9	76.7	93.3	27.6	71.1	95.5	36.4

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	
All private schools	43.7	78.3	89.1	10.4	55.2	97.2	30.2
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
All public schools	85.9	15.1	21.4	36.4	36.1	34.5	5.5
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
All BIA schools	80.8	9.9	17.7	26.8	28.8	37.6	3.2

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	
All private schools	78.0	6.8	27.5	28.3	20.7	23.6	7.7
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
All public schools	12.2	9.5	14.9	49.6	56.2	17.2	30.5	34.1
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
All BIA schools	67.7	4.7	6.2	24.0	17.2	11.0	10.3	9.3

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
All private schools	71.0	47.7	40.4	74.5	34.2	18.0	85.2	58.5
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 ¹
All schools	30,761	26.4	77.4	38.3	14.0	74.4
All public schools	22,490	25.5	73.0	29.9	13.3	72.2
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
All BIA schools	60	35.9	51.0	6.4	11.1	36.1

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 ¹
All private schools	8,211	28.9	89.7	61.4	15.9	80.8
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.

¹ 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
All public schools	22.4	68.9	4.0	16.2	0.7	6.4	12.2
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
All BIA schools	29.3	86.7	7.1	8.2	0.7	4.9	15.8

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)
All private schools	26.8	28.0	2.3	14.7	0.3	0.8	6.2
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
All public schools	31.9	12.0	46.9	33.1	76.2	34.7
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
All BIA schools	37.4	38.1	66.1	22.0	61.2	51.0

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
All private schools	5.6	4.0	21.0	55.3	34.5	27.2
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 ¹	Instructional coordinators and supervisors, such as curriculum specialists ¹	Library media specialists/librarians ¹	School counselors, excluding psychologists and social workers ¹	Student support services professional staff ¹⁻²
All schools	78,349	65,203	97,275	133,145	394,969
All public schools	65,038	56,980	81,338	118,761	353,654
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
All BIA schools	79	138	151	239	487

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 ¹	Instructional coordinators and supervisors, such as curriculum specialists ¹	Library media specialists/librarians ¹	School counselors, excluding psychologists and social workers ¹	Student support services professional staff ¹⁻²
All private schools	13,232	8,086	15,785	14,144	40,828
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

¹ Includes full- and part-time head counts.

² 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 ^{1,2}	Noninstructional aides ^{1,3}	Secretaries and other clerical support staff ¹	Food service personnel ¹	Custodial maintenance and security personnel ¹
All schools	695,600	157,442	300,002	431,680	411,500
All public schools	633,700	141,611	247,950	394,207	360,800
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
All BIA schools	1,600	147	495	686	1,000

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 ^{1,2}	Noninstructional aides ^{1,3}	Secretaries and other clerical support staff ¹	Food service personnel ¹	Custodial maintenance and security personnel ¹
All private schools	60,300	15,684	51,557	36,787	49,600
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

¹ Includes full- and part-time head counts.

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

³ 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
All public schools	64,954	73.7	92.7	16.4	30.3	3.1	12.9	9.6	9.8	2.1
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
All BIA schools	124	73.7	85.6	23.6	33.3	8.9	21.5	15.5	23.0	9.3

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
All private schools	18,767	66.1	89.5	19.2	11.0	2.4	8.8	11.7	11.7	11.2
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) ¹	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
All public schools	86.2	67.4	57.1	48.6	26.5	55.6	41.4	35.2	35.7	40.3	45.4	33.3
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
All BIA schools	81.6	75.4	62.2	37.6	36.9	42.4	32.3	34.5	33.2	17.9	42.2	28.0

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) ¹	Foreign languages	Music or art	Vocational or technical education
All private schools	86.1	43.5	48.0	41.7	31.9	48.0	42.5	37.6	13.8	48.6	47.2	15.2
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

¹ 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) ¹	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
All public schools	3.9	29.2	8.1	4.0	16.3	28.8	20.9	27.7	31.4	33.6	19.1	27.9
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
All BIA schools	20.2	65.9	18.5	16.2	49.6	51.3	48.0	32.3	21.8	46.2	26.5	58.3

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) ¹	Foreign languages	Music or art	Vocational or technical education
All private schools	4.8	33.9	5.5	2.4	20.6	20.8	18.8	24.1	16.3	22.1	13.8	24.6
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.

¹ 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
All public schools	8.5	31.7	159.6	19.2	26.7
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
All BIA schools	1.9	52.1	97.9	26.1	19.7

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
All private schools	2.1	13.5	81.2	13.7	15.5
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 ²
	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 ¹	
All schools	83.7	7.4	0.6	1.4	0.2	6.0	0.7	16.3
All public schools	83.1	7.9	0.5	1.3	0.2	6.2	0.7	16.9
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
All BIA schools	46.8	0.9	43.5	0.8	0.9	3.8	3.3	53.2

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 ²
	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 ¹	
All private schools	88.0	4.0	0.4	1.8	0.2	4.8	0.6	12.0
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.

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

² 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
All public schools	42.5	25.0	75.0
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
All BIA schools	44.8	26.5	73.5

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
All private schools	42.8	23.6	76.4
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
All public schools	1.1	50.8	40.9	7.2
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
All BIA schools	2.6	61.2	30.6	5.6

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
All private schools	9.2	55.5	29.5	5.8
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

¹ 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
All public schools	17.8	82.2	42.8	57.2
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
All BIA schools	21.8	78.2	51.3	48.7

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
All private schools	31.7	68.3	49.4	50.6
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
All public schools	32.0	28.7	29.1	30.3	14.6	43.9
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
All BIA schools	42.5	39.7	40.1	33.9	23.0	37.6

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
All private schools	22.1	19.7	20.2	19.8	13.8	25.8
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
All public schools	44,400	40.2	2,700	13.6	1,900	15.9	5,000
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
All BIA schools	35,800	36.2	2,500	6.9	3,600	12.6	4,500

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
All private schools	\$31,700	23.1	\$2,400	6.0	\$1,800	20.4	\$5,400
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
All public schools	44,400	15.9	2,400	5.5	2,300	15.1	4,300
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
All BIA schools	35,800	25.1	2,200	5.5	2,800	10.0	4,000

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
All private schools	\$31,700	13.5	\$2,900	7.7	\$3,200	17.0	\$3,600
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	#
All public schools	90.7	3.3	3.4	0.7	0.3	0.2	1.4	#
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	#
All BIA schools	92.8	1.2	0.5	0.5	0.7	0.9	3.2	0.2

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)
All private schools	78.4	15.8	0.7	0.4	2.9	0.3	1.4	0.1
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
All public schools	37.7	28.6	52.8
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
All BIA schools	39.7	30.5	52.6

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
All private schools	38.4	28.9	52.5
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 ²
	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 ¹	
All schools	84.1	9.3	0.7	0.7	0.1	4.8	0.4	15.9
All public schools	82.4	10.6	0.7	0.5	0.1	5.3	0.4	17.6
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
All BIA schools	38.9	2.1	50.1	#	1.4	6.3	1.3	61.1

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 ²
	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 ¹	
All private schools	89.8	5.2	0.6	1.2	0.1	3.0	0.2	10.2
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.

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

² 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
All public schools	0.1	1.7	59.2	30.3	8.6
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
All BIA schools	#	7.5	69.8	16.1	6.6

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
All private schools	10.5	22.7	49.5	10.7	6.7
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
All public schools	35.6	23.4	68.0	7.5	1.3	33.9	52.7	7.8	4.3
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
All BIA schools	50.0	31.1	57.8	8.3	4.1	33.8	52.3	8.0	3.1

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		
All private schools	34.9	26.2	43.5	9.9	2.6	22.2	40.4	10.0	6.5
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
All public schools	75,500	71,100	75,800	78,700
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
All BIA schools	65,300	57,700	67,600	68,200

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
All private schools	\$48,000	\$39,800	\$46,800	\$53,700
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
All public schools	59.0	22.8
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
All BIA schools	59.0	20.4

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
All private schools	54.6	22.1
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
All public schools	27.7	13.0
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
All BIA schools	11.7	9.8

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
All private schools	71.7	10.4
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 ¹ and no teaching experience	Master's degree ² and 10 years of teaching experience	Highest possible step on the salary schedule
All public school districts	92.7	\$29,100	\$37,500	\$31,900	\$41,600	\$53,900
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 ¹ and no teaching experience	Master's degree ² and 10 years of teaching experience	Highest possible step on the salary schedule
All private schools	61.1	\$23,300	\$29,200	\$26,300	\$32,300	\$39,300
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

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

² 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
All public school districts	96.9	80.9	80.5	90.5	41.8	2.8	4.5	3.2
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
All private schools	74.5	55.2	52.3	60.1	53.4	10.0	15.5	4.1
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 ¹	To recruit or retain teachers to teach in fields of shortage
All public school districts	18.4	7.9	24.2	4.6	11.9
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
All private schools	6.3	19.7	15.9	†	7.4
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.

¹ 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
All public school districts	60.5	75.2	73.2	80.2
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
All private schools	26.2	31.4	28.9	39.2
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
All public school districts	94.7	45.0	77.3	56.4	92.8	52.1	69.0
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
All private schools	66.2	38.1	46.5	31.5	73.7	13.6	34.3
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
All public school districts	18.5	77.4	70.9	66.4	62.6	64.1	58.2	3.7	29.1	26.9
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
All public school districts	0.7	83.5	76.5	72.8	12.9	28.8
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
All public school districts	3.1	1.2	1.9
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
All public school districts	98.2	0.3	0.8	0.7
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
All public school districts	3.9	2.8	3.2	2.5
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 ¹	Number of schools with library media centers ¹	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	
All public schools	88,113	82,569	50,553	2.4	21.7	68.0	1.4	54.1
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
All BIA schools	168	160	88	4.8	40.5	48.3	1.5	34.3

¹The 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 ¹	Number of schools with library media centers ¹	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
All public schools	88,113	82,569	61.2	69.6	84.1	86.7	24.3	24.6	92.7
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
All BIA schools	168	160	68.5	75.6	82.0	85.0	18.6	26.4	86.1

¹The 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 ¹	Number of schools with library media centers ¹	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		
All public schools	88,113	82,569	90.5	86.9	82.7	44.1	86.3	11.9	13.3	13.1
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
All BIA schools	168	160	68.1	63.3	56.1	46.2	84.2	10.7	7.5	7.3

¹The 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 ¹	Number of schools with library media centers ¹	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
All public schools	88,113	82,569	97.5	75.9	62.4	60.3	93.6
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
All BIA schools	168	160	91.7	73.3	61.2	69.8	93.9

¹The 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 ¹	Number of schools with library media centers ¹	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
All public schools	88,113	82,569	10,900	391	69	574	25	4.3	\$6,300	\$562	\$98
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
All BIA schools	168	160	10,100	383	34	758	33	4.9	9,600	553	191

¹The 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.

Appendix A: Standard Error Tables

Table 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

School type and selected school characteristic	Students	Teachers ¹	Schools	Principals ¹	Libraries	Districts
Total	494,015.7	29,534.6	361.6	699.1	548.2	269.6
All public schools	497,798.0	29,182.9	282.8	306.6	548.2	†
School classification						
Traditional public	507,180.7	29,587.1	284.7	308.6	540.5	†
Charter school	42,084.0	2,414.5	41.9	41.8	87.7	†
Community type						
Central city	351,650.9	22,844.4	425.4	416.9	389.6	240.3
Urban fringe/large town	432,486.8	23,987.3	530.9	535.3	600.4	274
Rural/small town	184,145.2	13,699.1	386.1	375.4	409.1	248.4
School level						
Elementary	307,714.7	20,531.4	387.9	360.6	439.8	†
Secondary	443,330.8	23,013.0	305.4	272.0	313.4	†
Combined	124,511.9	9,544.6	292.3	263.3	201.4	†
Student enrollment						
Less than 100	21,810.8	3,957.7	399.5	390.5	345.0	†
100-199	61,110.5	6,510.2	394.1	391.2	384.7	†
200-499	231,284.8	19,048.9	611.2	628.5	627.7	†
500-749	341,558.5	26,869.5	561.3	553.3	598.4	†
750-999	360,854.8	23,644.9	417.8	416.5	387.0	†
1,000 or more	520,677.7	27,127.4	330.3	333.5	298.7	†
All BIA schools	1,687.0	158.9	4.5	4.5	4.4	†

See notes at end of table.

Table 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—Continued

School type and selected school characteristic	Students	Teachers ¹	Schools	Principals ¹	Libraries	Districts
All private schools	104,286.8	10,287.6	262.0	676.5	†	†
School classification						
Catholic	49,155.8	3,514.9	34.9	149.5	†	†
Other religious	63,089.4	5,759.5	203.3	419.7	†	†
Nonsectarian	71,518.5	7,716.7	136.0	230.3	†	†
Community type						
Central city	84,459.9	10,369.7	293.1	373.8	†	†
Urban fringe/large town	75,325.4	11,353.9	378.3	427.3	†	†
Rural/small town	37,584.4	20,141.5	264.8	306.4	†	†
School level						
Elementary	55,713.8	13,879.1	261.6	327.3	†	†
Secondary	54,050.9	4,490.6	205.7	364.1	†	†
Combined	82,058.4	13,759.2	217.3	281.2	†	†
Student enrollment						
Less than 100	19,538.0	38,010.4	345.3	476.5	†	†
100-199	41,449.8	10,119.8	281.8	316.5	†	†
200-499	63,247.4	17,589.4	216.1	243.6	†	†
500-749	58,119.8	6,221.2	97.9	122.5	†	†
750 or more	79,873.6	6,284.3	74.5	67.5	†	†

† Not applicable.

¹ 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 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

School type and selected school characteristic	Sex		Race/ethnicity					Minority ¹
	Male	Female	White, non-Hispanic	Black, non-Hispanic	Hispanic, regardless of race	American Indian/Alaska Native	Asian/Pacific Islander	
All schools	0.13	0.13	0.46	0.33	0.45	0.03	0.18	0.46
All public schools	0.14	0.14	0.48	0.35	0.49	0.04	0.19	0.48
School classification								
Traditional public	0.14	0.14	0.49	0.35	0.49	0.04	0.19	0.49
Charter school	1.32	1.32	3.24	3.06	2.29	0.24	0.81	3.24
Community type								
Central city	0.39	0.39	0.89	0.96	1.23	0.04	0.49	0.89
Urban fringe/large town	0.16	0.16	0.66	0.34	0.59	0.04	0.18	0.66
Rural/small town	0.21	0.21	0.73	0.56	0.64	0.13	0.06	0.73
School level								
Elementary	0.20	0.20	0.63	0.46	0.69	0.05	0.14	0.63
Secondary	0.23	0.23	1.00	0.52	0.81	0.06	0.43	1.00
Combined	0.40	0.40	1.57	1.12	1.10	0.29	0.30	1.57
Student enrollment								
Less than 100	1.41	1.41	2.48	1.42	2.87	0.60	0.13	2.48
100-199	0.52	0.52	1.57	1.46	0.99	0.41	0.14	1.57
200-499	0.17	0.17	0.80	0.66	0.45	0.10	0.17	0.80
500-749	0.21	0.21	1.13	0.68	1.10	0.07	0.24	1.13
750-999	0.72	0.72	1.68	1.30	1.38	0.07	0.32	1.68
1,000 or more	0.29	0.29	1.16	0.68	1.03	0.07	0.52	1.16
All BIA schools	0.24²	0.24²	0.24	0.27	0.22	0.69	0.05	0.24

See notes at end of table.

Table 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—Continued

School type and selected school characteristic	Sex		Race/ethnicity					Minority ¹
	Male	Female	White, non-Hispanic	Black, non-Hispanic	Hispanic, regardless of race	American Indian/Alaska Native	Asian/Pacific Islander	
All private schools	0.42	0.42	0.63	0.41	0.38	0.12	0.32	0.63
School classification								
Catholic	0.66	0.66	1.10	0.69	0.72	0.21	0.38	1.10
Other religious	0.58	0.58	0.89	0.80	0.46	0.14	0.30	0.89
Nonsectarian	0.92	0.92	1.33	0.84	0.85	0.21	1.24	1.33
Community type								
Central city	0.84	0.84	1.24	0.87	0.73	0.09	0.68	1.24
Urban fringe/large town	0.61	0.61	0.82	0.44	0.59	0.15	0.29	0.82
Rural/small town	1.02	1.02	1.35	0.45	1.07	0.93	0.34	1.35
School level								
Elementary	0.34	0.34	0.99	0.72	0.52	0.21	0.38	0.99
Secondary	1.74	1.74	1.84	0.82	1.21	0.20	0.61	1.84
Combined	0.80	0.80	1.15	0.63	0.79	0.13	0.88	1.15
Student enrollment								
Less than 100	0.61	0.61	1.18	1.04	0.63	0.22	0.50	1.18
100-199	0.54	0.54	1.54	1.19	0.73	0.59	0.42	1.54
200-499	0.44	0.44	1.12	0.79	0.61	0.14	0.35	1.12
500-749	1.39	1.39	1.75	1.13	1.05	0.05	1.01	1.75
750 or more	1.92	1.92	2.38	0.87	1.30	0.08	1.68	2.38

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

² 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 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

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	487.0	0.37	0.18	0.59	0.58	0.46	0.32
All public schools	412.4	0.31	0.19	0.61	0.59	0.47	0.33
School classification							
Traditional public	403.3	0.30	0.20	0.61	0.59	0.48	0.33
Charter school	84.9	3.44	0.82	4.30	3.77	2.09	0.84
Community type							
Central city	432.3	0.57	0.44	1.17	1.06	0.92	0.61
Urban fringe/large town	523.8	0.31	0.21	0.79	0.81	0.63	0.47
Rural/small town	413.5	0.87	0.28	1.05	1.33	0.74	0.52
School level							
Elementary	425.6	0.27	0.26	0.85	0.84	0.61	0.47
Secondary	309.9	1.02	0.20	0.84	0.74	0.67	0.46
Combined	276.8	1.05	1.08	2.40	1.93	1.20	1.17
Student enrollment							
Less than 100	386.5	3.17	1.44	4.64	4.23	3.61	0.94
100-199	385.6	0.83	0.85	3.06	2.69	1.82	1.56
200-499	608.9	0.24	0.16	1.04	1.06	0.79	0.57
500-749	562.4	0.19	0.32	1.48	1.30	0.94	0.75
750-999	402.6	0.84	0.74	1.59	1.58	1.11	0.94
1,000 or more	325.2	0.48	0.28	0.92	1.11	1.03	0.65
All BIA schools	4.5	0.00	0.35	1.74	1.31	0.92	0.62

See notes at end of table.

Table 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—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
All private schools	313.0	1.04	0.19	2.28	2.41	0.78	0.64
School classification							
Catholic	124.6	1.52	0.19	2.75	3.09	1.52	0.39
Other religious	219.4	1.52	0.36	4.69	4.53	0.43	0.82
Nonsectarian	183.4	2.44	0.91	7.65	6.44	1.32	2.97
Community type							
Central city	203.7	1.91	0.27	4.06	3.85	1.30	1.81
Urban fringe/large town	282.0	1.60	0.39	3.34	3.65	1.02	0.17
Rural/small town	158.4	3.00	0.68	7.60	7.00	2.05	1.05
School level							
Elementary	223.2	1.20	0.21	2.46	2.63	1.15	0.47
Secondary	158.1	3.82	0.59	7.69	7.10	1.49	0.70
Combined	175.3	1.85	0.53	6.67	6.91	0.41	2.86
Student enrollment							
Less than 100	251.5	1.74	0.95	6.12	6.13	1.11	1.40
100-199	193.6	2.17	0.68	4.41	4.46	1.87	0.37
200-499	144.9	2.07	0.25	3.35	3.52	1.28	1.36
500-749	71.1	4.22	0.70	9.07	8.45	1.88	1.08
750 or more	47.5	4.85	0.32	12.36	12.20	3.17	0.94

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 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

School type and selected school characteristic	Title I services			National School Lunch Program		
	Number of schools receiving service ¹	Percent of all schools receiving service ¹	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	763.4	0.66	0.60	445.4	0.36	0.47
All public schools	759.5	0.85	0.66	410.9	0.34	0.48
School classification						
Traditional public	747.7	0.86	0.66	400.7	0.33	0.48
Charter school	72.8	3.27	2.98	102.9	4.40	3.32
Community type						
Central city	429.2	1.58	1.47	424.1	0.65	0.97
Urban fringe/large town	608.3	1.24	0.85	557.8	0.50	0.65
Rural/small town	426.0	1.38	1.07	391.8	0.56	0.87
School level						
Elementary	685.9	0.99	0.86	412.9	0.24	0.66
Secondary	302.5	1.45	1.17	292.3	0.88	0.75
Combined	198.9	2.62	1.66	271.3	1.84	1.67
Student enrollment						
Less than 100	268.2	3.51	2.69	365.5	2.43	2.20
100-199	326.4	2.54	1.99	392.2	1.38	1.33
200-499	554.0	1.12	1.02	621.8	0.33	0.72
500-749	496.4	1.68	1.45	543.9	0.42	1.16
750-999	328.2	2.29	2.13	416.4	0.97	1.39
1,000 or more	212.3	1.77	1.49	328.9	0.36	1.03
All BIA schools	—	—	—	4.6	0.27	0.74

See notes at end of table.

Table 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
—Continued

School type and selected school characteristic	Title I services			National School Lunch Program		
	Number of schools receiving service ¹	Percent of all schools receiving service ¹	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 private schools	202.1	0.71	0.23	235.4	0.84	1.50
School classification						
Catholic	140.8	1.78	0.43	119.2	1.52	1.54
Other religious	105.8	0.78	0.20	142.1	1.02	3.40
Nonsectarian	99.4	1.47	0.47	103.8	1.54	6.97
Community type						
Central city	159.4	1.61	0.42	165.8	1.57	2.76
Urban fringe/large town	133.0	0.90	0.25	173.6	1.17	1.55
Rural/small town	98.0	1.87	1.02	94.9	2.09	2.48
School level						
Elementary	173.6	1.05	0.37	196.2	1.11	1.65
Secondary	60.1	2.17	0.38	76.4	2.94	3.41
Combined	90.5	1.07	0.30	92.1	1.08	4.11
Student enrollment						
Less than 100	139.6	1.04	0.51	174.4	1.26	3.77
100-199	120.8	2.01	0.71	142.7	2.12	2.06
200-499	115.5	1.59	0.39	115.3	1.59	2.18
500-749	46.3	3.44	0.73	54.9	3.95	4.23
750 or more	11.1	1.48	0.15	28.7	3.52	6.27

— Not available.

