

A Brief Profile of America's Public Schools



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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. SASS is sponsored by the National Center for Education Statistics (NCES) and conducted by the Census Bureau. The 2007-08 SASS marks SASS's 20-year anniversary! It is the sixth time SASS has been conducted since it was inaugurated in 1987-88.

SASS covers both public and private schools. On the public side, SASS provides data about schools, districts, principals, teachers, and library media centers. In 2003-04, SASS questionnaires were sent to about 10,200 public schools, 5,400 public school districts, 10,200 principals, 53,000 teachers, and 10,200 school library media centers.

The public school sample is large enough to provide good data each state, as well as the nation as a whole.

The SASS survey design for public schools starts with a sample of schools. Then, the district for each school is included in the study, along with the principal, about 5–8 teachers, and a person responsible for the library media center. This design provides policymakers, researchers, educators, and the