¹ 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 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

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	635.2	0.54	0.36	0.50	0.82	0.62	0.97	0.44	0.98	0.65
All public schools	622.9	0.66	0.37	0.53	0.88	0.63	1.00	0.49	1.06	0.60
School classification										
Traditional public	613.2	0.66	0.37	0.53	0.89	0.63	1.02	0.50	1.09	0.59
Charter school	84.8	3.65	2.56	2.85	5.29	4.14	6.15	4.81	6.16	3.51
Community type										
Central city	411.0	1.36	0.85	1.21	1.63	1.10	1.69	0.76	2.04	1.11
Urban fringe/large town	556.0	1.04	0.48	0.63	1.20	0.95	1.45	0.69	1.49	0.71
Rural/small town	344.0	1.27	0.44	1.32	1.77	1.37	2.14	1.52	2.37	1.47
School level										
Elementary	609.7	0.85	0.53	0.67	1.00	0.77	1.20	0.66	1.35	0.60
Secondary	293.7	1.20	0.47	1.22	1.78	0.96	1.80	0.65	1.73	1.14
Combined	195.6	2.35	0.82	2.41	2.45	3.29	3.74	2.52	4.00	3.75
Student enrollment										
Less than 100	315.9	3.59	4.69	4.58	9.18	3.70	8.87	2.98	7.32	5.32
100-199	252.4	2.72	1.48	2.19	3.19	2.45	4.01	2.00	4.50	2.65
200-499	510.0	1.01	0.54	0.85	1.52	1.31	1.89	0.95	2.06	0.98
500-749	518.2	1.25	0.70	1.14	1.78	0.96	1.79	1.33	1.81	1.21
750-999	388.1	1.74	1.14	1.94	1.91	1.79	2.57	1.59	2.73	1.40
1,000 or more	320.4	0.92	0.63	0.89	1.73	1.13	2.14	0.76	2.04	1.02
All BIA schools	3.7	1.42	1.70	1.26	1.71	1.37	1.72	1.58	1.54	0.99

See notes at end of table.

Table 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—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
All private schools	198.5	0.70	1.04	1.75	1.49	2.95	2.46	2.52	2.77	2.84
School classification										
Catholic	121.2	1.52	0.76	2.48	1.72	4.26	2.89	3.89	4.55	3.90
Other religious	130.1	1.00	2.75	2.47	1.91	4.14	4.21	3.90	4.39	4.07
Nonsectarian	115.3	1.60	1.05	4.26	4.41	5.94	6.31	5.46	6.08	6.94
Community type										
Central city	141.2	1.47	1.79	2.21	1.02	4.56	3.15	3.58	3.99	3.50
Urban fringe/large town	135.7	0.99	0.68	2.38	2.39	3.93	3.80	4.71	4.51	4.50
Rural/small town	79.4	1.61	2.97	9.42	9.51	9.34	13.01	8.12	11.19	11.59
School level										
Elementary	170.7	0.97	1.78	2.11	1.26	3.62	3.30	3.62	3.77	3.08
Secondary	80.8	2.63	0.91	6.66	6.48	8.09	6.46	5.72	8.26	8.55
Combined	95.9	1.15	2.04	3.03	2.35	5.11	4.52	4.83	5.51	5.02
Student enrollment										
Less than 100	139.6	1.03	1.29	3.31	3.27	4.82	5.68	4.80	6.14	4.74
100-199	118.4	1.62	1.32	2.97	1.96	6.74	5.34	4.88	6.19	5.82
200-499	100.1	1.38	0.97	2.71	2.74	4.82	3.33	3.45	4.67	4.78
500-749	44.8	3.14	2.15	3.95	6.18	9.92	8.73	10.54	10.41	11.31
750 or more	36.4	4.31	4.96	5.37	8.37	6.77	5.39	6.42	9.73	10.07

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 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

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							
	Teaching English			Teaching other subjects				
	Percent of all schools with LEP instructional programs	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	0.77	0.53	0.76	0.90	0.83	0.67	0.96	
All public schools	0.75	0.54	0.78	0.93	0.79	0.69	0.99	
School classification								
Traditional public	0.76	0.53	0.78	0.94	0.78	0.69	0.99	
Charter school	5.08	6.43	3.70	3.80	6.35	4.11	5.42	
Community type								
Central city	1.01	1.04	1.59	1.48	1.38	1.43	1.70	
Urban fringe/large town	1.06	0.72	1.12	1.11	1.02	1.01	1.38	
Rural/small town	1.41	1.37	1.35	2.36	2.11	1.01	2.14	
School level								
Elementary	0.78	0.64	0.98	1.19	0.91	0.87	1.20	
Secondary	2.18	1.18	1.04	0.90	1.31	0.93	1.78	
Combined	4.97	3.62	2.20	1.91	3.63	2.00	4.77	
Student enrollment								
Less than 100	9.78	6.08	1.55	8.01	8.88	3.60	9.28	
100-199	4.36	3.08	1.13	1.23	4.23	1.34	5.83	
200-499	1.21	0.75	1.62	1.44	1.37	1.39	1.90	
500-749	1.21	1.11	1.68	1.79	1.68	1.63	1.54	
750-999	1.13	1.18	2.92	2.10	1.66	2.52	2.55	
1,000 or more	1.01	0.95	1.66	1.71	1.24	1.19	1.72	
All BIA schools	1.52	1.66	0.71	1.47	1.60	0.56	1.63	

See notes at end of table.

Table 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—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		
All private schools	2.97	3.40	3.35	2.80	4.68	1.30	4.22	
School classification								
Catholic	4.81	6.15	5.54	3.97	8.25	0.00	7.43	
Other religious	4.53	6.24	2.23	3.08	7.46	1.38	7.27	
Nonsectarian	6.57	7.28	8.34	7.44	9.09	3.86	8.95	
Community type								
Central city	4.20	6.08	4.14	4.23	6.75	1.74	6.30	
Urban fringe/large town	4.11	5.51	4.22	3.02	7.51	2.50	6.55	
Rural/small town	10.41	8.73	13.33	13.16	13.97	0.70	13.74	
School level								
Elementary	3.72	4.42	3.46	3.96	6.47	0.00	5.31	
Secondary	8.65	7.58	8.95	6.77	8.99	0.69	9.67	
Combined	5.70	8.20	5.73	4.88	8.70	4.71	8.35	
Student enrollment								
Less than 100	5.57	8.07	7.66	7.54	9.90	0.00	7.15	
100-199	5.62	4.88	5.26	3.06	8.75	3.53	8.32	
200-499	4.40	8.07	4.75	5.22	8.46	2.25	7.26	
500-749	13.11	11.03	12.70	7.79	17.67	0.00	13.94	
750 or more	9.63	12.75	9.62	†	13.55	9.62	15.74	

† Not applicable.

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 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

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	0.55	0.46	0.52	0.71	0.61	0.56	0.31
All public schools	0.59	0.62	0.64	0.82	0.74	0.66	0.38
School classification							
Traditional public	0.60	0.62	0.66	0.84	0.74	0.66	0.38
Charter school	3.86	3.01	4.24	4.21	3.92	4.61	2.81
Community type							
Central city	1.18	1.18	1.40	1.41	1.55	1.65	0.82
Urban fringe/large town	0.77	0.88	1.05	1.03	1.15	1.04	0.52
Rural/small town	1.20	0.82	1.25	1.26	1.30	1.24	0.81
School level							
Elementary	0.77	0.75	0.84	0.99	0.88	0.83	0.38
Secondary	0.88	0.90	1.44	1.17	1.50	1.58	1.01
Combined	2.55	1.72	2.32	2.32	2.12	2.22	1.83
Student enrollment							
Less than 100	3.31	2.05	3.63	3.39	3.25	3.90	2.88
100-199	1.63	1.88	2.58	3.08	2.53	2.21	1.21
200-499	0.90	0.71	1.09	1.32	1.19	1.19	0.40
500-749	1.08	1.15	1.26	1.64	1.39	1.55	0.75
750-999	1.67	2.24	1.83	2.52	2.11	2.23	1.61
1,000 or more	1.15	1.45	1.36	1.75	1.96	2.04	0.77
All BIA schools	0.91	0.89	1.16	1.34	1.39	1.47	0.35

See notes at end of table.

Table 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—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	
All private schools	1.06	0.53	0.98	1.07	0.89	0.90	0.62
School classification							
Catholic	1.10	1.02	1.14	1.89	1.37	1.51	0.64
Other religious	1.55	0.63	1.39	1.35	1.28	1.36	0.84
Nonsectarian	2.59	1.74	2.18	2.58	2.42	2.31	2.05
Community type							
Central city	1.67	1.07	1.86	1.52	1.75	1.63	1.18
Urban fringe/large town	1.55	0.80	1.60	1.52	1.31	1.37	1.01
Rural/small town	3.41	1.50	2.71	2.68	2.25	1.96	1.76
School level							
Elementary	1.12	0.78	1.26	1.28	1.09	1.25	0.70
Secondary	3.06	1.78	2.23	3.41	3.92	3.53	2.49
Combined	2.49	0.99	1.98	1.85	1.79	1.60	1.15
Student enrollment							
Less than 100	1.90	1.09	1.75	1.58	1.54	1.56	1.26
100-199	1.54	0.91	1.83	2.15	1.51	2.08	0.81
200-499	1.06	1.12	1.08	1.65	1.59	1.67	0.72
500-749	2.44	1.78	1.72	4.14	2.65	3.32	1.85
750 or more	1.29	2.26	1.85	5.19	4.64	4.08	1.03

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 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

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	0.46	1.00	1.06	1.01	1.36	0.87	1.12	1.19
All public schools	0.49	1.32	1.58	2.37	2.80	1.74	1.98	2.38
School classification								
Traditional public	0.48	1.35	1.68	2.44	2.93	1.83	2.00	2.44
Charter school	3.93	5.06	4.42	10.64	10.78	3.64	8.05	11.22
Community type								
Central city	1.16	1.80	2.45	3.77	4.64	2.52	3.78	4.07
Urban fringe/large town	0.87	1.97	2.74	3.70	4.46	2.70	3.70	4.20
Rural/small town	0.89	2.92	3.40	4.50	4.83	3.39	3.67	4.36
School level								
Elementary	0.56	2.31	3.02	3.82	3.60	2.95	2.68	2.83
Secondary	1.32	1.77	2.10	3.57	5.18	2.49	3.86	3.78
Combined	2.48	2.60	2.33	3.83	3.59	1.96	4.32	4.59
Student enrollment								
Less than 100	3.22	2.06	1.91	5.59	7.32	2.79	5.62	5.27
100-199	1.93	2.41	4.03	6.65	5.59	3.78	5.09	6.73
200-499	0.69	3.11	3.79	3.88	3.76	3.46	3.27	3.44
500-749	0.89	1.88	2.76	5.62	6.05	3.68	3.75	3.55
750-999	1.57	4.74	6.84	7.75	7.48	6.57	6.52	6.35
1,000 or more	1.11	4.82	5.82	5.81	5.88	6.00	4.98	5.24
All BIA schools	1.30	0.46	1.02	1.61	1.41	0.95	1.26	1.30

See notes at end of table.

Table 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—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
All private schools	1.12	1.41	1.30	1.07	1.24	0.97	0.83	1.36
School classification								
Catholic	1.68	2.45	2.13	1.35	2.10	1.79	1.70	2.24
Other religious	1.60	1.94	1.86	1.69	1.69	1.29	1.09	2.04
Nonsectarian	2.73	2.67	2.59	2.75	2.49	1.91	2.26	3.17
Community type								
Central city	1.73	2.15	2.33	1.74	2.07	1.79	1.70	2.23
Urban fringe/large town	1.78	1.75	1.53	1.63	1.67	1.43	1.20	1.94
Rural/small town	2.60	4.09	3.68	3.84	3.75	2.85	2.31	4.05
School level								
Elementary	1.41	1.88	1.74	1.50	1.64	1.39	1.25	1.71
Secondary	2.47	3.10	3.57	3.94	3.37	2.92	3.13	3.61
Combined	1.58	2.21	2.00	1.94	1.80	1.90	1.30	2.36
Student enrollment								
Less than 100	1.65	2.42	2.25	2.30	2.03	1.56	1.58	2.52
100-199	2.12	2.56	2.41	2.10	2.61	2.34	1.73	2.26
200-499	1.38	2.27	2.05	1.21	1.93	1.88	1.48	2.03
500-749	2.52	4.62	4.20	2.67	4.01	3.93	4.16	3.75
750 or more	1.43	4.15	3.65	1.00	4.50	5.01	4.04	3.41

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 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

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 ¹
All schools	490.7	0.42	1.02	0.89	0.79	1.02
All public schools	401.1	0.46	1.18	0.93	0.90	1.31
School classification						
Traditional public	390.8	0.46	1.20	0.94	0.88	1.34
Charter school	81.3	3.74	7.48	4.09	5.19	8.02
Community type						
Central city	259.2	1.08	2.92	2.09	2.04	3.19
Urban fringe/large town	304.6	0.71	1.89	1.49	1.66	2.62
Rural/small town	291.9	1.15	1.98	1.66	1.19	2.21
School level						
Elementary	60.8	0.10	7.47	17.39	†	8.25
Secondary	369.4	1.22	1.35	0.95	1.15	1.55
Combined	245.7	2.07	2.48	2.21	1.83	2.49
Student enrollment						
Less than 100	336.1	3.92	4.76	1.87	2.95	3.96
100-199	170.3	2.12	3.41	2.55	3.52	3.73
200-499	240.3	0.61	1.89	2.28	1.61	2.10
500-749	155.1	0.65	2.22	2.39	2.08	2.52
750-999	144.2	1.77	3.70	3.25	2.41	3.04
1,000 or more	206.6	1.59	1.28	1.99	1.76	0.96
All BIA schools	4.1	1.84	3.58	1.83	2.31	3.85

See notes at end of table.

Table 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—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 ¹
All private schools	261.5	0.90	1.38	1.97	1.77	1.80
School classification						
Catholic	43.0	0.54	0.97	3.05	1.15	1.52
Other religious	202.1	1.46	1.70	2.65	2.91	2.77
Nonsectarian	152.7	2.10	3.05	3.78	2.99	3.58
Community type						
Central city	181.5	1.71	2.92	3.43	2.55	2.91
Urban fringe/large town	220.8	1.42	1.94	3.29	2.72	2.96
Rural/small town	150.2	2.60	2.60	5.41	3.53	5.13
School level						
Elementary	24.6	0.14	17.56	20.83	24.67	21.26
Secondary	201.7	2.54	2.49	3.53	2.77	2.82
Combined	203.2	1.90	1.58	2.40	2.36	2.38
Student enrollment						
Less than 100	212.9	1.47	3.20	3.60	3.50	3.96
100-199	148.4	2.07	2.64	5.27	4.23	3.13
200-499	171.0	1.91	1.54	3.28	2.06	1.87
500-749	70.1	3.73	0.71	3.04	2.16	0.00
750 or more	66.9	3.39	1.61	1.64	0.98	0.00

† Not applicable.

¹ 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 A-10. Standard errors for 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	0.58	0.58	0.32	0.36	0.09	0.23	0.29
All public schools	0.65	0.67	0.40	0.40	0.11	0.30	0.36
School classification							
Traditional public	0.67	0.68	0.40	0.41	0.11	0.31	0.36
Charter school	3.90	4.15	1.04	1.78	0.67	1.48	3.42
Community type							
Central city	1.25	1.57	1.09	0.69	0.28	0.53	0.71
Urban fringe/large town	0.95	1.13	0.49	0.58	0.18	0.42	0.51
Rural/small town	1.39	1.35	0.23	0.73	0.05	0.58	0.71
School level							
Elementary	0.74	0.86	0.55	0.32	0.13	0.17	0.31
Secondary	1.62	1.47	0.41	1.28	0.25	1.08	1.15
Combined	2.69	2.53	0.29	2.00	0.21	1.18	2.25
Student enrollment							
Less than 100	3.68	3.40	0.31	1.34	†	1.40	2.07
100-199	2.46	2.79	0.23	1.33	0.13	0.90	1.31
200-499	1.21	1.26	0.50	0.53	0.06	0.39	0.73
500-749	1.30	1.33	1.16	0.77	0.32	0.57	0.55
750-999	2.15	1.88	1.24	1.56	0.61	0.87	1.19
1,000 or more	1.25	1.23	1.11	1.54	0.48	1.39	1.00
All BIA schools	1.55	0.83	0.58	0.75	0.21	0.67	1.41

See notes at end of table.

Table A-10. Standard errors for 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)
All private schools	1.18	1.04	0.37	0.75	0.11	0.20	0.53
School classification							
Catholic	1.00	1.34	0.37	0.53	0.15	†	0.50
Other religious	1.57	1.47	0.45	1.27	0.04	0.33	0.97
Nonsectarian	2.68	2.25	0.92	1.37	0.37	0.60	1.04
Community type							
Central city	1.88	1.70	0.62	1.28	0.18	0.44	0.70
Urban fringe/large town	1.65	1.37	0.46	1.01	0.11	0.27	0.78
Rural/small town	3.52	2.82	0.46	2.72	0.35	0.51	1.96
School level							
Elementary	1.20	0.94	0.49	0.36	0.10	†	0.46
Secondary	3.37	3.31	1.30	3.65	0.64	0.81	2.48
Combined	2.40	2.33	0.38	2.01	0.16	0.65	1.53
Student enrollment							
Less than 100	2.14	1.59	0.58	1.09	†	0.37	0.99
100-199	1.78	2.08	0.71	1.53	0.23	0.40	0.95
200-499	1.57	1.98	0.62	1.57	0.14	†	0.98
500-749	1.87	4.12	1.87	3.80	1.56	1.30	3.20
750 or more	2.65	2.83	1.15	3.30	1.57	1.21	2.29

† Not applicable.

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 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

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	0.59	0.34	0.57	0.66	0.53	0.52
All public schools	0.78	0.46	0.72	0.81	0.59	0.65
School classification						
Traditional public	0.80	0.47	0.76	0.83	0.61	0.64
Charter school	3.71	2.48	3.98	3.38	3.39	3.76
Community type						
Central city	1.67	1.17	1.39	1.51	1.05	1.32
Urban fringe/large town	1.18	0.69	1.08	1.22	0.86	1.06
Rural/small town	1.42	0.80	1.40	0.98	1.16	1.27
School level						
Elementary	0.86	0.60	0.83	1.07	0.74	0.87
Secondary	1.80	0.74	1.33	0.54	1.10	1.25
Combined	2.56	2.07	2.30	1.90	2.51	2.20
Student enrollment						
Less than 100	3.96	1.55	3.46	2.24	3.14	2.94
100-199	2.23	1.75	2.82	2.44	2.42	2.41
200-499	1.00	0.77	1.29	1.25	1.12	1.02
500-749	1.49	0.89	1.55	1.60	1.37	1.59
750-999	2.21	1.97	2.34	3.15	1.62	2.25
1,000 or more	2.06	1.14	1.89	1.26	1.21	1.76
All BIA schools	1.58	1.41	1.30	1.44	1.68	1.60

See notes at end of table.

Table 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—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
All private schools	0.53	0.38	0.95	1.01	1.01	1.00
School classification						
Catholic	0.39	0.57	1.50	1.42	1.66	1.33
Other religious	0.66	0.39	1.31	1.62	1.60	1.57
Nonsectarian	1.79	1.24	2.18	2.24	2.31	2.33
Community type						
Central city	1.06	0.74	1.60	1.62	1.86	1.70
Urban fringe/large town	0.89	0.60	1.18	1.41	1.51	1.45
Rural/small town	1.57	1.45	2.41	3.43	2.82	2.45
School level						
Elementary	0.56	0.43	1.27	1.27	1.28	1.20
Secondary	2.62	2.40	3.28	1.72	3.56	3.69
Combined	1.22	0.64	2.08	2.19	2.32	2.24
Student enrollment						
Less than 100	1.08	0.62	1.57	1.76	1.72	1.74
100-199	0.88	0.93	2.11	2.10	2.14	2.00
200-499	0.67	0.75	1.65	1.61	1.98	1.56
500-749	1.12	2.17	3.19	4.13	3.78	3.47
750 or more	1.66	2.08	3.49	4.06	4.79	4.46

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 A-12. Standard errors for 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 ¹	Instructional coordinators and supervisors, such as curriculum specialists ¹	Library media specialists/librarians ¹	School counselors, excluding psychologists and social workers ¹	Student support services professional staff ¹⁻²
All schools	1,069.9	1,582.2	853.1	1,637.9	4,655.8
All public schools	1,016.1	1,654.9	758.0	1,494.2	4,366.7
School classification					
Traditional public	1,035.1	1,645.4	759.5	1,476.2	4,303.3
Charter school	139.2	183.3	92.6	138.5	458.6
Community type					
Central city	737.4	1,033.2	464.3	1,050.4	2,660.1
Urban fringe/large town	756.1	1,209.4	732.4	1,063.4	3,332.5
Rural/small town	327.0	387.9	427.1	592.6	2,051.2
School level					
Elementary	796.3	1,498.0	701.8	908.8	3,601.0
Secondary	669.1	629.0	485.4	1,191.5	1,463.3
Combined	195.0	274.1	250.4	375.0	1,620.5
Student enrollment					
Less than 100	200.3	265.5	268.1	365.4	917.9
100-199	183.2	217.4	364.0	389.4	1,821.1
200-499	525.1	1,043.3	759.9	713.9	3,264.9
500-749	558.2	785.7	640.3	792.7	3,066.0
750-999	580.2	841.3	436.5	781.0	2,136.7
1,000 or more	816.3	683.2	431.5	1,251.6	2,180.9
All BIA schools	4.9	7.9	5.5	12.0	20.4

See notes at end of table.

Table A-12. Standard errors for 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 ¹	Instructional coordinators and supervisors, such as curriculum specialists ¹	Library media specialists/librarians ¹	School counselors, excluding psychologists and social workers ¹	Student support services professional staff ¹⁻²
All private schools	515.2	455.1	436.7	643.0	1,860.5
School classification					
Catholic	201.4	231.4	191.0	253.1	456.7
Other religious	372.4	311.5	267.7	234.1	491.8
Nonsectarian	256.4	318.7	302.9	565.7	1,785.8
Community type					
Central city	333.4	306.7	309.9	592.8	1,072.7
Urban fringe/large town	349.3	314.9	280.6	349.9	1,996.0
Rural/small town	160.1	174.7	215.8	265.5	496.6
School level					
Elementary	252.9	248.4	243.2	266.6	1,124.4
Secondary	217.0	229.6	185.4	358.3	1,513.3
Combined	389.8	326.3	341.7	569.9	994.8
Student enrollment					
Less than 100	261.8	241.7	188.3	539.9	1,767.4
100-199	248.9	167.8	229.4	288.6	750.0
200-499	270.6	234.0	273.0	258.9	732.0
500-749	188.8	139.2	130.8	211.7	338.5
750 or more	173.7	246.7	228.2	266.2	471.8

¹ Includes full- and part-time head counts.

² 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 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

School type and selected school characteristic	Instructional aides ^{1,2}	Noninstructional aides ^{1,3}	Secretaries and other clerical support staff ¹	Food service personnel ¹	Custodial maintenance and security personnel ¹
All schools	8,838.4	3,508.4	3,248.3	4,543.6	4,448.6
All public schools	8,717.4	3,273.8	2,997.0	4,562.4	4,317.3
School classification					
Traditional public	8,469.2	3,322.3	3,009.1	4,561.3	4,334.2
Charter school	1,377.1	309.8	260.6	258.3	317.0
Community type					
Central city	4,903.0	2,102.3	2,193.8	2,566.7	2,674.4
Urban fringe/large town	7,300.6	3,027.3	2,032.0	3,735.8	3,423.1
Rural/small town	4,052.4	1,679.1	1,058.6	2,274.0	1,562.4
School level					
Elementary	8,196.7	3,237.8	2,077.7	3,347.9	2,682.9
Secondary	3,788.0	1,158.6	2,616.1	2,511.4	3,448.7
Combined	2,302.7	1,395.1	1,068.7	1,096.3	1,516.2
Student enrollment					
Less than 100	1,210.2	384.6	585.0	582.3	964.3
100-199	2,619.7	867.9	1,181.4	1,301.9	1,443.6
200-499	6,137.8	2,854.9	1,426.7	2,786.1	2,280.9
500-749	7,019.1	2,726.3	1,701.6	3,557.2	2,701.6
750-999	5,426.2	1,999.8	1,633.0	2,591.9	2,216.4
1,000 or more	4,291.6	1,818.3	2,979.0	3,325.2	3,747.5
All BIA schools	64.9	9.2	19.8	22.3	46.6

See notes at end of table.

Table 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—Continued

School type and selected school characteristic	Instructional aides ^{1,2}	Noninstructional aides ^{1,3}	Secretaries and other clerical support staff ¹	Food service personnel ¹	Custodial maintenance and security personnel ¹
All private schools	1,930.1	1,220.7	1,430.7	1,426.3	1,429.9
School classification					
Catholic	821.0	520.6	455.7	518.5	396.8
Other religious	936.2	719.8	795.2	694.1	623.8
Nonsectarian	1,509.6	722.6	1,033.2	1,156.3	1,134.8
Community type					
Central city	1,454.0	604.1	1,169.1	751.3	1,075.9
Urban fringe/large town	1,659.1	988.7	938.7	1,167.8	975.1
Rural/small town	633.4	190.7	510.1	803.7	625.8
School level					
Elementary	1,326.4	698.7	592.1	601.1	599.3
Secondary	512.5	249.7	772.8	1,091.7	846.8
Combined	1,516.7	1,011.1	1,138.4	857.7	1,158.1
Student enrollment					
Less than 100	1,383.5	868.1	414.9	559.5	527.7
100-199	1,282.2	403.9	611.9	463.8	596.3
200-499	1,085.4	494.4	890.0	770.0	958.6
500-749	678.7	294.1	579.9	458.9	504.6
750 or more	544.5	257.8	742.0	1,068.4	898.4

¹ Includes full- and part-time head counts.

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

³ 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 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

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	768.5	0.66	0.41	0.56	0.62	0.19	0.46	0.43	0.49	0.28
All public schools	713.2	0.78	0.44	0.69	0.79	0.25	0.55	0.50	0.51	0.23
School classification										
Traditional public	706.4	0.79	0.44	0.69	0.79	0.25	0.56	0.51	0.52	0.22
Charter school	95.3	4.04	3.81	3.71	4.59	2.04	2.74	2.63	2.97	3.39
Community type										
Central city	463.9	1.45	0.95	1.68	1.68	0.49	1.39	1.01	1.12	0.44
Urban fringe/large town	620.8	1.20	0.69	0.84	1.29	0.36	0.74	0.65	0.78	0.26
Rural/small town	387.4	1.11	0.92	1.03	1.13	0.51	0.86	0.72	0.70	0.50
School level										
Elementary	659.0	0.94	0.60	0.80	0.98	0.29	0.67	0.49	0.69	0.26
Secondary	318.0	1.29	0.76	1.06	1.15	0.68	1.09	1.13	0.86	0.41
Combined	219.9	2.41	1.60	2.16	2.51	1.46	2.00	2.15	1.58	1.32
Student enrollment										
Less than 100	221.0	3.21	4.00	3.48	3.58	1.73	1.64	1.97	1.76	1.93
100-199	285.5	2.63	2.67	2.32	2.93	1.52	1.77	1.79	2.03	1.40
200-499	626.3	1.02	0.91	1.03	1.26	0.46	0.82	0.68	0.76	0.38
500-749	505.5	1.41	0.81	1.28	1.49	0.33	1.01	0.70	0.95	0.32
750-999	374.3	1.99	1.28	1.97	2.54	1.15	1.87	1.87	1.93	0.38
1,000 or more	298.8	1.13	0.88	1.83	1.94	0.79	1.50	1.68	1.36	0.65
All BIA schools	4.4	1.21	1.13	1.74	1.64	0.76	1.19	1.47	1.51	0.88

See notes at end of table.

Table 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—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
All private schools	322.8	1.10	0.90	0.96	0.87	0.39	0.74	0.81	1.06	1.07
School classification										
Catholic	119.0	1.47	1.20	1.39	1.24	0.51	0.80	1.02	1.31	0.93
Other religious	260.9	1.71	1.20	1.71	1.33	0.77	1.48	1.29	1.86	1.93
Nonsectarian	183.4	2.36	2.07	2.48	2.02	0.78	1.66	1.82	1.93	1.97
Community type										
Central city	258.2	1.82	1.46	1.79	1.52	0.60	1.22	1.41	1.65	1.57
Urban fringe/large town	309.8	1.65	1.32	1.30	1.15	0.62	1.18	1.15	1.47	1.34
Rural/small town	201.4	3.22	2.99	3.66	2.94	1.00	2.41	2.99	3.00	3.48
School level										
Elementary	270.9	1.25	1.16	1.23	1.03	0.35	0.89	0.83	1.19	0.98
Secondary	204.9	3.50	2.39	3.24	2.41	1.70	2.65	2.65	3.03	2.66
Combined	207.3	2.19	1.67	2.21	1.93	0.96	1.71	2.05	2.29	2.53
Student enrollment										
Less than 100	306.8	1.97	2.06	2.19	1.68	0.83	1.39	1.69	2.25	2.26
100-199	238.3	2.06	1.26	1.93	1.41	0.52	1.99	1.93	1.98	1.92
200-499	204.8	1.53	1.22	1.59	1.29	0.67	1.18	1.31	1.39	1.37
500-749	88.1	2.48	1.91	3.58	3.05	0.97	2.88	2.51	1.95	1.98
750 or more	65.3	2.57	1.56	3.01	4.03	1.38	3.01	3.21	2.37	2.54

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 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

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) ¹	Foreign languages	Music or art	Vocational or technical education
All schools	0.58	0.93	0.83	0.97	0.86	0.93	0.89	0.91	1.32	0.97	1.03	0.98
All public schools	0.71	0.98	0.96	1.20	0.94	1.12	1.11	0.98	1.43	1.17	1.16	1.12
School classification												
Traditional public	0.71	0.99	0.98	1.18	0.97	1.12	1.12	0.97	1.44	1.16	1.17	1.10
Charter school	3.35	5.35	5.10	5.68	6.68	5.41	5.40	5.62	8.08	8.20	5.45	8.01
Community type												
Central city	1.58	1.90	2.33	2.50	2.13	2.46	2.40	2.29	2.53	2.69	2.40	2.37
Urban fringe/large town	1.10	1.43	1.59	1.74	1.59	1.68	1.78	1.71	1.78	1.66	1.71	1.71
Rural/small town	1.47	1.82	1.67	2.04	1.54	1.74	1.69	1.60	2.22	1.70	1.83	1.87
School level												
Elementary	0.72	1.26	1.49	1.75	1.46	1.83	1.58	1.40	1.92	1.73	1.52	1.37
Secondary	3.25	1.42	1.24	1.46	1.53	1.12	1.60	1.54	1.73	1.40	1.53	1.64
Combined	3.24	3.24	3.18	3.54	3.35	3.19	3.24	3.11	3.62	3.78	3.64	4.07
Student enrollment												
Less than 100	5.46	5.12	5.26	6.10	4.91	5.02	5.27	5.90	4.39	6.81	4.61	8.29
100-199	3.67	4.59	4.61	4.92	5.19	4.61	3.88	3.25	4.35	4.33	4.44	4.94
200-499	1.02	1.75	1.87	2.29	2.03	2.23	1.83	1.58	2.58	2.24	2.04	1.92
500-749	1.32	1.89	2.27	2.27	2.05	2.11	2.42	2.06	2.44	2.46	1.96	2.38
750-999	1.98	2.71	3.18	3.34	2.90	3.56	3.59	3.29	3.87	4.23	3.07	3.12
1,000 or more	4.03	1.46	1.70	1.73	2.28	1.44	2.03	2.20	2.35	2.08	2.27	2.51
All BIA schools	1.93	1.96	2.39	2.27	2.36	2.07	2.41	2.24	2.08	2.05	2.40	2.95

See notes at end of table.

Table 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—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) ¹	Foreign languages	Music or art	Vocational or technical education
All private schools	1.09	2.68	1.48	1.51	1.89	1.57	1.46	1.72	1.83	1.66	1.80	2.31
School classification												
Catholic	1.38	4.24	2.44	2.69	2.51	2.53	2.67	2.59	2.78	3.15	2.51	2.47
Other religious	1.78	3.54	2.56	2.13	3.13	2.73	2.67	2.91	3.05	2.55	2.54	3.74
Nonsectarian	2.83	4.97	4.34	4.46	4.40	3.94	4.58	3.96	4.44	3.77	4.06	5.96
Community type												
Central city	1.65	4.65	2.75	2.72	2.87	2.77	2.90	3.01	3.15	2.90	3.18	3.63
Urban fringe/large town	1.74	3.66	1.88	1.98	2.57	2.32	2.16	2.36	2.29	2.33	2.55	3.44
Rural/small town	3.09	8.02	5.14	4.75	5.39	5.99	5.31	5.73	7.22	5.13	6.01	7.49
School level												
Elementary	1.17	3.83	2.05	2.05	2.41	2.23	2.14	2.35	2.67	2.28	2.39	1.85
Secondary	14.41	9.35	4.29	4.53	3.83	4.03	4.91	4.35	4.87	5.43	4.79	6.33
Combined	2.24	4.15	2.92	2.57	3.31	2.82	2.78	3.13	3.33	2.64	2.91	4.15
Student enrollment												
Less than 100	2.39	4.75	3.74	3.07	4.05	3.44	4.10	4.25	5.06	3.84	3.40	5.25
100-199	1.70	5.81	2.95	3.33	3.70	3.41	3.70	3.69	3.85	3.59	3.22	5.11
200-499	1.49	4.17	2.71	2.63	2.70	2.60	2.63	2.44	2.43	3.06	2.31	2.88
500-749	3.71	8.17	5.33	5.83	5.24	4.91	5.30	5.16	8.13	4.85	4.26	5.62
750 or more	4.28	9.84	4.30	4.85	5.73	4.59	4.75	5.83	6.13	4.51	4.96	5.40

¹ 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 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

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) ¹	Foreign languages	Music or art	Vocational or technical education
All schools	0.38	1.16	0.66	0.46	1.47	0.99	1.04	1.46	1.93	1.37	1.06	2.03
All public schools	0.48	1.21	0.81	0.54	1.73	1.20	1.18	1.56	2.00	1.83	1.24	2.01
School classification												
Traditional public	0.47	1.23	0.83	0.53	1.77	1.18	1.25	1.58	2.00	1.87	1.26	2.01
Charter school	4.70	6.09	1.40	6.85	7.91	7.84	8.55	6.53	12.13	6.00	7.56	19.10
Community type												
Central city	1.21	2.26	1.77	1.25	2.93	2.36	2.62	2.85	3.38	3.88	2.40	3.49
Urban fringe/large town	0.66	1.58	1.19	0.66	1.94	1.40	1.68	2.12	3.61	2.03	1.74	2.84
Rural/small town	1.09	2.31	1.70	1.28	3.57	2.01	2.44	3.25	4.88	3.84	2.47	3.36
School level												
Elementary	0.51	1.61	1.44	0.90	2.08	2.17	2.18	3.06	2.61	3.75	1.62	4.84
Secondary	2.64	1.42	1.04	0.65	2.22	1.59	1.38	1.76	2.89	1.78	1.93	2.13
Combined	0.81	3.37	2.97	3.51	7.59	3.81	3.57	4.42	7.58	5.94	4.34	6.30
Student enrollment												
Less than 100	3.59	6.72	6.05	5.57	15.24	7.79	6.32	9.12	27.93	20.48	9.80	12.14
100-199	1.44	4.61	5.67	3.59	7.33	7.39	6.92	9.69	12.02	11.06	3.91	8.31
200-499	0.72	2.21	2.22	1.20	2.60	2.84	2.44	3.61	4.62	5.08	2.39	3.44
500-749	0.90	2.18	1.11	0.92	2.66	2.89	3.03	3.87	3.65	3.81	2.19	5.06
750-999	1.05	2.91	0.48	1.52	3.58	2.82	3.51	3.97	5.23	3.94	3.73	5.39
1,000 or more	0.97	2.08	1.25	0.74	3.10	2.02	1.80	2.10	3.01	1.82	2.26	2.62
All BIA schools	1.70	2.19	2.88	2.18	3.73	3.76	5.12	3.98	2.60	6.43	3.65	6.50

See notes at end of table.

Table 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—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) ¹	Foreign languages	Music or art	Vocational or technical education
All private schools	0.70	4.31	1.14	0.90	2.49	1.92	2.05	2.56	6.41	1.88	1.68	7.64
School classification												
Catholic	1.30	6.41	1.91	0.33	4.54	3.54	3.94	4.46	†	3.70	2.95	27.16
Other religious	1.04	5.03	2.00	1.84	4.42	2.75	3.33	3.74	10.59	2.92	2.86	6.58
Nonsectarian	1.69	6.47	1.79	1.30	4.65	3.91	3.51	4.94	14.14	4.04	2.85	14.61
Community type												
Central city	0.82	7.24	1.45	1.24	4.51	3.36	3.50	4.19	12.58	3.38	2.26	9.50
Urban fringe/large town	1.05	5.10	1.78	1.01	3.46	2.77	3.00	3.53	10.92	2.53	2.72	13.49
Rural/small town	2.87	17.84	3.43	3.54	9.68	4.87	5.65	6.97	14.70	7.97	5.93	15.74
School level												
Elementary	0.81	7.47	2.13	0.67	3.74	3.09	3.25	4.10	13.58	3.45	1.92	9.81
Secondary	†	10.96	2.43	2.59	5.38	4.51	4.74	5.73	†	5.38	5.20	20.87
Combined	1.30	4.71	1.42	1.52	4.36	3.21	3.20	3.94	8.67	2.80	3.80	8.96
Student enrollment												
Less than 100	1.55	7.22	3.04	2.76	5.28	4.51	4.78	5.56	17.31	4.14	3.37	12.78
100-199	1.23	7.69	1.98	1.28	5.00	3.92	4.34	4.90	5.34	4.71	3.57	12.26
200-499	0.99	5.16	1.63	1.48	5.18	3.44	3.25	4.05	5.64	3.27	2.90	15.27
500-749	1.90	12.30	2.48	2.20	4.25	4.03	5.43	6.80	†	3.98	4.90	37.54
750 or more	2.20	8.54	1.55	†	6.07	4.69	4.58	7.01	†	4.57	4.24	27.99

† Not applicable.

¹ 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 A-17. Standard errors for 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	0.32	0.46	5.85	0.50	0.59
All public schools	0.41	0.59	6.68	0.58	0.71
School classification					
Traditional public	0.42	0.60	6.77	0.59	0.73
Charter school	1.92	3.19	18.00	3.88	3.35
Community type					
Central city	0.69	1.25	14.67	1.34	1.39
Urban fringe/large town	0.65	1.10	9.44	0.90	1.08
Rural/small town	0.56	1.06	6.64	1.06	1.13
School level					
Elementary	0.52	0.78	6.58	0.74	0.81
Secondary	0.72	0.94	20.64	0.77	1.36
Combined	0.92	2.13	16.77	2.17	1.89
Student enrollment					
Less than 100	0.86	3.67	6.01	2.30	3.35
100-199	0.76	2.35	10.40	2.74	2.13
200-499	0.55	0.89	7.50	0.93	1.18
500-749	0.80	1.43	11.25	1.39	1.46
750-999	1.60	2.41	21.33	1.91	2.05
1,000 or more	1.77	1.98	19.73	1.59	1.85
All BIA schools	0.28	1.53	3.77	1.36	1.35

See notes at end of table.

Table A-17. Standard errors for 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
All private schools	0.36	0.82	8.86	0.83	0.78
School classification					
Catholic	0.38	1.11	22.31	1.20	1.55
Other religious	0.52	1.12	12.53	1.31	1.27
Nonsectarian	1.04	1.96	10.27	1.51	1.47
Community type					
Central city	0.77	1.35	16.94	1.37	1.49
Urban fringe/large town	0.30	1.25	5.84	1.09	1.16
Rural/small town	0.90	1.99	45.87	2.57	2.17
School level					
Elementary	0.45	1.07	13.38	1.08	0.77
Secondary	0.60	2.03	10.55	2.48	3.29
Combined	0.66	1.44	11.81	1.51	1.54
Student enrollment					
Less than 100	0.58	1.36	21.87	1.48	1.14
100-199	0.47	1.79	23.54	1.72	1.59
200-499	0.51	1.51	7.09	1.17	1.66
500-749	1.60	3.64	26.22	3.30	4.25
750 or more	2.53	3.42	33.85	2.43	4.65

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 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

School type and selected school characteristic	Race/ethnicity							Minority ²
	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 ¹	
All schools	0.54	0.35	0.06	0.07	0.02	0.34	0.07	0.54
All public schools	0.53	0.34	0.04	0.08	0.03	0.34	0.07	0.53
School classification								
Traditional public	0.53	0.34	0.04	0.08	0.03	0.34	0.07	0.53
Charter school	2.72	2.20	0.20	0.53	0.19	1.40	0.42	2.72
Community type								
Central city	1.12	0.90	0.07	0.21	0.04	0.82	0.19	1.12
Urban fringe/large town	0.53	0.30	0.05	0.08	0.04	0.40	0.07	0.53
Rural/small town	0.67	0.36	0.09	0.13	0.03	0.74	0.05	0.67
School level								
Elementary	0.59	0.44	0.05	0.10	0.03	0.43	0.10	0.59
Secondary	0.93	0.41	0.05	0.13	0.04	0.57	0.07	0.93
Combined	0.79	0.63	0.25	0.20	0.07	0.49	0.16	0.79
Student enrollment								
Less than 100	3.26	1.70	0.46	0.19	0.34	2.82	0.39	3.26
100-199	1.39	1.24	0.17	0.09	†	0.87	1.02	1.39
200-499	0.77	0.57	0.10	0.14	0.05	0.41	0.11	0.77
500-749	1.03	0.68	0.08	0.15	0.04	0.87	0.13	1.03
750-999	1.72	1.13	0.07	0.29	0.07	1.17	0.24	1.72
1,000 or more	1.05	0.66	0.07	0.18	0.04	0.72	0.10	1.05
All BIA schools	2.01	0.28	1.90	0.80	0.43	0.90	0.85	2.01

See notes at end of table.

Table 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—Continued

School type and selected school characteristic	Race/ethnicity							Minority ²
	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 ¹	
All private schools	0.99	0.65	0.38	0.20	0.07	0.71	0.28	0.99
School classification								
Catholic	0.97	0.66	0.16	0.33	0.12	0.70	0.32	0.97
Other religious	2.33	1.18	0.72	0.34	0.04	1.19	0.18	2.33
Nonsectarian	1.29	0.72	0.49	0.55	0.21	0.89	0.94	1.29
Community type								
Central city	1.18	0.98	0.29	0.35	0.21	0.75	0.70	1.18
Urban fringe/large town	1.00	0.58	0.15	0.35	0.04	0.73	0.24	1.00
Rural/small town	2.32	1.44	2.09	0.28	0.14	1.11	0.23	2.32
School level								
Elementary	1.79	1.39	0.13	0.29	0.07	0.69	0.65	1.79
Secondary	1.21	0.72	0.39	0.72	0.14	1.25	0.18	1.21
Combined	1.24	0.66	1.04	0.38	0.18	0.93	0.25	1.24
Student enrollment								
Less than 100	5.24	2.94	1.34	1.24	0.19	2.19	0.93	5.24
100-199	1.27	0.92	0.40	0.43	0.22	0.65	0.22	1.27
200-499	0.95	0.56	0.17	0.30	0.06	0.55	0.33	0.95
500-749	1.66	0.75	0.35	0.73	0.22	1.16	0.55	1.66
750 or more	1.62	0.50	0.22	0.99	0.47	1.57	0.19	1.62

† Not applicable.

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

² 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 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

School type and selected school characteristic	Average age of teachers	Sex	
		Male	Female
All schools	0.25	0.39	0.39
All public schools	0.24	0.32	0.32
School classification			
Traditional public	0.24	0.33	0.33
Charter school	0.52	2.12	2.12
Community type			
Central city	0.26	0.67	0.67
Urban fringe/large town	0.25	0.50	0.50
Rural/small town	0.35	0.67	0.67
School level			
Elementary	0.33	0.44	0.44
Secondary	0.14	0.50	0.50
Combined	0.29	1.09	1.09
Student enrollment			
Less than 100	0.57	2.53	2.53
100-199	0.46	1.38	1.38
200-499	0.39	0.59	0.59
500-749	0.34	0.66	0.66
750-999	0.32	1.09	1.09
1,000 or more	0.22	0.86	0.86
All BIA schools	0.58	2.19	2.19

See notes at end of table.

Table 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—Continued

School type and selected school characteristic	Average age of teachers	Sex	
		Male	Female
All private schools	0.47	1.93	1.93
School classification			
Catholic	0.58	1.09	1.09
Other religious	1.60	3.53	3.53
Nonsectarian	0.49	2.79	2.79
Community type			
Central city	0.62	1.32	1.32
Urban fringe/large town	0.56	2.34	2.34
Rural/small town	2.73	7.37	7.37
School level			
Elementary	0.44	1.58	1.58
Secondary	0.59	2.04	2.04
Combined	1.36	3.28	3.28
Student enrollment			
Less than 100	2.93	7.15	7.15
100-199	0.51	1.48	1.48
200-499	0.44	1.31	1.31
500-749	0.62	2.17	2.17
750 or more	0.84	2.91	2.91

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 A-20. Standard errors for 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	0.55	0.74	0.41	0.18
All public schools	0.08	0.56	0.56	0.20
School classification				
Traditional public	0.08	0.56	0.56	0.20
Charter school	0.87	2.16	1.90	0.89
Community type				
Central city	0.17	1.06	0.98	0.47
Urban fringe/large town	0.10	0.68	0.67	0.24
Rural/small town	0.13	0.84	0.85	0.27
School level				
Elementary	0.06	0.75	0.71	0.29
Secondary	0.20	0.57	0.64	0.26
Combined	0.23	1.82	1.77	0.53
Student enrollment				
Less than 100	0.39	2.61	2.61	0.99
100-199	0.24	1.54	1.41	0.67
200-499	0.16	0.95	0.98	0.30
500-749	0.16	1.04	1.01	0.44
750-999	0.17	1.55	1.27	0.66
1,000 or more	0.16	0.97	1.00	0.40
All BIA schools	0.72	2.08	1.82	0.94

See notes at end of table.

**Table A-20. Standard errors for 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
All private schools	4.41	2.90	1.35	0.65
School classification				
Catholic	0.40	1.65	1.48	0.51
Other religious	11.45	8.51	2.79	0.78
Nonsectarian	0.77	1.86	2.01	1.51
Community type				
Central city	1.00	1.32	1.52	0.83
Urban fringe/large town	0.95	1.15	1.15	0.62
Rural/small town	27.43	19.33	7.47	1.05
School level				
Elementary	1.00	1.21	1.33	0.68
Secondary	1.31	2.71	2.98	1.05
Combined	11.83	8.53	3.05	1.03
Student enrollment				
Less than 100	13.66	10.90	3.04	1.51
100-199	0.91	1.67	1.36	0.78
200-499	0.95	1.42	1.41	0.73
500-749	1.36	2.51	2.64	1.22
750 or more	1.80	2.70	2.89	1.32

¹ 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 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

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	1.01	1.01	0.99	0.99
All public schools	1.50	1.50	1.51	1.51
School classification				
Traditional public	1.51	1.51	1.52	1.52
Charter school	2.31	2.31	2.16	2.16
Community type				
Central city	1.52	1.52	1.54	1.54
Urban fringe/large town	1.40	1.40	1.48	1.48
Rural/small town	1.99	1.99	2.10	2.10
School level				
Elementary	1.97	1.97	2.08	2.08
Secondary	0.66	0.66	0.66	0.66
Combined	1.54	1.54	1.72	1.72
Student enrollment				
Less than 100	2.32	2.32	2.94	2.94
100-199	2.59	2.59	2.55	2.55
200-499	2.34	2.34	2.22	2.22
500-749	1.84	1.84	2.11	2.11
750-999	1.35	1.35	1.51	1.51
1,000 or more	0.63	0.63	0.96	0.96
All BIA schools	2.77	2.77	2.47	2.47

See notes at end of table.

Table 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—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
All private schools	2.88	2.88	3.18	3.18
School classification				
Catholic	2.18	2.18	2.14	2.14
Other religious	6.18	6.18	5.27	5.27
Nonsectarian	2.46	2.46	3.06	3.06
Community type				
Central city	2.16	2.16	2.33	2.33
Urban fringe/large town	1.51	1.51	2.13	2.13
Rural/small town	13.04	13.04	10.99	10.99
School level				
Elementary	1.79	1.79	2.41	2.41
Secondary	2.99	2.99	3.45	3.45
Combined	5.97	5.97	5.51	5.51
Student enrollment				
Less than 100	6.20	6.20	6.22	6.22
100-199	1.86	1.86	2.01	2.01
200-499	1.76	1.76	1.86	1.86
500-749	2.87	2.87	2.46	2.46
750 or more	3.47	3.47	3.30	3.30

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 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

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	0.44	0.39	0.43	0.44	0.35	0.53
All public schools	0.43	0.38	0.44	0.40	0.35	0.53
School classification						
Traditional public	0.43	0.38	0.44	0.40	0.36	0.53
Charter school	2.47	2.34	2.28	2.34	1.24	2.27
Community type						
Central city	0.92	0.80	0.82	0.78	0.77	1.08
Urban fringe/large town	0.58	0.54	0.57	0.53	0.45	0.66
Rural/small town	0.75	0.70	0.76	0.87	0.54	0.75
School level						
Elementary	0.55	0.48	0.57	0.58	0.51	0.75
Secondary	0.54	0.53	0.51	0.46	0.36	0.75
Combined	1.10	0.98	0.93	1.28	0.95	1.53
Student enrollment						
Less than 100	2.28	2.31	2.32	2.08	2.09	3.47
100-199	1.68	1.61	1.58	1.81	1.29	2.07
200-499	0.80	0.75	0.80	0.77	0.47	0.70
500-749	0.83	0.79	0.78	0.86	0.67	1.23
750-999	1.02	1.02	1.01	1.14	1.22	1.54
1,000 or more	0.90	0.80	0.88	0.85	0.64	1.12
All BIA schools	1.82	1.80	1.81	2.03	1.73	2.47

See notes at end of table.

Table 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
—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
All private schools	0.97	1.00	1.35	1.34	1.33	1.21
School classification						
Catholic	1.00	0.95	0.99	1.10	0.98	1.10
Other religious	3.14	2.79	2.92	3.07	2.39	2.41
Nonsectarian	2.84	3.03	6.17	2.53	6.27	2.46
Community type						
Central city	1.64	1.30	1.47	1.30	1.10	1.97
Urban fringe/large town	1.37	1.32	2.66	1.45	2.98	1.70
Rural/small town	8.25	7.23	7.22	6.67	3.64	4.10
School level						
Elementary	1.32	1.36	2.61	1.46	2.55	1.55
Secondary	1.72	1.53	1.64	1.43	1.43	1.98
Combined	3.05	2.48	2.45	2.87	1.77	2.50
Student enrollment						
Less than 100	3.27	3.24	4.70	3.59	4.99	4.69
100-199	1.48	1.30	1.34	1.75	1.36	1.85
200-499	0.98	0.93	0.98	1.06	0.86	1.09
500-749	2.29	2.50	2.37	1.94	1.82	2.03
750 or more	2.55	2.23	2.28	2.27	1.49	2.26

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 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

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	131.6	0.45	58.9	0.28	78.7	0.37	129.6
All public schools	244.8	0.50	62.4	0.31	83.3	0.34	154.0
School classification							
Traditional public	247.1	0.51	63.0	0.31	84.2	0.34	154.2
Charter school	625.3	2.43	247.2	1.66	393.5	1.99	901.0
Community type							
Central city	303.8	1.05	167.0	0.67	86.5	0.61	313.9
Urban fringe/large town	343.5	0.63	81.1	0.41	157.6	0.49	227.9
Rural/small town	283.6	0.99	117.6	0.68	125.0	0.47	214.1
School level							
Elementary	297.0	0.73	104.3	0.47	112.3	0.50	243.0
Secondary	273.2	0.61	60.2	0.38	88.1	0.40	160.8
Combined	648.1	1.70	149.7	0.85	161.9	0.96	406.9
Student enrollment							
Less than 100	645.0	2.86	250.4	2.60	237.2	1.76	882.7
100-199	573.2	2.19	225.3	1.58	280.1	1.36	506.3
200-499	323.0	0.95	117.0	0.65	124.4	0.65	270.2
500-749	414.2	1.10	164.9	0.70	171.8	0.62	351.6
750-999	489.7	1.48	156.1	1.34	182.5	0.88	442.5
1,000 or more	386.4	1.11	95.0	0.62	203.8	0.66	290.0
All BIA schools	367.7	2.40	430.3	1.14	1,643.9	1.44	887.2

See notes at end of table.

Table 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—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
All private schools	1,632.7	2.16	135.0	0.70	234.3	1.35	290.2
School classification							
Catholic	362.1	1.24	136.6	0.63	525.2	0.93	352.7
Other religious	2,894.2	3.92	268.0	1.59	320.6	2.71	694.0
Nonsectarian	2,108.5	2.81	298.0	1.14	418.0	2.07	408.2
Community type							
Central city	733.2	1.65	253.6	0.88	546.8	1.35	488.6
Urban fringe/large town	1,252.9	1.43	145.7	0.78	230.5	1.26	346.0
Rural/small town	4,183.3	7.17	472.5	2.42	1,001.2	6.04	1,039.9
School level							
Elementary	1,399.9	1.55	225.6	0.62	288.3	1.23	380.5
Secondary	560.2	2.86	147.7	1.14	669.7	1.86	738.3
Combined	3,018.7	4.23	290.2	1.52	451.3	2.54	616.6
Student enrollment							
Less than 100	4,168.8	3.38	307.2	1.57	654.3	4.66	773.7
100-199	398.8	1.61	317.3	0.92	340.4	1.51	667.8
200-499	480.8	1.21	175.6	0.94	442.2	1.57	596.8
500-749	847.1	3.63	194.9	1.66	312.1	2.10	590.3
750 or more	970.0	3.29	350.8	1.32	749.9	2.43	714.7

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 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

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	131.6	0.34	56.0	0.21	99.9	0.41	141.0
All public schools	244.8	0.38	49.5	0.19	100.7	0.37	148.9
School classification							
Traditional public	247.1	0.38	49.3	0.19	101.6	0.39	150.7
Charter school	625.3	1.52	268.4	1.03	329.3	1.96	640.5
Community type							
Central city	303.8	0.92	98.4	0.36	238.3	0.49	219.2
Urban fringe/large town	343.5	0.45	56.4	0.27	130.6	0.54	249.1
Rural/small town	283.6	0.68	52.5	0.29	177.7	0.61	258.1
School level							
Elementary	297.0	0.51	46.8	0.28	157.1	0.54	259.8
Secondary	273.2	0.50	65.3	0.28	100.8	0.34	158.3
Combined	648.1	1.31	417.9	0.72	352.2	1.15	260.1
Student enrollment							
Less than 100	645.0	2.76	171.2	1.46	400.1	1.88	613.0
100-199	573.2	1.42	247.6	0.61	358.4	1.62	355.7
200-499	323.0	0.65	79.2	0.33	148.4	0.78	399.3
500-749	414.2	0.78	108.8	0.36	210.0	0.63	182.1
750-999	489.7	1.23	100.2	0.50	205.9	0.82	441.6
1,000 or more	386.4	0.77	118.9	0.41	181.3	0.60	307.4
All BIA schools	367.7	2.18	136.4	1.14	543.0	1.53	594.5

See notes at end of table.

Table 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—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
All private schools	1,632.7	1.13	273.3	0.67	281.4	1.42	355.0
School classification							
Catholic	362.1	0.79	166.0	0.65	382.1	0.95	293.5
Other religious	2,894.2	2.36	330.7	1.57	665.2	3.38	712.5
Nonsectarian	2,108.5	3.85	546.0	1.26	330.8	1.98	334.8
Community type							
Central city	733.2	1.23	168.5	0.83	500.5	1.13	406.9
Urban fringe/large town	1,252.9	2.05	549.4	0.84	312.7	1.26	405.5
Rural/small town	4,183.3	2.61	1,225.0	1.97	417.2	7.15	698.1
School level							
Elementary	1,399.9	1.76	494.5	0.63	455.2	1.17	329.1
Secondary	560.2	2.00	422.7	1.45	723.3	1.71	583.0
Combined	3,018.7	2.27	302.4	1.46	340.2	2.70	613.9
Student enrollment							
Less than 100	4,168.8	5.18	926.6	2.29	668.3	6.96	683.4
100-199	398.8	1.44	408.1	0.78	665.2	1.27	351.2
200-499	480.8	0.73	185.5	0.96	571.5	1.48	480.5
500-749	847.1	1.83	318.9	1.52	763.3	1.92	817.4
750 or more	970.0	1.97	241.7	1.53	451.1	1.92	603.7

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 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

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	0.31	0.17	0.16	0.09	0.10	0.02	0.09	†
All public schools	0.28	0.13	0.18	0.11	0.05	0.02	0.10	†
School classification								
Traditional public	0.29	0.13	0.18	0.11	0.05	0.02	0.10	†
Charter school	1.75	1.40	0.51	0.46	0.46	†	0.56	†
Community type								
Central city	0.47	0.24	0.26	0.25	0.09	0.04	0.17	0.04
Urban fringe/large town	0.36	0.20	0.26	0.10	0.07	0.03	0.15	†
Rural/small town	0.49	0.25	0.28	0.05	0.05	0.08	0.09	†
School level								
Elementary	0.42	0.19	0.26	0.13	0.07	0.03	0.14	†
Secondary	0.22	0.21	0.09	0.10	0.06	0.03	0.09	†
Combined	0.67	0.47	0.33	0.17	0.10	0.08	0.24	†
Student enrollment								
Less than 100	1.83	1.20	1.11	0.31	0.28	0.14	0.36	0.11
100-199	1.02	0.62	0.97	0.24	0.14	0.21	0.35	†
200-499	0.72	0.28	0.43	0.18	0.09	0.05	0.20	†
500-749	0.48	0.26	0.29	0.16	0.04	0.05	0.23	0.04
750-999	0.55	0.37	0.26	0.15	0.20	0.03	0.20	†
1,000 or more	0.32	0.26	0.13	0.12	0.05	†	0.15	†
All BIA schools	1.22	0.44	0.23	0.28	0.36	0.56	0.80	0.22

See notes at end of table.

Table 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
—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)
All private schools	1.35	1.07	0.12	0.10	0.76	0.07	0.22	0.04
School classification								
Catholic	1.18	0.95	0.22	0.30	0.28	0.17	0.32	0.04
Other religious	3.06	2.49	0.15	0.10	0.76	0.15	0.30	0.08
Nonsectarian	2.30	1.53	0.17	0.17	3.00	†	0.43	0.08
Community type								
Central city	1.20	1.04	0.21	0.14	0.46	0.10	0.29	0.07
Urban fringe/large town	2.50	1.71	0.13	0.23	1.59	0.11	0.25	0.06
Rural/small town	8.39	6.28	0.40	0.31	1.35	0.07	0.31	0.06
School level								
Elementary	2.25	1.52	0.19	0.11	1.80	0.07	0.23	0.06
Secondary	1.51	1.15	0.32	0.32	0.77	0.28	0.54	0.10
Combined	3.74	2.70	0.13	0.27	1.12	0.14	0.33	0.07
Student enrollment								
Less than 100	4.39	4.05	0.21	0.27	2.73	0.14	0.39	0.08
100-199	1.70	1.54	0.28	0.47	0.60	0.30	0.53	0.15
200-499	1.62	1.41	0.22	0.17	0.40	0.14	0.31	†
500-749	2.35	2.12	0.20	†	1.14	0.24	0.71	†
750 or more	2.40	2.16	0.25	0.31	1.05	0.10	0.63	0.07

† Not applicable.

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 A-26. Standard errors for 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	0.04	0.05	0.11
All public schools	0.03	0.04	0.09
School classification			
Traditional public	0.03	0.04	0.09
Charter school	0.18	0.28	0.43
Community type			
Central city	0.08	0.11	0.16
Urban fringe/large town	0.05	0.08	0.13
Rural/small town	0.05	0.08	0.13
School level			
Elementary	0.05	0.07	0.13
Secondary	0.05	0.07	0.11
Combined	0.14	0.15	0.27
Student enrollment			
Less than 100	0.16	0.41	0.65
100-199	0.24	0.21	0.32
200-499	0.07	0.10	0.18
500-749	0.08	0.12	0.21
750-999	0.14	0.15	0.26
1,000 or more	0.10	0.10	0.18
All BIA schools	0.10	0.28	0.46

See notes at end of table.

Table A-26. Standard errors for 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
All private schools	0.21	0.23	0.78
School classification			
Catholic	0.11	0.22	0.26
Other religious	0.23	0.68	1.40
Nonsectarian	0.67	0.38	1.33
Community type			
Central city	0.30	0.23	0.53
Urban fringe/large town	0.31	0.25	0.74
Rural/small town	0.58	0.96	2.72
School level			
Elementary	0.31	0.23	0.81
Secondary	0.49	0.45	0.54
Combined	0.25	0.54	1.40
Student enrollment			
Less than 100	0.68	0.73	2.08
100-199	0.27	0.28	0.42
200-499	0.19	0.25	0.35
500-749	0.23	0.40	0.70
750 or more	0.23	0.36	0.50

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 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

School type and selected school characteristic	Race/ethnicity							Minority ²
	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 ¹	
All schools	0.46	0.38	0.10	0.09	0.02	0.32	0.07	0.46
All public schools	0.52	0.43	0.09	0.10	0.02	0.40	0.09	0.52
School classification								
Traditional public	0.54	0.43	0.09	0.10	0.02	0.41	0.09	0.54
Charter school	3.07	2.74	0.93	0.44	0.39	1.54	0.45	3.07
Community type								
Central city	1.22	1.23	0.09	0.35	0.05	1.18	0.11	1.22
Urban fringe/large town	0.72	0.50	0.13	0.13	0.03	0.42	0.18	0.72
Rural/small town	0.88	0.54	0.26	0.04	0.04	0.77	0.09	0.88
School level								
Elementary	0.67	0.55	0.11	0.14	0.02	0.50	0.12	0.67
Secondary	0.99	0.55	0.10	0.14	0.04	0.93	0.15	0.99
Combined	1.08	0.92	0.58	0.08	0.18	0.55	0.18	1.08
Student enrollment								
Less than 100	3.27	1.44	0.34	0.06	†	2.96	0.26	3.27
100-199	1.56	1.65	0.40	0.09	0.08	1.09	0.28	1.56
200-499	0.97	0.86	0.16	0.19	0.03	0.47	0.16	0.97
500-749	1.28	1.15	0.14	0.24	0.03	0.81	0.15	1.28
750-999	2.17	1.61	0.30	0.22	0.04	1.52	0.16	2.17
1,000 or more	1.57	1.22	0.13	0.33	0.14	1.04	0.40	1.57
All BIA schools	1.59	0.47	1.74	†	0.45	0.64	0.22	1.59

See notes at end of table.

Table 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—Continued

School type and selected school characteristic	Race/ethnicity							Minority ²
	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 ¹	
All private schools	0.88	0.57	0.27	0.29	0.06	0.41	0.10	0.88
School classification								
Catholic	1.05	0.60	†	0.32	†	0.69	0.07	1.05
Other religious	1.12	0.90	0.54	0.28	†	0.40	0.19	1.12
Nonsectarian	2.18	1.53	0.27	0.91	0.24	1.17	0.08	2.18
Community type								
Central city	1.53	1.22	0.16	0.63	0.13	0.82	0.16	1.53
Urban fringe/large town	1.13	0.65	0.33	0.33	0.09	0.66	0.15	1.13
Rural/small town	1.84	1.01	1.41	†	†	0.25	0.20	1.84
School level								
Elementary	1.21	0.86	0.31	0.43	0.10	0.55	0.09	1.21
Secondary	1.98	1.92	0.10	0.39	†	0.72	†	1.98
Combined	1.28	0.72	0.68	0.26	†	0.79	0.27	1.28
Student enrollment								
Less than 100	1.60	1.15	0.50	0.58	0.10	0.81	0.18	1.60
100-199	1.51	0.98	0.47	0.50	†	0.84	†	1.51
200-499	1.13	0.65	0.14	0.28	0.19	0.73	0.17	1.13
500-749	1.75	1.02	†	†	†	1.18	0.44	1.75
750 or more	1.21	†	0.36	0.21	†	0.94	0.81	1.21

† Not applicable.

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

² 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 A-28. Standard errors for 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	0.25	0.33	0.56	0.53	0.39
All public schools	0.08	0.24	0.71	0.69	0.43
School classification					
Traditional public	0.08	0.19	0.72	0.70	0.43
Charter school	0.86	3.68	3.71	2.63	2.50
Community type					
Central city	0.07	0.38	1.77	1.33	1.14
Urban fringe/large town	†	0.26	1.00	1.02	0.64
Rural/small town	0.29	0.55	1.38	1.25	0.51
School level					
Elementary	0.12	0.20	0.98	0.99	0.57
Secondary	†	0.70	1.30	1.21	0.56
Combined	0.18	1.03	2.07	1.96	0.86
Student enrollment					
Less than 100	1.05	2.02	3.84	3.22	2.01
100-199	†	1.32	2.55	2.73	1.53
200-499	0.03	0.12	1.15	1.04	0.62
500-749	†	0.32	1.57	1.41	0.99
750-999	0.07	0.06	2.11	1.84	1.49
1,000 or more	†	0.43	1.90	1.50	1.23
All BIA schools	†	0.99	1.54	1.21	0.60

See notes at end of table.

Table A-28. Standard errors for 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
All private schools	0.98	1.08	1.20	0.61	0.63
School classification					
Catholic	0.11	1.16	1.69	1.23	0.74
Other religious	1.68	1.71	1.91	0.86	0.83
Nonsectarian	1.77	2.37	2.99	1.49	1.75
Community type					
Central city	1.03	1.48	1.86	1.26	1.12
Urban fringe/large town	1.40	1.62	1.66	0.91	0.80
Rural/small town	3.75	3.02	3.47	1.22	1.66
School level					
Elementary	1.19	1.41	1.57	0.81	0.66
Secondary	1.75	3.08	4.33	2.76	2.56
Combined	1.98	1.73	2.35	0.93	1.10
Student enrollment					
Less than 100	1.99	2.05	2.15	0.81	0.94
100-199	0.73	1.91	2.20	1.71	1.20
200-499	0.43	1.45	1.76	1.16	1.19
500-749	†	2.60	3.46	3.02	2.84
750 or more	1.20	1.95	4.75	3.50	3.42

† Not applicable.

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 A-29. Standard errors for 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	0.60	0.63	0.57	0.40	0.17	0.64	0.81	0.10	0.07
All public schools	0.70	0.71	0.61	0.51	0.18	0.70	0.98	0.10	0.07
School classification									
Traditional public	0.71	0.73	0.63	0.52	0.18	0.72	0.98	0.11	0.08
Charter school	4.40	3.77	4.34	1.54	1.51	3.73	4.85	0.62	0.21
Community type									
Central city	1.36	1.48	1.43	1.12	0.44	1.11	1.60	0.17	0.12
Urban fringe/large town	1.10	1.04	1.02	0.60	0.27	1.18	1.36	0.16	0.12
Rural/small town	1.32	0.92	1.23	0.83	0.28	1.37	1.38	0.19	0.14
School level									
Elementary	0.88	0.89	0.84	0.63	0.23	0.88	1.23	0.13	0.09
Secondary	0.96	1.26	1.12	0.77	0.22	1.68	1.58	0.19	0.15
Combined	2.36	1.79	2.45	1.30	0.73	2.26	2.38	0.36	0.23
Student enrollment									
Less than 100	3.37	2.88	4.37	2.07	0.44	3.84	4.52	0.55	0.35
100-199	2.68	1.93	3.07	1.22	0.93	3.19	3.00	0.45	0.26
200-499	1.32	1.22	1.29	0.77	0.30	1.15	1.42	0.19	0.14
500-749	1.70	1.28	1.35	0.94	0.44	1.49	1.86	0.18	0.14
750-999	2.45	2.21	1.26	1.16	0.47	2.04	2.42	0.26	0.15
1,000 or more	1.75	1.78	0.96	1.21	0.40	1.80	1.64	0.21	0.14
All BIA schools	1.43	1.41	1.44	0.66	0.62	1.62	1.72	0.19	0.09

See notes at end of table.

Table A-29. Standard errors for 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		
All private schools	1.24	1.23	1.27	0.73	0.42	1.06	1.40	0.24	0.19
School classification									
Catholic	1.83	1.81	1.70	0.74	0.52	1.43	1.84	0.33	0.24
Other religious	2.21	1.72	1.84	1.04	0.72	1.76	2.04	0.32	0.26
Nonsectarian	2.47	2.49	2.74	1.88	0.88	2.03	2.97	0.53	0.46
Community type									
Central city	1.86	1.79	1.87	1.18	0.48	1.67	2.00	0.39	0.30
Urban fringe/large town	1.77	1.68	1.50	1.05	0.67	1.34	1.70	0.28	0.26
Rural/small town	3.08	2.48	2.81	2.24	1.35	2.96	3.40	0.62	0.47
School level									
Elementary	1.42	1.52	1.29	0.88	0.44	1.01	1.64	0.30	0.22
Secondary	3.39	3.16	3.68	2.92	0.86	3.63	3.89	0.77	0.38
Combined	2.09	2.00	2.37	1.51	0.98	1.88	2.25	0.39	0.35
Student enrollment									
Less than 100	1.93	2.00	1.86	1.34	0.84	1.75	1.91	0.36	0.31
100-199	2.40	2.11	2.10	1.51	0.57	1.85	2.53	0.43	0.28
200-499	1.96	1.81	2.05	1.19	0.48	1.96	2.08	0.37	0.32
500-749	4.11	4.45	3.51	3.03	2.15	3.60	4.23	0.67	0.53
750 or more	4.48	4.21	4.29	3.59	1.32	3.95	3.43	0.79	0.59

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 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

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	237.7	559.0	391.7	488.1
All public schools	185.5	481.9	330.8	413.5
School classification				
Traditional public	191.1	484.5	338.3	418.9
Charter school	1,494.1	2,258.6	2,363.3	3,368.3
Community type				
Central city	406.9	1,021.1	613.1	982.7
Urban fringe/large town	325.1	820.0	557.3	565.9
Rural/small town	345.0	758.8	394.5	787.1
School level				
Elementary	224.6	633.4	440.5	538.1
Secondary	441.6	921.9	863.9	750.1
Combined	615.5	1,105.4	904.9	1,503.0
Student enrollment				
Less than 100	1,149.1	2,475.6	1,816.9	2,674.9
100-199	782.3	1,424.7	1,437.6	1,360.2
200-499	331.2	717.8	515.3	670.8
500-749	464.2	951.0	651.4	946.1
750-999	696.7	1,364.5	1,068.2	1,289.5
1,000 or more	711.2	1,340.2	1,103.9	1,024.2
All BIA schools	476.9	701.4	719.9	765.0

See notes at end of table.

Table 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—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
All private schools	629.1	1,277.3	1,052.3	1,026.7
School classification				
Catholic	662.5	1,335.3	909.8	1,135.2
Other religious	873.8	1,565.4	1,297.1	1,600.6
Nonsectarian	1,570.8	3,014.2	3,687.6	2,344.6
Community type				
Central city	1,068.9	1,800.1	1,992.7	1,467.3
Urban fringe/large town	946.0	1,823.2	1,385.5	1,640.2
Rural/small town	1,355.1	1,855.7	2,619.4	2,673.6
School level				
Elementary	713.4	1,373.8	1,241.1	1,076.6
Secondary	2,597.4	3,165.1	3,973.6	4,458.6
Combined	1,496.1	2,841.8	2,440.0	2,580.2
Student enrollment				
Less than 100	1,017.5	1,646.8	1,563.4	1,649.0
100-199	1,252.4	1,630.0	2,223.3	2,172.2
200-499	1,151.2	2,684.0	1,734.4	1,649.9
500-749	3,234.3	8,186.8	4,472.7	4,698.9
750 or more	3,634.2	9,463.2	5,835.3	5,322.4

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 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

School type and selected school characteristic	Average hours per week	
	All school-related activities	Interacting with students
All schools	0.21	0.19
All public schools	0.22	0.23
School classification		
Traditional public	0.23	0.23
Charter school	1.20	1.09
Community type		
Central city	0.43	0.47
Urban fringe/large town	0.25	0.31
Rural/small town	0.50	0.48
School level		
Elementary	0.24	0.29
Secondary	0.50	0.37
Combined	0.72	0.74
Student enrollment		
Less than 100	1.61	0.89
100-199	0.80	0.92
200-499	0.26	0.39
500-749	0.35	0.40
750-999	0.61	0.70
1,000 or more	0.42	0.60
All BIA schools	0.39	0.39

See notes at end of table.

Table 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—Continued

School type and selected school characteristic	Average hours per week	
	All school-related activities	Interacting with students
All private schools	0.41	0.29
School classification		
Catholic	0.45	0.45
Other religious	0.67	0.48
Nonsectarian	0.86	0.76
Community type		
Central city	0.57	0.52
Urban fringe/large town	0.58	0.48
Rural/small town	1.28	0.88
School level		
Elementary	0.52	0.42
Secondary	1.13	0.81
Combined	0.75	0.65
Student enrollment		
Less than 100	0.75	0.43
100-199	0.51	0.63
200-499	0.42	0.57
500-749	1.24	1.31
750 or more	1.01	1.38

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 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

School type and selected school characteristic	Percent of principals who were currently teaching in addition to serving as principal	Average number of years spent teaching before becoming a principal
All schools	1.38	0.10
All public schools	2.00	0.11
School classification		
Traditional public	1.95	0.11
Charter school	6.67	0.69
Community type		
Central city	3.53	0.23
Urban fringe/large town	3.15	0.15
Rural/small town	3.92	0.19
School level		
Elementary	2.47	0.13
Secondary	4.21	0.18
Combined	4.42	0.33
Student enrollment		
Less than 100	7.58	0.48
100-199	5.09	0.42
200-499	2.43	0.18
500-749	2.91	0.23
750-999	5.80	0.34
1,000 or more	4.52	0.23
All BIA schools	1.90	0.24

See notes at end of table.

Table 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—Continued

School type and selected school characteristic	Percent of principals who were currently teaching in addition to serving as principal	Average number of years spent teaching before becoming a principal
All private schools	1.46	0.19
School classification		
Catholic	2.77	0.28
Other religious	1.63	0.29
Nonsectarian	3.64	0.45
Community type		
Central city	2.37	0.34
Urban fringe/large town	2.42	0.27
Rural/small town	2.99	0.60
School level		
Elementary	1.89	0.26
Secondary	4.87	0.60
Combined	2.67	0.33
Student enrollment		
Less than 100	1.90	0.36
100-199	3.84	0.39
200-499	3.25	0.34
500-749	6.71	0.61
750 or more	6.52	0.70

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 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

Selected public school district and private school characteristic	Percent with salary schedules for teachers	Among districts and private schools that had salary schedules, average yearly base teacher salary for:					Highest possible step on the salary schedule
		Bachelor's degree and no teaching experience	Bachelor's degree and 10 years of teaching experience	Master's degree ¹ and no teaching experience	Master's degree ² and 10 years of teaching experience		
All public school districts	1.78	198.4	282.5	215.8	331.0	530.2	
District size							
1 school	4.58	575.4	721.5	613.7	759.7	1,131.6	
2-3 schools	1.36	400.7	667.1	442.8	707.9	1,008.8	
4-5 schools	1.43	315.1	457.6	346.2	501.7	848.8	
6-9 schools	0.39	242.6	315.5	240.2	419.8	565.3	
10-19 schools	0.24	411.9	517.9	473.6	708.8	838.5	
20 or more schools	0.05	206.7	276.4	219.1	422.0	446.3	
Community type							
Central city	3.33	545.9	1,052.5	595.4	1,395.9	1,513.4	
Urban fringe/large town	3.27	314.5	450.5	367.6	491.7	741.4	
Rural/small town	1.47	269.0	307.7	282.4	332.7	449.4	
District K-12 enrollment							
Less than 250	6.34	818.7	979.4	890.3	1,136.0	1,430.6	
250-999	1.40	472.8	645.0	455.4	695.5	1,017.0	
1,000-1,999	1.34	310.2	509.6	365.2	598.4	951.2	
2,000-4,999	0.19	277.5	362.9	314.0	469.7	645.2	
5,000-9,999	0.35	341.1	370.9	358.3	651.0	747.4	
10,000 or more	0.64	423.7	626.4	513.4	849.4	827.3	
Percent of K-12 students in district who were approved for free or reduced-price lunches							
Less than 5	4.17	734.0	1,048.8	1,009.4	1,299.9	2,178.8	
5-24.9	1.68	334.8	481.5	335.9	596.8	767.2	
25-49.9	1.07	276.9	404.6	282.9	453.9	691.5	
50-74.9	5.49	473.5	799.0	471.8	822.9	1,177.1	
75 or more	2.25	561.5	948.4	650.5	1,089.4	1,531.8	
District did not participate in free or reduced-price lunch program	8.86	1,208.7	1,248.0	1,024.7	1,473.1	2,871.1	

See notes at end of table.

Table 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—Continued

Selected public school district and private school characteristic	Percent with salary schedules for teachers	Among districts and private schools that had salary schedules, average yearly base teacher salary for:					Highest possible step on the salary schedule
		Bachelor's degree and no teaching experience	Bachelor's degree and 10 years of teaching experience	Master's degree ¹ and no teaching experience	Master's degree ² and 10 years of teaching experience		
All private schools	1.04	161.4	174.7	161.8	197.0	283.6	
School classification							
Catholic	1.10	140.6	168.7	163.7	202.0	292.5	
Other religious	1.79	291.5	354.5	334.9	409.5	515.3	
Nonsectarian	2.34	563.1	528.8	440.5	649.0	992.4	
Community type							
Central city	1.66	284.8	347.9	311.8	394.1	537.1	
Urban fringe/large town	1.58	241.8	271.1	242.2	290.4	384.3	
Rural/small town	3.02	396.0	470.7	535.1	569.4	593.9	
School level							
Elementary	1.15	165.6	204.2	180.8	231.0	321.9	
Secondary	3.77	349.7	484.1	476.7	547.7	825.9	
Combined	2.07	405.4	478.6	398.7	532.2	721.6	
Student enrollment							
Less than 100	1.90	385.2	452.0	462.8	553.9	623.9	
100-199	2.29	299.8	378.9	384.8	456.5	590.8	
200-499	1.53	176.1	248.7	189.2	266.8	377.7	
500-749	2.95	402.3	567.3	399.0	589.1	870.6	
750 or more	3.42	417.7	710.8	558.9	745.6	1,051.2	

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

² 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 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

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
All public school districts	0.84	1.19	1.64	1.13	1.63	0.59	0.75	0.52
District size								
1 school	2.63	3.65	4.26	2.89	6.07	1.84	2.21	0.75
2-3 schools	0.66	2.71	2.98	2.71	3.45	0.54	1.01	1.62
4-5 schools	1.27	1.91	2.53	1.61	3.16	0.68	1.18	1.04
6-9 schools	0.43	0.94	1.47	1.58	2.31	0.07	0.64	0.67
10-19 schools	0.10	0.62	1.10	0.51	2.25	0.24	0.16	0.35
20 or more schools	0.02	0.12	0.64	0.35	1.17	0.18	0.16	0.23
Community type								
Central city	1.22	1.93	3.10	2.12	7.13	0.20	1.91	0.90
Urban fringe/large town	0.54	1.52	2.00	1.61	2.49	0.34	0.92	0.68
Rural/small town	1.66	2.14	2.55	1.91	2.43	1.20	1.33	0.85
District K-12 enrollment								
Less than 250	4.35	5.74	6.40	3.74	4.48	2.61	3.46	1.81
250-999	0.81	3.02	3.47	2.61	4.46	1.08	1.12	1.12
1,000-1,999	0.80	2.26	2.27	2.67	3.22	0.36	0.56	0.77
2,000-4,999	0.03	1.25	1.70	1.27	2.51	0.15	0.56	0.82
5,000-9,999	0.13	0.59	1.75	1.04	2.72	0.20	0.56	0.68
10,000 or more	0.64	0.68	1.81	0.33	2.61	0.15	0.10	0.14
Percent of K-12 students in district who were approved for free or reduced-price lunches								
Less than 5	0.00	4.96	5.76	5.16	7.89	4.20	5.61	5.24
5-24.9	1.06	2.34	3.03	2.54	4.43	0.28	1.23	0.93
25-49.9	1.35	2.26	3.03	2.14	2.65	0.80	1.33	0.87
50-74.9	1.71	3.19	3.38	1.81	3.48	1.60	1.52	0.97
75 or more	2.30	3.51	4.59	2.95	4.70	0.88	2.03	1.70
District did not participate in free or reduced-price lunch program	7.26	7.16	8.20	6.85	6.68	4.70	2.92	1.60

See notes at end of table.

Table 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—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
All private schools	1.07	1.03	1.13	1.04	1.11	0.75	0.98	0.40
School classification								
Catholic	0.45	1.37	1.21	0.78	1.58	0.59	1.24	0.43
Other religious	1.55	1.41	1.45	1.40	1.72	1.34	1.42	0.73
Nonsectarian	2.44	2.52	2.92	2.59	2.99	0.99	1.93	0.68
Community type								
Central city	1.80	1.78	2.07	1.88	1.80	0.97	1.26	0.77
Urban fringe/large town	1.53	1.47	1.67	1.69	1.65	0.92	1.19	0.65
Rural/small town	2.97	2.33	2.84	2.89	3.05	2.67	3.09	1.22
School level								
Elementary	1.22	1.48	1.43	1.35	1.33	0.71	0.96	0.60
Secondary	2.55	3.02	3.28	3.07	3.60	3.45	2.82	0.88
Combined	2.21	1.82	2.07	1.87	2.18	1.70	2.05	0.81
Student enrollment								
Less than 100	1.76	1.42	1.61	1.50	1.88	1.25	1.51	0.77
100-199	1.61	2.03	2.44	2.15	2.48	1.46	1.69	0.74
200-499	0.99	1.63	1.56	1.27	1.94	0.85	1.59	0.58
500-749	1.49	3.54	3.49	2.27	3.74	3.20	3.56	1.43
750 or more	0.61	2.60	2.22	1.85	3.83	2.51	3.86	1.57

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

Table 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

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 ¹	To recruit or retain teachers to teach in fields of shortage
All public school districts	1.49	1.43	1.60	0.60	0.98
District size					
1 school	2.58	3.88	3.33	†	2.37
2-3 schools	2.33	1.79	2.94	1.33	1.46
4-5 schools	1.88	1.90	3.13	0.94	2.12
6-9 schools	1.69	1.04	1.79	0.68	1.45
10-19 schools	1.10	0.66	1.42	0.56	1.20
20 or more schools	0.67	0.63	0.55	0.52	0.61
Community type					
Central city	4.12	3.76	3.74	0.82	2.98
Urban fringe/large town	2.03	3.33	2.39	0.87	1.34
Rural/small town	1.67	0.91	2.43	0.79	1.30
District K-12 enrollment					
Less than 250	2.57	5.76	4.59	2.61	2.98
250-999	2.19	2.09	3.13	1.80	1.47
1,000-1,999	1.99	1.07	2.91	0.73	2.25
2,000-4,999	2.04	0.88	1.98	0.65	1.81
5,000-9,999	1.78	0.85	1.64	0.73	1.36
10,000 or more	1.89	1.66	1.48	0.61	0.95
Percent of K-12 students in district who were approved for free or reduced-price lunches					
Less than 5	4.38	1.21	6.95	0.33	1.86
5-24.9	2.39	1.09	2.70	0.44	1.32
25-49.9	1.99	1.41	3.02	0.50	1.12
50-74.9	2.75	5.25	3.47	1.94	3.32
75 or more	3.87	2.56	4.90	2.09	2.90
District did not participate in free or reduced-price lunch program	3.68	4.31	6.75	4.25	4.28

See notes at end of table.

Table 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—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
All private schools	0.56	1.03	0.88	†	0.65
School classification					
Catholic	0.77	1.00	1.36	†	0.78
Other religious	0.78	1.57	0.96	†	0.87
Nonsectarian	1.65	2.84	2.54	†	1.77
Community type					
Central city	0.96	1.85	1.60	†	0.98
Urban fringe/large town	0.88	1.35	1.13	†	0.90
Rural/small town	0.82	2.50	2.14	†	1.82
School level					
Elementary	0.75	1.25	1.27	†	0.67
Secondary	2.35	3.11	2.40	†	1.59
Combined	0.96	1.87	1.42	†	1.48
Student enrollment					
Less than 100	0.98	1.71	1.50	†	1.01
100-199	1.11	1.97	1.56	†	1.20
200-499	0.95	1.33	1.56	†	1.06
500-749	1.80	3.38	3.94	†	2.77
750 or more	2.63	4.09	3.71	†	3.30

† Not applicable.

¹ 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 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

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
All public school districts	1.72	1.58	1.66	1.62
District size				
1 school	12.15	7.60	10.92	10.49
2-3 schools	3.72	3.49	3.76	3.21
4-5 schools	3.12	3.02	2.64	2.72
6-9 schools	1.60	1.23	1.35	1.10
10-19 schools	1.26	1.17	1.11	0.74
20 or more schools	0.46	0.26	0.26	0.15
Community type				
Central city	2.84	3.01	3.08	2.13
Urban fringe/large town	2.89	2.80	2.71	2.31
Rural/small town	2.25	2.07	2.18	2.02
District K-12 enrollment				
Less than 250	10.16	10.17	9.97	10.62
250-999	4.46	4.11	4.58	3.98
1,000-1,999	3.29	3.43	3.05	2.76
2,000-4,999	1.83	1.60	1.64	1.60
5,000-9,999	1.58	1.04	1.07	1.11
10,000 or more	0.68	0.44	0.56	0.28
Percent of K-12 students in district who were approved for free or reduced-price lunches				
Less than 5	6.01	4.59	3.42	2.22
5-24.9	3.06	3.16	2.78	2.70
25-49.9	2.37	2.06	2.30	2.38
50-74.9	4.65	5.00	4.97	3.97
75 or more	4.12	3.44	3.60	3.32
District did not participate in free or reduced-price lunch program	15.75	16.57	15.08	15.19

See notes at end of table.

Table 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—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
All private schools	1.14	1.14	1.16	1.33
School classification				
Catholic	1.80	2.04	1.99	1.93
Other religious	1.64	1.71	1.46	1.82
Nonsectarian	2.67	2.76	2.43	2.58
Community type				
Central city	1.81	1.75	1.92	1.74
Urban fringe/large town	1.66	1.57	1.56	1.91
Rural/small town	3.15	3.61	2.84	3.47
School level				
Elementary	1.34	1.40	1.42	1.59
Secondary	3.22	3.26	3.16	3.35
Combined	2.30	2.17	2.12	2.03
Student enrollment				
Less than 100	1.61	1.75	1.42	1.88
100-199	2.21	2.13	2.07	2.18
200-499	1.75	1.99	2.09	2.21
500-749	3.74	4.18	4.16	4.20
750 or more	3.85	4.33	4.42	4.40

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

Table 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

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
All public school districts	0.68	1.69	1.68	1.77	0.79	1.77	1.69
District size							
1 school	5.62	10.05	11.70	14.22	11.54	11.32	10.36
2-3 schools	1.57	3.46	3.59	3.41	1.77	3.40	3.59
4-5 schools	0.84	3.44	2.79	3.73	1.35	3.34	2.47
6-9 schools	0.71	2.40	1.46	1.52	0.85	1.83	1.54
10-19 schools	0.94	2.32	1.07	1.16	0.58	1.75	0.99
20 or more schools	0.28	1.36	0.36	0.39	0.21	0.75	0.32
Community type							
Central city	1.09	2.93	3.03	2.37	2.17	3.53	2.81
Urban fringe/large town	1.03	2.78	2.59	2.91	1.13	2.43	2.27
Rural/small town	0.95	2.01	2.24	2.30	1.45	2.51	2.45
District K-12 enrollment							
Less than 250	3.53	8.36	9.19	7.91	3.05	9.29	10.04
250-999	2.06	4.00	4.62	4.24	2.45	4.36	3.99
1,000-1,999	0.80	3.16	2.86	3.59	1.29	3.18	2.96
2,000-4,999	0.66	2.63	1.53	2.13	0.96	2.22	1.89
5,000-9,999	0.81	2.41	2.22	1.82	1.05	2.29	1.37
10,000 or more	0.58	2.39	0.90	0.83	0.48	2.39	1.15
Percent of K-12 students in district who were approved for free or reduced-price lunches							
Less than 5	0.94	7.07	6.54	6.77	1.07	7.31	6.72
5-24.9	1.90	2.90	2.51	3.11	1.91	2.54	2.64
25-49.9	0.93	2.27	2.44	2.41	1.47	2.76	2.47
50-74.9	0.99	3.39	4.53	5.31	1.44	4.09	3.80
75 or more	2.41	5.12	4.09	5.38	1.98	6.04	4.14
District did not participate in free or reduced-price lunch program	0.85	17.36	14.92	12.40	3.85	15.07	14.43

See notes at end of table.

Table 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—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
All private schools	1.18	1.06	1.30	1.22	1.17	0.70	1.16
School classification							
Catholic	1.80	1.54	2.18	1.90	1.44	1.52	2.12
Other religious	1.95	1.60	1.89	1.43	1.72	1.20	1.60
Nonsectarian	2.59	2.63	2.56	2.70	2.58	1.43	2.75
Community type							
Central city	1.81	1.98	1.88	2.08	1.52	1.24	2.02
Urban fringe/large town	1.70	1.51	1.95	1.53	1.77	1.04	1.59
Rural/small town	3.27	2.39	3.05	2.29	3.54	2.60	2.65
School level							
Elementary	1.30	1.29	1.66	1.42	1.32	0.83	1.40
Secondary	3.14	3.52	3.68	3.34	2.94	2.07	2.97
Combined	2.59	1.96	2.07	2.10	2.33	1.82	1.87
Student enrollment							
Less than 100	1.89	1.59	1.85	1.55	2.10	1.16	1.62
100-199	2.34	2.28	2.45	2.29	2.11	1.56	2.41
200-499	1.58	1.66	2.09	2.12	1.46	1.54	2.28
500-749	2.53	3.98	4.52	4.22	2.89	3.16	4.83
750 or more	2.43	3.88	3.90	3.97	2.08	3.74	4.89

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

Table 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

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 DISTRICT 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
All public school districts	0.71	1.69	2.06	1.97	1.66	1.91	1.92	0.81	1.62	1.80
District size										
1 school	0.37	5.80	5.60	5.66	5.75	5.52	5.90	2.01	4.65	4.86
2-3 schools	0.43	2.47	3.64	3.39	3.54	3.54	3.76	1.87	2.96	2.72
4-5 schools	0.59	2.88	2.55	3.10	3.37	2.69	2.84	0.64	2.53	2.57
6-9 schools	0.61	1.78	1.45	1.62	2.06	1.60	1.56	0.47	2.03	1.73
10-19 schools	0.89	1.58	1.04	1.25	1.27	2.09	1.49	0.48	1.75	1.72
20 or more schools	4.63	0.58	0.50	0.54	0.56	1.26	0.67	0.11	0.73	0.71
Community type										
Central city	4.76	7.15	4.56	6.27	6.17	4.09	4.92	1.82	7.27	7.31
Urban fringe/large town	1.06	2.42	2.71	2.49	2.75	2.87	2.55	1.29	2.06	2.01
Rural/small town	0.45	1.65	2.83	2.76	2.67	2.55	2.70	1.02	1.70	1.74
District K-12 enrollment										
Less than 250	0.32	6.17	6.42	5.83	7.42	7.67	7.13	2.74	3.90	3.67
250-999	0.30	4.13	4.14	4.50	4.79	3.28	4.06	1.38	4.24	4.38
1,000-1,999	0.40	2.64	3.14	3.04	3.21	2.81	3.60	2.18	2.78	2.70
2,000-4,999	0.45	2.09	1.56	2.09	2.23	1.84	2.12	0.46	2.11	1.91
5,000-9,999	1.22	2.32	1.81	1.77	2.92	2.30	1.75	0.72	2.37	2.09
10,000 or more	9.87	1.61	0.76	1.14	1.24	2.47	1.03	0.45	1.34	1.36
Percent of K-12 students in district who were approved for free or reduced-price lunches										
Less than 5	3.22	6.83	6.77	8.47	7.63	8.13	7.89	0.31	8.19	8.57
5-24.9	1.15	4.80	3.25	4.63	4.52	3.00	3.39	1.63	4.56	4.48
25-49.9	1.01	2.28	3.20	2.71	2.88	2.93	2.89	0.68	2.15	2.12
50-74.9	1.54	4.67	4.68	4.40	4.84	5.45	5.17	1.69	3.86	4.00
75 or more	1.70	4.08	4.53	4.42	4.26	3.77	4.39	3.52	4.03	3.27
District did not participate in free or reduced-price lunch program	1.11	6.80	9.36	6.83	6.02	9.21	9.84	6.15	4.14	3.55

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

Table 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

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
All public school districts	0.02	1.86	1.86	2.32	1.46	1.95
District size						
1 school	0.11	4.69	5.93	5.57	2.98	4.38
2-3 schools	0.05	3.30	3.15	3.37	3.10	3.87
4-5 schools	0.04	1.66	3.36	2.63	2.86	2.69
6-9 schools	0.03	1.05	1.75	1.52	1.16	1.81
10-19 schools	0.03	0.79	2.43	0.90	1.02	1.11
20 or more schools	0.04	0.39	0.94	0.35	0.49	0.40
Community type						
Central city	0.10	4.05	5.01	7.33	4.26	3.38
Urban fringe/large town	0.04	3.08	2.81	3.33	2.41	2.79
Rural/small town	0.03	2.43	2.94	2.85	1.31	2.69
District K-12 enrollment						
Less than 250	0.09	6.45	7.92	7.00	3.32	5.36
250-999	0.05	2.97	3.35	4.17	3.00	4.09
1,000-1,999	0.05	1.86	2.41	2.88	1.92	2.72
2,000-4,999	0.03	1.15	2.56	1.99	1.73	1.96
5,000-9,999	0.05	0.94	2.39	1.38	1.38	1.97
10,000 or more	0.11	0.46	2.47	0.68	1.32	1.04
Percent of K-12 students in district who were approved for free or reduced-price lunches						
Less than 5	0.11	3.06	6.88	6.92	5.93	7.19
5-24.9	0.04	1.68	2.94	5.36	2.11	2.93
25-49.9	0.03	2.44	2.40	2.68	1.59	3.08
50-74.9	0.07	5.88	5.44	6.74	3.87	5.26
75 or more	0.10	3.56	4.72	4.65	3.94	4.29
District did not participate in free or reduced-price lunch program	0.18	6.49	9.20	6.44	7.22	8.78

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

Table 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

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
All public school districts	0.21	0.08	0.17
District size			
1 school	0.49	0.13	0.41
2-3 schools	0.29	0.07	0.29
4-5 schools	0.43	0.08	0.39
6-9 schools	0.52	0.18	0.47
10-19 schools	0.36	0.15	0.39
20 or more schools	1.76	0.25	1.64
Community type			
Central city	1.37	0.43	0.98
Urban fringe/large town	0.39	0.13	0.30
Rural/small town	0.27	0.06	0.24
District K-12 enrollment			
Less than 250	0.19	0.09	0.15
250-999	0.36	0.06	0.35
1,000-1,999	0.52	0.14	0.42
2,000-4,999	0.27	0.08	0.24
5,000-9,999	0.88	0.31	0.81
10,000 or more	1.36	0.39	1.18
Percent of K-12 students in district who were approved for free or reduced-price lunches			
Less than 5	1.28	0.29	1.31
5-24.9	0.37	0.12	0.30
25-49.9	0.40	0.09	0.33
50-74.9	0.39	0.17	0.32
75 or more	0.53	0.24	0.33
District did not participate in free or reduced-price lunch program	0.36	0.13	0.32

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

Table 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

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
All public school districts	0.43	0.07	0.36	0.28
District size				
1 school	1.33	†	1.27	0.54
2-3 schools	0.81	0.19	0.19	0.75
4-5 schools	0.30	0.13	0.26	†
6-9 schools	0.30	0.23	0.10	0.14
10-19 schools	0.19	0.19	0.01	0.06
20 or more schools	0.07	0.06	†	0.01
Community type				
Central city	0.31	0.16	0.09	0.23
Urban fringe/large town	0.52	0.11	0.42	0.42
Rural/small town	0.82	0.07	0.71	0.38
District K-12 enrollment				
Less than 250	1.33	†	0.93	1.11
250-999	1.04	0.09	0.97	0.44
1,000-1,999	0.53	†	0.18	0.49
2,000-4,999	0.32	0.25	0.19	0.03
5,000-9,999	0.19	0.19	0.02	†
10,000 or more	0.27	0.27	†	0.02
Percent of K-12 students in district who were approved for free or reduced-price lunches				
Less than 5	0.00	†	†	†
5-24.9	0.55	0.20	0.32	0.40
25-49.9	0.19	0.05	0.02	0.18
50-74.9	1.36	0.14	1.34	†
75 or more	1.38	0.01	1.28	0.59
District did not participate in free or reduced-price lunch program	4.23	†	3.00	3.72

† Not applicable.

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

Table 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

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
All public school districts	0.02	0.02	0.02	0.02
District size				
1 school	0.04	0.06	0.06	0.07
2-3 schools	0.04	0.04	0.05	0.04
4-5 schools	0.02	0.04	0.04	0.05
6-9 schools	0.03	0.02	0.03	0.02
10-19 schools	0.01	0.02	0.02	0.03
20 or more schools	0.00	0.02	0.01	0.01
Community type				
Central city	0.06	0.07	0.06	0.07
Urban fringe/large town	0.02	0.03	0.03	0.04
Rural/small town	0.02	0.03	0.03	0.03
District K-12 enrollment				
Less than 250	0.05	0.07	0.08	0.08
250-999	0.04	0.05	0.05	0.05
1,000-1,999	0.03	0.04	0.04	0.04
2,000-4,999	0.02	0.02	0.03	0.03
5,000-9,999	0.01	0.03	0.03	0.03
10,000 or more	0.01	0.03	0.02	0.03
Percent of K-12 students in district who were approved for free or reduced-price lunches				
Less than 5	0.03	0.08	0.10	0.08
5-24.9	0.03	0.04	0.03	0.05
25-49.9	0.02	0.03	0.03	0.03
50-74.9	0.04	0.05	0.06	0.07
75 or more	0.03	0.06	0.07	0.11
District did not participate in free or reduced-price lunch program	0.06	0.13	0.12	0.15

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 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

School type and selected school characteristic	Total number of schools ¹	Number of schools with library media centers ¹	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	
All public schools	282.8	471.6	701.0	0.27	0.64	0.70	0.19	0.79
School classification								
Traditional public	284.7	460.7	704.2	0.27	0.64	0.70	0.19	0.79
Charter school	41.9	88.2	42.1	4.37	6.79	6.81	1.31	5.03
Community type								
Central city	425.4	387.6	433.0	0.29	1.35	1.53	0.54	1.78
Urban fringe/large town	530.9	565.3	555.1	0.45	0.86	1.00	0.27	1.06
Rural/small town	386.1	412.2	314.9	0.52	1.27	1.50	0.25	1.57
School level								
Elementary	387.9	377.4	603.2	0.36	0.84	0.84	0.27	1.09
Secondary	305.4	367.3	278.5	0.34	0.73	0.95	0.32	1.02
Combined	292.3	260.2	172.2	0.73	2.62	3.36	0.11	3.38
Student enrollment								
Less than 100	399.5	387.9	87.2	1.12	5.28	5.58	0.85	4.65
100-199	394.1	400.3	143.2	0.97	3.38	3.36	0.11	3.56
200-499	611.2	631.1	525.4	0.51	1.07	1.17	0.38	1.30
500-749	561.3	563.1	484.7	0.47	1.38	1.71	0.39	1.62
750-999	417.8	417.8	337.6	0.75	1.82	1.92	0.48	2.21
1,000 or more	330.3	330.4	318.3	0.45	1.25	1.36	0.40	1.64
All BIA schools	4.5	4.4	3.9	0.60	1.78	1.55	0.29	1.71

¹ 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 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

School type and selected school characteristic	Total number of schools ¹	Number of schools with library media centers ¹	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
All public schools	282.8	471.6	0.87	0.82	0.72	0.64	0.52	0.59	0.43
School classification									
Traditional public	284.7	460.7	0.86	0.82	0.72	0.65	0.53	0.60	0.43
Charter school	41.9	88.2	6.62	7.52	6.04	5.94	3.23	4.70	4.85
Community type									
Central city	425.4	387.6	1.70	1.61	1.36	1.42	1.08	1.28	0.88
Urban fringe/large town	530.9	565.3	1.21	1.10	1.03	0.93	0.96	1.04	0.58
Rural/small town	386.1	412.2	1.57	1.64	1.00	1.18	1.03	1.10	0.92
School level									
Elementary	387.9	377.4	1.14	0.99	0.88	0.81	0.64	0.72	0.55
Secondary	305.4	367.3	1.22	1.30	1.09	0.79	1.17	1.30	0.63
Combined	292.3	260.2	2.72	2.38	2.59	2.09	2.03	2.43	1.56
Student enrollment									
Less than 100	399.5	387.9	5.96	6.32	4.97	5.62	2.36	4.37	4.26
100-199	394.1	400.3	3.15	3.14	2.66	2.77	1.90	2.80	2.63
200-499	611.2	631.1	1.39	1.25	1.21	1.04	1.10	1.09	0.64
500-749	561.3	563.1	1.80	1.67	1.07	1.07	1.22	1.36	0.64
750-999	417.8	417.8	2.16	2.26	1.57	1.76	2.17	2.36	1.19
1,000 or more	330.3	330.4	1.94	1.86	1.22	0.67	1.72	1.94	0.99
All BIA schools	4.5	4.4	1.43	1.27	1.07	1.22	1.03	1.30	1.10

¹ 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 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

School type and selected school characteristic	Total number of schools ¹	Number of schools with library media centers ¹	Various technological services						Technology to assist students and staff with disabilities	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				
All public schools	282.8	471.6	0.55	0.61	0.66	0.84	0.65	0.50	0.19	0.20	
School classification											
Traditional public	284.7	460.7	0.55	0.62	0.67	0.84	0.65	0.51	0.20	0.20	
Charter school	41.9	88.2	5.93	6.05	5.74	5.50	5.74	3.36	2.06	2.06	
Community type											
Central city	425.4	387.6	1.11	1.28	1.47	1.96	1.30	0.93	0.41	0.42	
Urban fringe/large town	530.9	565.3	0.68	0.81	1.00	1.21	0.89	0.79	0.29	0.30	
Rural/small town	386.1	412.2	1.02	1.06	1.13	1.50	1.25	0.69	0.42	0.43	
School level											
Elementary	387.9	377.4	0.69	0.82	0.89	1.02	0.77	0.61	0.25	0.25	
Secondary	305.4	367.3	0.62	0.80	0.76	1.47	1.21	0.79	0.37	0.37	
Combined	292.3	260.2	1.94	2.45	2.59	2.21	1.69	1.34	0.48	0.47	
Student enrollment											
Less than 100	399.5	387.9	4.32	5.49	5.83	5.24	5.47	2.33	0.72	0.79	
100-199	394.1	400.3	2.76	2.84	3.35	2.90	2.59	1.27	0.74	0.74	
200-499	611.2	631.1	0.89	1.03	1.19	1.33	0.99	0.82	0.32	0.34	
500-749	561.3	563.1	0.81	0.82	0.93	1.50	1.08	1.12	0.35	0.34	
750-999	417.8	417.8	0.95	1.09	2.00	2.53	1.61	1.84	0.52	0.53	
1,000 or more	330.3	330.4	0.25	1.10	1.19	1.98	1.24	1.52	0.61	0.57	
All BIA schools	4.5	4.4	1.47	1.56	1.67	1.47	1.29	0.71	0.24	0.25	

¹ 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 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

School type and selected school characteristic	Total number of schools ¹	Number of schools with library media centers ¹	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
All public schools	282.8	471.6	0.24	0.77	0.84	0.99	0.47
School classification							
Traditional public	284.7	460.7	0.24	0.76	0.84	0.99	0.48
Charter school	41.9	88.2	5.10	7.59	6.62	7.39	4.24
Community type							
Central city	425.4	387.6	0.58	1.59	1.65	1.85	1.17
Urban fringe/large town	530.9	565.3	0.29	0.96	1.26	1.37	0.72
Rural/small town	386.1	412.2	0.56	1.36	1.55	1.52	0.77
School level							
Elementary	387.9	377.4	0.32	1.00	1.05	1.27	0.65
Secondary	305.4	367.3	0.22	0.65	0.80	1.19	0.31
Combined	292.3	260.2	1.26	2.05	2.21	2.34	1.40
Student enrollment							
Less than 100	399.5	387.9	1.79	5.79	4.90	6.51	2.16
100-199	394.1	400.3	2.13	3.65	3.08	3.25	2.35
200-499	611.2	631.1	0.33	1.38	1.31	1.39	0.77
500-749	561.3	563.1	0.41	1.25	1.79	1.99	0.73
750-999	417.8	417.8	0.50	1.84	1.86	2.27	1.07
1,000 or more	330.3	330.4	0.36	1.07	1.29	1.42	0.81
All BIA schools	4.5	4.4	0.68	1.59	1.70	1.66	0.65

¹ 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 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

School type and selected school characteristic	Total number of schools ¹	Number of schools with library media centers ¹	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
All public schools	282.8	471.6	277.6	20.6	5.1	12.4	1.0	0.50	181.1	24.9	9.4
School classification											
Traditional public	284.7	460.7	279.7	20.9	5.2	12.2	1.0	0.51	182.0	25.1	9.6
Charter school	41.9	88.2	998.4	29.2	9.6	130.8	5.6	2.20	847.9	144.9	48.9
Community type											
Central city	425.4	387.6	306.5	73.7	10.2	30.5	2.1	0.99	619.7	43.7	36.2
Urban fringe/large town	530.9	565.3	531.6	15.4	7.5	16.4	1.2	0.48	152.1	43.8	9.3
Rural/small town	386.1	412.2	141.8	17.0	8.0	17.1	1.7	1.45	119.8	34.6	9.6
School level											
Elementary	387.9	377.4	372.9	26.3	6.9	16.7	1.2	0.68	234.2	23.6	12.7
Secondary	305.4	367.3	197.2	18.3	2.8	17.5	1.7	0.25	324.1	57.1	9.8
Combined	292.3	260.2	276.1	50.3	6.5	27.8	2.8	0.88	203.9	236.3	14.4
Student enrollment											
Less than 100	399.5	387.9	460.4	31.7	8.9	36.8	2.6	1.48	280.0	51.1	17.3
100-199	394.1	400.3	221.2	9.8	5.7	22.3	1.1	0.79	188.3	19.1	7.1
200-499	611.2	631.1	589.5	42.7	6.0	16.5	1.4	0.95	222.7	24.5	18.3
500-749	561.3	563.1	229.5	24.3	15.5	27.1	1.8	0.97	444.6	44.4	22.6
750-999	417.8	417.8	431.9	26.0	11.0	46.6	2.6	0.71	263.2	49.3	11.9
1,000 or more	330.3	330.4	306.2	40.3	12.4	40.3	3.1	1.58	650.9	158.7	13.0
All BIA schools	4.5	4.4	246.6	13.9	1.7	26.4	2.5	0.60	505.1	33.4	36.9

¹ 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.

Appendix B: Methodology and Technical Notes

Overview of SASS

The Schools and Staffing Survey (SASS) is conducted by the United States Census Bureau and sponsored by the National Center for Education Statistics (NCES) in order to collect extensive data on American public and private elementary and secondary schools. SASS provides data on the characteristics and qualifications of teachers and principals, teacher hiring practices, professional development, class size, and other conditions in schools across the nation.

SASS is the largest, most extensive survey of K-12 school districts, schools, teachers, administrators, and school libraries in the United States today. It includes data from public, public charter, private, and Bureau of Indian Affairs (BIA) school sectors. Therefore, SASS provides a multitude of opportunities for analysis and reporting on elementary and secondary education issues.

NCES initiated SASS in the mid-1980's in response to the need for information about critical aspects of teacher supply and demand, the qualifications and working conditions of teacher and principals, and the basic conditions in schools as workplaces and learning environments. 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. For each administration of SASS, NCES has reviewed the content to expand, retain, or eliminate topics covered in the previous administration. In this way, the survey's capability for trend analysis is maintained, yet at the same time new topics are added to address current concerns.

In the first two administrations (1987-88 and 1990-91), SASS had five components: the School Survey, the School Administrator Survey (now called the School Principal Survey), the Teacher Demand and Shortage Survey (now called the School District Survey), the Teacher Survey, and the Teacher Follow-up Survey with the latter survey conducted the year after the core surveys (1988-89 and 1991-92). SASS data from these first two rounds provided a basis for addressing five major policy issues: teacher supply and demand, characteristics of elementary and secondary school teachers, teacher workplace conditions, characteristics of school principals, and school programs and policies.

For the third administration (1993-94), the addition of the School Library Media Center Survey, the School Library Media Specialist/Librarian Survey, and the Student Records Survey resulted in a system of eight surveys which also included the 1994-95 Teacher Follow-up Survey. These new surveys addressed policy issues regarding student participation in school programs and services, resource allocations to library facilities, and qualifications of librarians. The Student Records Survey was an attempt to gather administrative records data on students and their teachers. There were difficulties in obtaining a sufficiently high response rate or data that were comparable. For these

reasons, the Student Records Survey was never repeated. Following a major survey redesign effort, both the content and the components were revised for the fourth administration (1999-2000) of SASS. The most notable change was the addition of a new sector—the public charter school sector. The end of a 4-year longitudinal survey of public charter schools provided a current listing of public charter schools, and SASS included all schools that were on the list and still operating in the 1999-2000 school year. Separate questionnaires were developed for schools, principals, and teachers in the public charter school sector. To accommodate this extra effort, the decision was made not to continue the Library Media Specialist/Librarian Survey. To reduce respondent burden on charter schools, only a selection of the Library Media Center items were included on the Charter School Survey. The fourth administration consisted of the following six survey components: the School District Survey, the Principal Survey, the School Survey, the Teacher Survey, the School Library Media Center Survey, and the 2000-01 Teacher Follow-up Survey.

The fifth administration (2003-04) of SASS incorporated a revised field data collection methodology suggested by the Census Bureau. The 2003-04 SASS was based upon having a primary in-person contact with the school as the method for establishing a rapport with school personnel. Following a successful test of this method in 2001-02, the 2003-04 SASS implemented the field-based methodology for the purpose of shortening the amount of data collection time, and in the hopes of reducing the field follow-up phase. For budget reasons, there was no data collected from private school library media centers in 2003-04. The decision was also made to sample the charter schools for a national sample, based on budget priorities and concerns about the completeness of the charter school frame from the Common Core of Data at that time. Moreover, funding to continue administering separate questionnaires for public charter schools was not available. These changes resulted in six components: the School District Survey, the Principal Survey, the School Survey, the Teacher Survey, the School Library Media Center Survey (public sector only), and the 2004-05 Teacher Follow-up Survey.

Survey Content

The 2003-04 SASS provides valuable data for educators, researchers, and policymakers on public school districts (Local Education Agencies); public (including public charter), private, Bureau of Indian Affairs-funded (BIA) schools, principals, and teachers; and public and BIA school library media centers. Public charter school data are included with traditional public school data, rather than in separate data files, in the 2003-04 SASS.

School District Questionnaire (Form SASS-1A)

The purpose of the 2003-04 School District Questionnaire was to obtain information about school districts, such as student enrollment, number of full-time equivalent teachers, teacher recruitment and hiring practices, teacher dismissals, existence of a teacher union, length of the contract year, teacher salary schedules, school choice, magnet programs, graduation requirements, and professional development for teachers and

principals. The applicable sections (e.g., comparable sections on hiring, etc.) for private schools were added to the Private School Questionnaire. Independent public charter schools, BIA-funded schools, and schools that were the only school in the district were given the Unified School Questionnaire and not the School District Questionnaire. The Unified School Questionnaire includes all of the items included on the School Questionnaire in addition to selected items from the School District Questionnaire.

Principal and Private School Principal Questionnaires (Forms SASS-2A and -2B)

The purpose of the 2003-04 principal questionnaires was to obtain information about principal/school head demographic characteristics, training, experience, salary, and judgments about the seriousness of school problems. The questionnaire appeared in two versions that contained minor variations in phrasing to reflect differences between public and private schools in governing bodies and position titles in the schools.

School Questionnaire (Form SASS-3A)

The purpose of the 2003-04 School Questionnaire, which went to the vast majority of the public schools in the sample, was to obtain information about such topics as grades offered, number of students enrolled, staffing patterns, teaching vacancies, high school graduation rates, programs and services offered, and college application rates.

Private School Questionnaire (Form SASS-3B)

The purpose of the 2003-04 Private School Questionnaire was to obtain information about private schools, such as grades offered, number of students enrolled, staffing patterns, teaching vacancies, high school graduation rates, programs and services offered, and college application rates. Private schools received the Private School Questionnaire, an expanded version of the School Questionnaire that included items from the School District Questionnaire (1A).

Unified School Questionnaire (Form SASS-3Y)

The Unified School Questionnaire went to schools that were the only school in the district, state-run schools (e.g., schools for the blind), charter schools that did not report to a traditional school district, and all BIA-funded schools. The purpose of the 2003-04 Unified School Questionnaire was to obtain information about such topics as grades offered, number of students enrolled, staffing patterns, teaching vacancies, high school graduation rates, programs and services offered, and college application rates. The Unified School Questionnaire was an expanded version of the School Questionnaire that included items from the School District Questionnaire (1A).

Teacher and Private School Teacher Questionnaires (Forms SASS-4A and -4B)

The purpose of the 2003-04 teacher questionnaires was to obtain information about teachers, such as education and training, teaching assignment, certification, workload, and perceptions and attitudes about teaching.

School Library Media Center Questionnaire (Form LS-1A)

The purpose of the 2003-04 School Library Media Center Questionnaire was to obtain information about public and BIA-funded library media centers and librarians, such as amount and experience of library staff, and the organization, expenditures, and collections of the library media center.

Target Populations and Estimates

Target Populations

The target populations for the 2003-04 SASS are described below:

- *School districts*. School districts that operated one or more schools, employed elementary and/or secondary level teachers, and were themselves in operation in the 2003-04 school year. This included public school districts, state agencies that operated schools for special student populations (such as inmates of juvenile correctional facilities), domestic schools under the Department of Defense (DoD), and cooperative agencies that provided special services to more than one school district. Entities that authorized public charter schools were not included, unless they were also public school districts and operated the charter schools they authorized;
- *Schools*. Public (including public charter), private, and BIA-funded schools with students in any of grades 1-12 or in comparable ungraded levels and in operation in school year 2003-04;
- *Principals*. Principals of the targeted school populations;
- *Teachers*. Teachers in the targeted school populations who taught students in any of grades K-12 or in comparable ungraded levels in the 2003-04 school year.
- *School library media centers*. School library media centers, libraries, or resource centers in public (including public charter), and BIA-funded schools that have such a facility. A school library was defined as an organized collection of printed, audiovisual, or computer resources that is administered as a unit, is located in a designated place, and makes resources available to students, teachers, and administrators.

Estimates

SASS was designed to produce national, regional, and state estimates for public elementary and secondary schools and related components (i.e., schools, teachers, principals, school districts, and school library media centers); national estimates for BIA-

funded schools, public charter schools, public combined-level schools, and related components (e.g., schools, teachers, principals, and school library media centers); and national, regional, and affiliation strata estimates for the private school sector (e.g., schools, teachers, and principals). The affiliation strata for private schools were redefined for the 2003-04 SASS. The 17 affiliation strata for private schools were:

- Catholic-Parochial;
- Catholic-Diocesan;
- Catholic-Private;
- Amish;
- Assembly of God;
- Baptist;
- Episcopal;
- Jewish;
- Lutheran Church, Missouri Synod;
- Lutheran Church, Wisconsin Synod;
- Mennonite;
- Pentecostal;
- Seventh-Day Adventist;
- Other Religious;
- Nonsectarian regular;
- Nonsectarian special emphasis; and
- Nonsectarian special education.

Comparisons between public and private schools are possible only at the regional and national levels, because private schools were selected for sampling by affiliation strata and region rather than by state.

The teacher survey was designed to support comparisons between new and experienced teachers (3 years or less of experience vs. more than 3 years of experience) at the state level. Comparisons between teachers by race and by full-time or part-time status are possible at the national level. The school library media center survey was designed to produce estimates at the state level for public elementary and secondary schools.

Sampling Frames and Sample Selection

Public and Bureau of Indian Affairs Schools

The foundation for the 2003-04 SASS public school sampling frame was the 2001-02 Common Core of Data (CCD) file. The CCD is based on survey data collected annually by NCES from each state education agency. For the 2001-02 school year, state education agencies used their administrative record data to report information for 97,623 schools. The CCD includes regular public schools, public charter schools, BIA-funded schools, DoD-operated domestic military base schools, and special purpose schools, such as special education, vocational, and alternative schools.

In SASS, a school was defined as an institution or part of an institution that provides classroom instruction to students; has one or more teachers to provide instruction; serves students in one or more of grades 1-12 or the ungraded equivalent and is located in one or more buildings. It was possible for two or more schools to share the same building; in this case they were treated as different schools if they had different administrations (i.e., principals). Since CCD and SASS differ in scope and their definition of a school, some records were deleted, added, or modified in order to provide better coverage and a more efficient sample design for SASS.

The SASS sample is not a simple random sample, but rather is a stratified probability proportionate to size (PPS) sample. All BIA-funded schools were automatically included in the sample. All other schools were stratified by grade level (elementary, secondary, and combined) as defined below:

Elementary: lowest grade ≤ 6 and highest grade ≤ 8

Secondary: lowest grade ≥ 7 and highest grade ≤ 12

Combined: lowest grade ≤ 6 and highest grade > 8 , or school is ungraded

The 2003-04 SASS sample was allocated so that state-level public elementary and secondary estimates and national estimates of combined public schools could be made. The sample was allocated to each state by grade range and school type (traditional public, public charter, and schools with high American Indian enrollment).

Within each stratum, all non-BIA-funded schools were systematically selected using a PPS algorithm. The measure of size used for the schools was the square root of the number of full-time equivalent teachers reported for each school or imputed during sampling frame creation. Any non-BIA-funded school with a measure of size greater than the sampling interval (the inverse of the rate at which the sample is selected) was included in the sample with certainty and automatically excluded from the probability sampling operation. This produced a non-BIA sample of 10,202 public schools (455 high American Indian enrollment schools, 303 public charter schools, and 9,444 other traditional public schools) and a BIA-funded sample of 166 schools.

Districts

The public school district frame consisted of those districts that were operating within the United States and that oversaw at least one school on the 2003-04 SASS school universe file. Two methods were used for sampling districts within specific states. A total of 5,437 public school districts were sampled, including single-school districts.

For all districts located outside of Delaware, Florida, Maryland, Nevada, and West Virginia, the school district sample consisted of the set of districts that were associated with the SASS public school sample. This provided the linkage between the district and the school. In parts of Maine, Vermont, and New Hampshire, some of the districts were dropped and the sampled schools were instead associated with their Supervisory Unions. This was done because there was evidence indicating that the Supervisory Union handled

the day-to-day administration of the schools rather than the school districts. There were not any districts without schools selected for the 2003-04 sample as had been done in some previous SASS cycles since most of these districts did not have associated teachers, and thus were ineligible for the survey.

All districts located within Delaware, Florida, Maryland, Nevada, and West Virginia were defined as school sampling strata to reduce the standard error for district estimates in these states. This placed all districts in each of these five states in the school district sample thus reducing the standard error of the district estimates to zero, if all districts responded.

Private Schools

The 2003-04 SASS private school sample consisted of schools selected from a list frame and schools included on the area frame. The list and area frames were combined to create the complete frame. The SASS private school sample size was 3,622 of which 3,443 schools were from the list frame and 179 were from the area frame. The area frame serves as coverage improvement since the list frame omits about 8 percent of eligible private schools.

The SASS private school list frame is constructed from lists of private schools. The base list for the 2003-04 SASS list frame was the 2001-02 Private School Survey (PSS). In order to provide coverage of private schools founded since 2001 and to improve coverage of private schools existing in 2001, membership lists were collected from private school associations and religious denominations. The associations were asked to include schools that met the PSS school definition. The 50 states and the District of Columbia were also asked to provide lists of private schools meeting the PSS definition of a school. Schools on private school association membership lists, religious denomination lists, and state lists were compared to the base list. Any school that did not match a school on the base list was added to the existing list frame as a list frame birth. This is the usual method that is followed to create a revised PSS list frame every 2 years.

This updating process was conducted specifically for 2003-04 PSS, but was used as the starting point for the sampling frame for SASS private schools. To create the SASS sampling frame, schools with a highest grade of kindergarten, which are schools by the PSS definition but not the SASS definition, were deleted.

Within each stratum, private schools in the list frame were systematically selected using a probability proportionate to size algorithm. The measure of size used was the square root of the 2000-01 PSS number of teachers in the school. Any school with a measure of size larger than the sampling interval was excluded from the probability sampling process and included in the sample with certainty.

The source for the 2003-04 SASS area frame schools was the 2001-02 PSS area frame, excluding schools with a highest grade of kindergarten. To create the 2001-02 PSS area frame, the United States was divided into 2,054 primary sampling units (PSUs). Each

PSU consisted of a single county, independent city, or cluster of geographically contiguous areas with a minimum population of 20,000 according to population projections for 1988, which was when the PSUs were first formed. To avoid having PSUs covering too large a land area, the minimum population standard was relaxed in sparsely-populated areas. Due to time constraints, the 2003–04 SASS area frame was limited to schools in noncertainty primary sampling units (PSUs), which were those counties not guaranteed to be included in the PSS area frame and thus subject to a random sampling process. A total of 124 distinct PSUs were in the 2001–02 PSS area sample.

Within each of these PSUs, the Census Bureau attempted to find all private schools eligible for PSS. A block-by-block listing of all private schools in a sample of PSUs was not attempted. Rather, regional office field staff created the frame by using yellow pages, local Catholic dioceses, religious institutions, local education agencies, and local government offices. Once the area search lists of schools were constructed, they were matched with the PSS list frame school universe. Schools not found on the list frame were considered part of the area frame. Schools that could be defined as only teaching kindergarten as the highest grade or only teaching adult education or postsecondary were also removed from the frame.

There were 179 area frame schools identified in the 2001-02 PSS area frame within noncertainty PSUs that had not already been added as part of the 2003-04 PSS list frame updating operation. All 179 area frame cases remained in the area frame and were in sample for the 2003-04 SASS.

Teachers

The sampling frame for the teacher questionnaires consisted of lists of teachers provided by schools in the SASS sample. Teachers were defined as staff who taught a regularly scheduled class to students in grades K-12. The Teacher Listing Form (TLF) was collected by the Census Bureau field representatives (FRs) as early as possible in the 2003-04 school year at all public (including public charter), private, and BIA-funded schools in the SASS sample to obtain a complete list of all the teachers employed at each school. The form included space for schools to indicate the following: race/ethnicity of each teacher, whether the teacher was “new” (had 3 or fewer years of teaching experience), the teacher’s assignment (subject matter and/or grade level), and whether the teacher was full or part time. The sample of teachers was selected from all of the schools that provided teacher lists. About 11 percent of the public schools and 16 percent of the private schools that met the SASS definition of a school did not provide teacher lists. For these schools, no teachers were selected.

The goals of the teacher sampling were as follows:

- Select at least 1,600 Asian or Pacific Islander teachers and 1,600 American Indian or Alaska Native teachers.

- Select a minimum of 2,300 new teachers by sector. For new teachers in public schools, oversampling was not required due to the large number of teachers in the sampled schools. Therefore, teachers were allocated to the new and experienced categories proportional to their numbers in the school. However, for private school teachers, new teachers were oversampled to ensure that there would be enough new private school teachers in both 2003-04 SASS and the 2004-05 Teacher Follow-up Survey. In private schools, new teachers were oversampled by a factor of 1.5.
- Select a minimum of one and a maximum of 20 teachers per school.
- Minimize the variance of teacher estimates within school stratum by attempting a self-weighting design. This constraint was relaxed to accommodate the other goals of teacher sampling.
- Select an average of three to eight teachers per school depending upon grade range and sector. The teacher sample size was limited to this to avoid overburdening the schools, while allowing for a large enough teacher sample to meet the reliability requirements.

Table B-1 shows the actual number of teachers selected as described above.

Table B-1. Number of selected teachers in the SASS sample, by teacher type and sector: 2003-04

Teacher stratum	Total	Public	Private
Total	63,135	53,188	9,947
Native American	1,530	1,435	95
Asian/Pacific Islander	1,814	1,466	348
New	10,528	8,032	2,496
Experienced	49,263	42,255	7,008

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), 2003-04.

To make sure a school was not overburdened, the maximum number of teachers per school was set at 20. When the number of sample teachers exceeded 20 in a school, Asian Pacific Islander and American Indian/Alaska Native teachers were proportionally reduced to meet the maximum requirement. In all such cases, at least five Asian Pacific Islander or American Indian/Alaska Native teachers would have remained in sample, since the sum of the new and experienced teacher sample could not exceed 15.

Data Collection Procedures

The 2003-04 SASS utilized a field-based methodology for the principal, school, library media center, and teacher data collection (i.e., school-level data collection). Census Bureau field representatives were responsible for all data collection at the sampled schools. The field representatives' work was coordinated by staff at 12 regional offices. The regional office staff was responsible for making assignments, supervising fieldwork, checking-in completed questionnaires, editing questionnaires, and implementing quality control procedures.

The collection of the school district data was conducted separately and accomplished first by mail out, with field representatives following up with nonrespondents.

Response Rates and Item Anomalies

Survey or Unit Response Rates

Unit response rates are the rate at which the sampled units respond by substantially completing the questionnaire. Unit response rates can either be calculated as unweighted or weighted. The unweighted response rates are the number of interviewed sample units divided by the number of eligible (responses plus nonresponses but not ineligible units). The weighted response rates are the base-weighted number of interviewed cases divided by the base-weighted number of eligible cases. The base weight for each sampled unit is the inverse of the probability of selection. Table B-2 provides the unweighted and base-weighted response rates for each survey unit, including the teacher listing form. Tables B-3 and B-4 provide detailed base-weighted response rates for public school sector units by state and private sector units by school typology. Table B-5 provides the unweighted unit sample sizes by survey type.

Table B-2. Unweighted and base-weighted response rates and weighted overall response rates (in percent), by survey type: 2003-04

Survey type	Unweighted response rate	Base-weighted response rate	Weighted overall response rate[†]
Public School Teacher Listing Form	89.4	89.2	†
Private School Teacher Listing Form	84.1	85.4	†
BIA School Teacher Listing Form	93.8	93.8	†
Public School District	81.9	82.9	†
Public School	80.5	80.8	†
Private School	74.4	75.9	†
BIA-Funded School	89.5	89.5	†
Public School Principal	82.4	82.2	†
Private School Principal	73.8	74.9	†
BIA-Funded School Principal	90.7	90.7	†
Public School Teacher	84.0	84.8	75.7
Private School Teacher	81.6	82.4	70.4
BIA-Funded School Teacher	91.4	92.0	86.3
Public School Library Media Center	78.2	76.9	†
BIA-Funded School Library Media Center	82.1	82.1	†

†Not applicable

[†] Base-weighted questionnaire response rate times the base-weighted response rate of the teacher listing form.

NOTE: Response rates were weighted using the inverse of the probability of selection (base weight).

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

Table B-3. Base-weighted response rates (in percent) for public school districts, schools, principals, teachers, and school library media centers, by state: 2003-04

State	Teacher							School library media center
	District	School	Principal	Teacher Listing Form	Teacher Questionnaire	Overall teacher response rate ¹		
50 states and DC	82.9	80.8	82.2	89.2	84.8	75.7	76.9	
Alabama	97.0	89.5	90.2	99.1	89.4	88.6	87.6	
Alaska	89.9	79.9	81.1	95.9	84.0	80.6	74.0	
Arizona	88.5	86.0	84.8	89.8	92.1	82.7	81.2	
Arkansas	74.2	82.6	83.4	94.2	82.8	78.0	84.7	
California	82.5	71.2	72.8	83.4	79.9	66.7	71.4	
Colorado	86.0	81.6	78.3	86.1	85.2	73.4	74.4	
Connecticut	70.6	81.7	82.8	86.8	87.6	76.1	72.8	
Delaware	71.6	73.4	75.6	87.7	83.7	73.5	71.7	
District of Columbia	100.0	73.2	77.6	94.7	73.9	70.0	48.8	
Florida	87.9	83.1	84.5	90.8	86.0	78.1	78.8	
Georgia	86.5	82.9	87.9	93.0	89.3	83.0	87.6	
Hawaii	100.0	80.1	82.5	85.4	83.5	71.3	77.8	
Idaho	89.2	97.1	97.2	99.4	93.6	93.1	93.3	
Illinois	84.9	78.0	79.1	82.3	84.4	69.5	65.1	
Indiana	82.4	84.2	86.0	94.8	84.1	79.7	79.3	
Iowa	83.9	87.2	91.4	94.3	86.2	81.4	87.2	
Kansas	88.0	82.6	88.5	95.0	83.7	79.5	89.6	
Kentucky	78.4	78.8	81.1	89.8	81.1	72.8	69.9	
Louisiana	97.4	87.0	89.9	94.8	91.1	86.4	83.7	
Maine	77.8	85.6	87.7	93.8	85.3	80.1	85.1	
Maryland	79.2	75.4	66.8	90.5	70.7	63.9	65.2	
Massachusetts	80.4	85.2	84.3	89.1	82.1	73.2	73.6	
Michigan	69.2	84.2	86.0	92.1	80.8	74.4	69.1	
Minnesota	81.2	76.9	77.4	88.7	80.2	71.1	73.1	
Mississippi	96.2	95.3	94.9	97.5	96.3	93.9	91.5	
Missouri	84.0	80.8	86.4	92.1	84.3	77.6	84.1	
Montana	87.8	86.5	90.5	96.9	83.5	80.9	87.6	
Nebraska	87.2	86.9	84.6	91.8	88.7	81.4	85.4	
Nevada	76.5	78.9	80.1	83.9	88.7	74.4	68.9	
New Hampshire	86.2	87.0	85.8	87.5	91.9	80.4	80.6	
New Jersey	83.3	67.5	72.0	83.4	80.9	67.4	65.4	
New Mexico	95.5	74.8	80.0	87.4	79.8	69.7	73.8	
New York	77.4	68.5	70.9	81.0	79.2	64.2	67.3	
North Carolina	70.9	80.1	82.9	90.4	84.0	75.9	78.2	
North Dakota	90.8	89.4	93.9	97.9	84.3	82.6	87.0	
Ohio	78.0	86.2	86.5	90.5	89.6	81.1	77.3	
Oklahoma	85.8	86.0	89.4	96.3	84.9	81.7	84.3	
Oregon	77.4	74.0	79.2	77.6	88.7	68.8	72.4	
Pennsylvania	90.9	81.7	81.3	91.8	85.7	78.7	76.9	
Rhode Island	68.3	74.1	76.3	76.7	84.1	64.5	69.6	
South Carolina	87.1	86.4	89.3	90.8	91.2	82.8	82.6	
South Dakota	82.6	83.1	91.2	97.1	82.2	79.8	79.8	
Tennessee	86.0	92.4	92.0	95.5	90.8	86.7	84.6	
Texas	92.9	87.9	86.8	90.3	90.8	82.0	83.6	
Utah	93.8	82.0	82.1	87.6	92.1	80.6	80.1	
Vermont	37.3	71.9	72.8	77.9	85.6	66.7	69.2	
Virginia	72.2	67.9	69.7	78.9	80.0	63.1	68.4	
Washington	69.5	79.0	82.7	91.4	84.1	76.9	82.2	
West Virginia	75.4	94.2	94.5	99.2	88.1	87.4	76.6	
Wisconsin	78.3	81.2	84.4	89.6	80.2	71.8	78.2	
Wyoming	90.8	83.0	84.4	90.4	82.6	74.7	77.3	

¹ Weighted questionnaire response rate times the rate of cooperation with the teacher listing operation.

SOURCE: U.S. Department of Education, National Center of Education Statistics, Schools and Staffing Survey, 2003-04, special tabulations from the Public School District, Public School, Public School Principal, Public School Teacher, and Public School Library Media Center Documentation Data Files.

Table B-4. Base-weighted response rates (in percent) for private schools, principals, and teachers, by NCES typology: 2003-04

NCES Typology	School	Principal	Teacher		Weighted overall teacher response rate ¹
			Teacher Listing Form (TLF)	Teacher Questionnaire	
All private schools	75.9	74.9	85.4	82.4	70.4
Catholic	81.6	82.9	88.3	85.9	75.8
Parochial	84.3	84.4	90.0	85.1	76.6
Diocesan	80.0	82.5	87.6	87.6	76.7
Private Order	74.5	77.0	82.8	84.1	69.7
Other religious	74.0	71.1	84.5	80.6	68.1
Conservative Christian	75.8	73.9	84.2	81.5	68.6
Affiliated	78.5	77.8	85.3	82.3	70.1
Unaffiliated	68.8	62.7	84.3	77.0	64.9
Nonsectarian	72.6	72.7	83.6	79.2	66.2
Regular program	60.4	61.4	76.2	77.3	58.9
Special emphasis	77.3	77.9	85.9	79.2	68.0
Special education	85.8	83.8	92.3	85.9	79.2

¹ Base-weighted questionnaire response rate times the base-weighted response rate of the teacher listing form.
 SOURCE: U.S. Department of Education, National Center of Education Statistics, Schools and Staffing Survey, 2003-04, special tabulations from the Private School, Private School Principal, and Private School Teacher Documentation Data Files.

Table B-5. Unweighted unit sample size, by survey type: 2003-04

Survey type	Unweighted sample size
Public School District	4,421
Public School	7,991
Private School	2,456
BIA-Funded School	145
Public School Principal	8,143
Private School Principal	2,376
BIA-Funded School Principal	146
Public School Teacher	43,244
Private School Teacher	7,979
BIA-Funded School Teacher	624
Public School Library Media Center	7,229
BIA-Funded School Library Media Center	124

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

Item Response Rates

The weighted item response rates are the final-weighted number of sample cases responding to an item divided by the final-weighted number of sample cases eligible to answer the item. Of the items used in this report, four have a weighted response rate of less than 70 percent. Item D0318 (whether pay incentives are used to recruit teachers to teach in a less desirable location) from the district data file has a weighted response rate of 67.3 percent. Item S0416 (number of male students in grades K-12 and comparable ungraded levels enrolled in school) from the BIA-funded school data file has a weighted response rate of 67.5 percent. Item S0422 (sum of the racial/ethnic breakdown of students enrolled in grades K-12 and comparable ungraded levels) on the private school data file has a weighted response rate of 49.1 percent, although each of the individual race/ethnicity item response rates were above 70 percent. Item T0142 (Field of study code for teachers with a doctorate or first professional degree) on the BIA-funded school teacher data file has a weighted response rate of 62.5 percent. All of these items are footnoted in the applicable tables as having a response rate less than 70 percent.

Item Anomalies

A review of the data indicated that responses to items on Title I participation by BIA-funded schools were not credible. The BIA had reported to CCD for the previous school year (2002-03) that all BIA-funded schools were Title I-eligible and that all qualified for schoolwide Title I services. Therefore, these items were removed from the BIA data file, and the data for BIA-funded schools are shown as “not available” in table 4.

Nonresponse Bias Analysis

A comprehensive nonresponse bias analysis was conducted for each of the components of the 2003-04 SASS. The analysis evaluated the extent of potential bias introduced by school district nonresponse, school nonresponse, school principal nonresponse, teacher nonresponse, and school library nonresponse at both the unit and item levels. Results of the bias analysis are discussed in detail in the *2003-04 Schools and Staffing Survey: Survey Documentation Report* (Tourkin et al. 2006).

Evidence of substantial bias due to unit-level nonresponse was not found on any of the twelve data files or the three Teacher Listing Form files (TLF). Nevertheless, response rates fell below 50 percent for (1) public school districts in Vermont, (2) public school library media centers in the District of Columbia, and (3) principals in Amish private schools. Because of this low response, estimates for these subgroups will not be reported separately in NCES publications.

All questionnaire items with response rates below 85 percent also were examined for nonresponse bias. No evidence of substantial nonresponse bias was found at the item level on the data files.

Imputation Procedures

The Schools and Staffing Survey is a fully imputed dataset. Missing values were filled during one of three stages of imputation.

In the first stage of imputation, missing (not answered) survey data were imputed with a valid response using data from other items in the same questionnaire or from other related sources. In addition, data were ratio adjusted in some circumstances so that items were consistent with one another. For example, if the counts of students by race on a school questionnaire did not sum to the reported total enrollment, the ratio of each race to the total enrollment was preserved, but the actual number was adjusted to be consistent with the total enrollment figure.

During the second stage of imputation, data were imputed from items found on questionnaires of the same type that had certain characteristics in common or from the aggregated answers of similar questionnaires. The four methods employed at this stage were hot deck imputation, simple linear regression, sub-sample ratio imputation, or random sub-sample ratio imputation. In hot deck imputation, responses were determined by establishing a donor record through ‘matching variables’ and then basing imputation on data found within the donor record. If two respondents answered the selected matching variables in similar ways, then it was assumed that they were comparable and that imputation of one data item from the other was reasonable. For remaining unanswered numerical items, linear models were used and were based on data from other items on the questionnaire and data from the school survey. For remaining unanswered categorical items, sub-sample ratio imputation was employed. First, data were broken into five sub-samples (or groupings) based on the grade levels offered at the school. The ratio of each type of response was found for each of these grade level groupings and then the items were assigned answers according to the sub-sample to which they belonged in order to preserve the response ratios within that sub-sample. Random sub-sample ratio imputation is a method similar to sub-sample ratio imputation but is more effective at handling items that require continuous answers. Continuous variables were assigned a random probable value (i.e., a value between the 5th and 95th percentile) to cases with missing responses based on the range of values provided by respondents with similar characteristics.

All remaining unanswered items after the first two stages of imputation were imputed clerically by Census Bureau analysts during the third stage of imputation. This stage was completed by reviewing the original image of the questionnaire for additional notes provided by the respondents, other items within the same record with related information, similar cases to get an understanding of how the respondent might have answered, or averages of similar sub-samples.

As questionnaires went through the different stages of imputation, a numerical flag corresponding to the stage of imputation and type of imputation was assigned to each imputed item. In this way it is possible for data users to identify which items were imputed and how the imputations were performed. The data user can use this imputation

flag to decide whether or not to include imputed data in his or her analysis and which types of imputed data to employ.

Confidentiality Edits

The 2003-04 SASS restricted-use data files have been altered according to NCES standards. Known as confidentiality edits, ‘noise’ was added to the data in order to make the identification of respondents in published data less certain. These edits directly alter some data for individual respondents, but preserve the overall distributions and level of detail in all variables included on the file. There are several ways in which the data can be altered, including blanking and imputing for randomly selected records; blurring (e.g., combining multiple records through some averaging process into a single record); adding random noise; and data swapping or switching (e.g., switching the variable for age from a predetermined pair of individuals). All 12 restricted-use data files were altered through one or more of these methods.

Variance Estimation and Tests of Significance

In surveys with complex sample designs, such as SASS, direct estimates of sampling errors that assume a simple random sample will typically underestimate the variability in the estimates. The SASS sample design and estimation included procedures that deviate from the assumption of simple random sampling, such as stratifying the school sample, oversampling new teachers, and sampling with differential probabilities.

The preferred method of calculating sampling errors to reflect these aspects of the complex sample design of SASS is using replication. Replication methods involve constructing a number of subsamples, or replicates, from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. The replicate weights are used to compute the variance of a given statistic.

Each SASS data file includes a set of 88 replicate weights designed to produce variance estimates. The set of replicate weights on each file are applied to the respondents on that file. The computation of sampling errors using these replicate weights can be done easily using one of the following software: WesVar Complex Sample Software, SUDAAN (Research Triangle Institute 2001), or AM Statistical Software.

The tests of significance used in this analysis are based on Student’s *t* statistics. The formula used to compute the Student’s *t* statistic is as follows:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}}$$

Readers can use the standard error tables included in this report to construct their own t -tests of data presented in this report. As the number of comparisons that are conducted at the same significance level increases, it becomes more likely that at least one of the estimated differences will be significant merely by chance; that is, will be erroneously identified as significantly different from zero. Even when there is no statistical difference between the means or percentages being compared, there is a 5 percent chance of getting a significant t value of 1.96 from sampling error alone. As the number of comparisons increases, the chance of making this type of error also increases.

Appendix C. Description of Variables

This guide to the analysis variables used in the tables of this report is intended for researchers who obtain the restricted-use datasets for SASS. It is useful for replicating any of the tables in this report.

Selected Variables Used in the Report

District size: Included on the data files as “AGNOSC_2,” a SASS frame variable based on the number of schools in a district after the frame collapsing procedure. Frame collapsing was done in order to make the sampling frame more consistent with the school’s actual grade range. Potential problem schools were identified and collapsed to the appropriate building level prior to sampling.

District community type: Included on the data files as “URBAND03,” a SASS frame variable based on the three-level urbanicity of the district. Urbanicity was assigned using the 2000 Decennial Census data and is a collapse of DLOCP_03 (district locale code). The district’s locale code was assigned based on the locale code of the majority of schools it governed. In some cases it may not reflect the entire attendance area or residences of enrolled students. Categories include: Central city, Urban fringe/large town, and Rural/small town. See the Glossary entry “Community Type” for more information.

District K-12 enrollment: Included on the data files as D0051, a SASS survey variable. D0051 defines the total K-12 and ungraded enrollment in the district. This is the same as ENRLEA on the public school teacher, public school principal, public school, and public school library media center data files.

Percent of K-12 students in the district who were approved for free or reduced-price lunches: Included on the data files as “NSLAPP_D,” a SASS created variable based on the percentage of K-12 and ungraded enrollment that was approved for free or reduced-price lunches in districts that participated in the National School Lunch Program.

Public school classification: Included on the data files as “CHARFLAG,” a SASS created variable that indicates whether a school is a traditional public school or public charter school. A public charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. This is the same as S0661 on the public school and BIA school data files.

School community type: Included on the data files as “URBANS03,” a SASS frame variable based on the three-level urbanicity of the school. Urbanicity was assigned using the 2000 Decennial Census data and is a collapse of SLOCP_03 (school locale code). Categories include: Central city, Urban fringe/large town, and Rural/small town. See the glossary entry “Community Type” for more information.

School level: Included on the data files as “SCHLEVEL,” a SASS created variable based on the grades offered as reported by the school. Categories include: Elementary, Secondary, and Combined. A school was coded elementary if it had any of grades K-6 and none of grades 9-12. Secondary schools had any of grades 7-12 and none of grades K-6. All other cases were coded as a combined school.

Student enrollment (in the school): Included on the data files as “SCHSIZE,” a SASS created variable based on the total number of K-12 and ungraded students as reported by the school. SCHSIZE is based on ENRK12UG, collapsed into the following categories: 1 to 49 students, 50 to 99 students, 100 to 149 students, 150 to 199 students, 200 to 349 students, 350 to 499 students, 500 to 749 students, 750 to 999 students, 1,000 to 1,199 students, 1,200 to 1,499 students, 1,500 to 1,999 students, and 2,000 students or more. Categories found in the tables of the report were further collapsed for ease in reporting. This is the same as S0414 on the public school and BIA school data files, and S0422 on the private school file.

Private school classification: Included on the data files as “RELIG,” a SASS created variable based on the three-level typology of private schools. This variable includes the categories: Catholic, Other religious, and Non sectarian. It is a collapsing of the SASS frame variable TYPOLOGY.

State: Included on the data files as “STATE,” a SASS frame variable based on the FIPS state code that identifies the state with administrative control over the district and the schools within that district. For a complete list of FIPS codes, reference <http://www.itl.nist.gov/fipspubs/fip5-2.htm>.

Private school affiliation: Included on the data files as “STRATA,” a SASS created variable based on the 17-category private school sampling stratum. Categories include: Catholic-Parochial, Catholic-Diocesan, Catholic-Private, Amish, Assembly of God, Baptist, Episcopal, Jewish, Lutheran Church-Missouri Synod, Wisconsin Evangelical Lutheran Synod, Mennonite, Pentecostal, Seventh-day Adventist, Other Religious, Nonsectarian-Regular, Nonsectarian-Special Emphasis, and Nonsectarian-Special Education.

Teacher’s age: Included on the datafile as T0416, a SASS survey variable asking the year the teacher was born. Teacher age was calculated by subtracting the year of birth from the survey year (2003). Users may also substitute the SASS created variable AGE_T for similar analyses. T0416 is used in table 19.

Race (principal and teacher): Included on the data file as RACETH_P (principal’s race) and RACETH_T (teacher’s race), these are SASS created variables. Race is constructed using two questions: “Are you of Hispanic or Latino origin?” and “What is your race?” with responses of White, Black or African-American, Asian, Native Hawaiian or Other Pacific Islander, and American Indian or Alaska Native. In 2003-04 respondents were able to select multiple race categories. RACETH_P and RACETH_T represent the 62 possible race combinations. These created variables take into account both the single and

multiple reported races as well as whether the respondent is considered to be of Hispanic origin. Race categories were collapsed in the report for ease of reporting. On the principal data files the appropriate source codes are A0255, A0256, A0257, A0258, A0259, and A0260. On the teacher data files, the appropriate source codes are T0409, T0410, T0411, T0412, T0413, and T0414. These variables are used in tables 18 and 27.

Appendix D. Glossary of Terms

Advanced placement (AP) courses: The SASS questionnaires do not provide a definition of this term. A general definition is a course designed to prepare students for the Advanced placement subject assessments that are administered by the College Board. To learn more about AP exams, see <http://www.collegeboard.com/student/testing/ap/about.html>.

Affiliation stratum: SASS uses 17 categories into which all private schools are divided based on religious orientation/affiliation. These categories are Catholic - Parochial, Catholic - Diocesan, Catholic - Private, Amish, Assembly of God, Baptist, Episcopal, Jewish, Lutheran Church - Missouri Synod, Wisconsin Evangelical Lutheran Synod, Mennonite, Pentecostal, Seventh - Day Adventist, Other Religious, Nonsectarian - Regular, Nonsectarian - Special Emphasis, and Nonsectarian - Special Education.

Assessment, state or district: State or district tests that assess student performance in various subject areas.

Automated circulation: The SASS questionnaires do not provide a definition for this term. A general definition is a computerized system used in library media centers to perform the basic functions of resource management such as acquisition, cataloging, and circulation.

Average: The arithmetic mean.

Before-school or after-school day care programs: The SASS questionnaires do not provide a definition for this term. A general definition is a school-sponsored program for students where students can be monitored and activities can be supervised. The SASS questionnaires specify that this program is available at the school in any of grades K-12 or comparable ungraded levels, regardless of funding source, as identified by the school.

Block scheduling: The SASS school questionnaires define block scheduling as the scheduling of class periods to create extended instructional blocks of time.

Bureau of Indian Affairs (BIA) school: Schools funded by the BIA are either operated by the BIA or by tribes under contracts or grants. BIA-operated schools are under the direct auspices of the BIA, and tribally operated schools are run by individual federally recognized tribes with grants or contracts from the BIA. The BIA sampling frame consisted of a list of elementary, secondary, and combined K-12 schools that were BIA operated or funded during the 2001-02 school year. The list was obtained from the CCD. All BIA school records that met the SASS definition of a school were included in the SASS sample. BIA-funded schools received a Unified School Questionnaire.

Capacity: The SASS questionnaires do not provide a definition for this term. A general definition is the number of students a building can accommodate without being considered overcrowded.

Certification: A license or certificate awarded to teachers by the state to teach in a public school. The SASS surveys include five types of certification: Regular or standard state certification or advanced professional certificate, Probationary certificate—issued after satisfying all requirements except the completion of a probationary period, Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program,” Temporary certification—requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained, and Waiver or emergency certificate—issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching.

Charter school: See Public charter school.

Class organization: The SASS questionnaires define six types of class organization in schools. These include traditional grades or academic discipline-based departments, grades subdivided into small groups such as “houses” or “families,” student groups that remain with the same teacher for two or more years (also referred to as looping), interdisciplinary teaching when two or more teachers with different specializations collaborate to teach the same group of students, paired or team teaching when two or more teachers instruct the same class at the same time, and block scheduling (extended periods of instruction time).

Combined school: See School with combined grades.

Common Core of Data (CCD): The Common Core of Data is a group of surveys that acquire and maintain public elementary and secondary education data from the 50 states, the District of Columbia, Department of Defense schools, and the outlying areas through the state-level (or equivalent) education agencies. Information about staff and students in public schools is collected annually at the school, LEA (Local Education Agency or School District), and state levels. Information about revenues and expenditures is also collected at the state level. The CCD is the basis for the SASS sampling frame for public, public charter, and BIA-funded schools.

Community type: A three-level categorization based on the eight-level U.S. Census Bureau definition of locale. A central city school is a school located in a large or midsize central city. An urban fringe/large town school is a school located in the urban fringe of a large or midsize city, in a large town, or in a rural area within an urbanized metropolitan area. A rural/small town school is a school located in a small town or rural setting, and located outside an urbanized metropolitan area.

Content area: This term is not defined in the SASS questionnaires. A general definition is a division or field of organized knowledge, such as English or mathematics.

Curriculum specialist or coordinator: The SASS questionnaires do not provide a definition for this term. The general definition is the person responsible for the improvement of curriculum through measures such as developing instructional materials, training teachers, assessing educational programs, reviewing educational materials, and integrating technology in the curriculum.

Department head: The SASS questionnaires do not provide a definition for this term. A general definition is administrative leader (or head) of a department who supervises the faculty and staff of an academic department (e.g., the math or foreign language department).

Distance learning: The SASS library media center/library questionnaires define distance learning as programs in which lessons are taught via television, satellite, or computer network.

District: A Local Education Agency (LEA), or public school district, is defined as a government agency that employs elementary or secondary level teachers and is administratively responsible for providing public elementary and/or secondary instruction and educational support services.

Elementary school: See School, elementary.

Extended day program: A program providing instruction beyond the normal school day for students who need academic assistance. The SASS questionnaires specify that this program is available at the school in any of grades K-12 or comparable ungraded levels, regardless of funding source, as identified by the school.

Free or reduced-price lunches: A federally funded program to aid schools in providing an adequate lunch at school. Schools are reimbursed to provide meals to students, either free or for a reduced price. See the description of the National School Lunch Program.

Full standard state administrative certification: See Certification.

Guidance counselor: The SASS questionnaires do not provide a definition for this term. A general definition is the staff member responsible for activities such as group and individual counseling, student case management, and development of school guidance programs. The guidance counselor may also have roles in class scheduling, academic and career advising, and other duties related to healthy student educational progress.

Individual Education Plan: An Individual Education Plan (IEP) is required for all students with an identified disability under the Individuals with Disabilities Education Act (IDEA). Each public school child who receives special education and related services must have an IEP. Each IEP must be designed for one student and must be a truly individualized document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities.

International Baccalaureate (IB): The SASS school questionnaires define this program as an international curriculum certified by the International Baccalaureate Organization. For more information, see <http://www.ibo.org>.

Instructional aides: The SASS questionnaires do not provide a definition for this term. A general definition is those support staff responsible for assisting in the delivery of curriculum instruction. Instructional aides include regular Title I aides, ESL/Bilingual aides, special education instructional aides, library media center instructional aides, and other classroom instructional aides.

Itinerant teacher: See Teacher.

Library media center: See School Library Media Center.

Library media specialist/librarian: The SASS questionnaires do not provide a definition for this term. A general definition is the staff member responsible for such duties as library and media curriculum development and instruction, library media resource person for classroom teaching staff, and informational specialist and program advisor for all library and media related classes and curriculum.

Limited-English Proficiency: The SASS school questionnaires define limited-English proficient (LEP) students as students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom. LEP students can be taught subject matters courses in a variety of methods such as using their native language; in ESL, bilingual or immersion classes; and in English-only classrooms.

Main activity: The activity at which the teacher spends his or her time during the school year. Main activities include regular full-time teacher, regular part-time teacher, itinerant teacher (i.e., requires teacher to provide instruction at more than one school), long-term substitute (i.e., requires that the teacher fill the role of a regular teacher on a long-term basis, but is still considered a substitute), short-term substitute, student teacher, teacher aide, administrator (e.g., principal, assistant principal, director, school head), library media specialist or librarian, other professional staff (e.g., counselor, curriculum coordinator, social worker), or support staff (e.g., secretary).

Major or minor: A field of study in which an individual has taken substantial academic coursework, implying that the individual has substantial knowledge of the academic discipline or subject area.

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

Multiple races, non-Hispanic: All non-Hispanic respondents who selected more than one race.

National Board for Professional Teaching Standards: The SASS questionnaires do not provide a definition for this term. The National Board for Professional Teaching Standards is a voluntary organization focused on rigorous teaching standards and the role of teaching in student achievement. For more information, please see <http://www.nbpts.org>.

National School Lunch Program: The National School Lunch Program (NSLP) is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. School districts and independent schools that choose to take part in the lunch program get cash subsidies and donated commodities from the U.S. Department of Agriculture for each meal they serve. In return, they must serve lunches that meet federal requirements, and they must offer free or reduced-price lunches to eligible children. School food authorities can also be reimbursed for snacks served to children through age 18 in after-school educational or enrichment programs.

National School Lunch Program, Approved: To be approved for a free or reduced-price lunch, a student must be income-eligible and must be enrolled in a school or district that participates in the National School Lunch Program. In addition, the student's family must fill out an enrollment form to apply for a free or a reduced-price lunch.

Non-instructional aides: Non-instructional aides include special education non-instructional aides, library media center non-instructional aides, and other non-instructional aides.

Praxis I: Pre-Professional Skills Test (PPST): A standardized battery of national teacher general assessments administered by the Educational Testing Service that measure reading, writing, and mathematics skills vital to all teacher candidates. These assessments are designed to be taken early in the teacher's college career. For more information, see the Praxis page at <http://www.ets.org>.

Praxis II: Subject Assessment: The SASS questionnaires do not provide a definition. A general definition is a standardized national teacher assessment of specific subject content administered by the Educational Testing Service. These assessments measure candidates' knowledge of the subjects they will teach, as well subject-specific teaching skills and knowledge. For more information, see the Praxis page at <http://www.ets.org>.

Private school: A private school is defined as a school not in the public system that provides 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.

Programs with special instructional approaches: The SASS school questionnaires offer Montessori, self-paced instruction, open education, and ungraded classrooms as examples of these types of school programs.

Public charter school: A public charter school is a public school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. A public charter school may be a newly created school or it may previously have been a public or private school.

Public school: A public school is an institution or part of an institution that provides classroom instruction to students; has one or more teachers to provide instruction; serves students in one or more grades of 1-12 or the ungraded equivalent and is located in one or more buildings. It is possible for two or more schools to share the same building; in this case they were treated as different schools if they had different administrations (i.e., principals). Public schools include regular, special education, vocational/technical, alternative, and public charter schools. Schools in juvenile detention centers and schools located on domestic military bases and operated by the Department of Defense are included. See also entries for: Public charter school, and Traditional public school.

Regular full-time teacher: See Teacher.

Required working hours: Refers to the time teachers are required to spend at school (contract hours, or the equivalent). It does not include time spent on school-related activities before school, after school, or on the weekends.

Salary schedule: The SASS questionnaires do not provide a definition. A general definition is a listing of teacher salary levels offered by the school or district by which teacher salaries are determined. The schedule is often based on years of experience and degrees earned.

School classification: In this report, public schools are classified as either traditional public schools or public charter schools. For more information, see separate glossary entries for Private school, Public school, and Public charter school. Private schools are classified as Catholic, other religious, or nonsectarian schools. Catholic schools include Catholic-Parochial, Catholic-Diocesan, and Catholic-Private. Other religious schools include Other religious-Conservative Christian, Other religious-Affiliated with a Religious School Association, and Other religious, Not Affiliated with a Religious School Association. Nonsectarian schools include Nonsectarian-Regular, Nonsectarian-Special Emphasis, and Nonsectarian-Special Education.

School, elementary: A school is classified as elementary if it has one or more of grades K-6 and none of grades 9-12; for example, schools with grades K-6, 1-3, or 6-8 are classified as elementary. Schools with only kindergarten or prekindergarten were not included in the survey.

School, secondary: A school is classified as secondary if it has any of grades 7-12 and none of K-6; for example, schools with grades 9-12, 7-9, 10-12, or 7-8 are classified as secondary.

School with combined grades: A combined school or combined grade school has one or more of grades K-6 and one or more of grades 9-12; for example, schools with grades K-12, 6-12, 6-9, or 1-12 were classified as having combined grades. Schools in which all students are ungraded (i.e., not classified by standard grade levels) are also classified as combined.

School-related activities: School-related activities are activities that teachers and administrators may engage in and may or may not involve student interaction. School-related activities involving student interaction include coaching, field trips, and transporting students. School-related activities not involving student interaction include preparation, grading papers, parent conferences, and attending meetings.

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

Secondary school: See School, secondary.

Specialized career academy: The SASS school questionnaires define this term as a multi-year curriculum that integrates academic and vocational courses, organized around broad career areas.

State certified library media specialist: The SASS library media center/library questionnaires define this term as paid professional staff who is certified by the state as library media specialists by meeting the state's regular or standard certification requirements in the library media specialty area. Includes those who have completed all necessary course work and are eligible for full certification upon completion of a probationary period.

Student enrollment: The number of students officially enrolled in the school or district as of October 1, 2003.

Student support services professional staff: Student support services professional staff includes nurses, social workers, psychologists, speech therapists or pathologists, and other professional staff.

Talented/gifted program: The SASS school questionnaires define these programs as programs designed for students with specifically identified talents or exceptional academic achievement.

Teacher: A teacher is defined as a full-time or part-time teacher who teaches any regularly scheduled classes in any of grades K-12. This includes administrators, librarians, and other professional or support staff who teach regularly scheduled classes on a part-time basis. Itinerant teachers are included, as well as long-term substitutes who are filling the role of regular teacher on a long-term basis. An itinerant teacher is defined as a teacher whose assignment requires teaching at more than one school (for example, a music teacher who teaches 3 days per week at one school and 2 days per week at another). Itinerant teachers who teach full time in any district, but teach part time in a particular school are considered part-time teachers at that particular school. 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. Short-term substitute teachers and student teachers are not included.

Teacher education program: The SASS questionnaires do not provide a definition for this term. A general definition is a program offered by a college or university designed to prepare future teachers, train teachers in areas such as content and pedagogical knowledge, and offer teacher certification.

Temporary buildings: The SASS questionnaires do not provide a definition for this term. A general definition is those temporary school buildings used in such instances as school renovations or for extra classroom space. The use of temporary buildings is not necessarily indicative of school overcrowding.

Test of basic skills: The SASS questionnaires do not provide a definition for this term. A general definition is a test given to prospective teachers to measure basic skills, such as their reading, writing, and mathematics abilities.

Test of subject knowledge: The SASS questionnaires do not provide a definition for this term. A general definition is a test given to prospective teachers to measure their knowledge in a specific discipline or field of organized knowledge.

Title I: The SASS school questionnaires define Title I as a federally funded program that provides educational services, such as remedial reading or remedial mathematics, to children who live in areas with high concentrations of low-income families. Title I can be administered as a targeted assistance or schoolwide program. A targeted assistance Title I program provides categorical funding to specific students identified as in need of assistance. A schoolwide Title I program refers to schools that use Title I funds to improve the effectiveness of the entire school.

Traditional public school: Traditional public schools are the subset of all public schools that are not public charter schools. They include regular, special education, vocational/technical, and alternative schools. They also include schools in juvenile

detention centers, and schools located on domestic military bases and operated by the Department of Defense. See also the definitions for public and public charter schools.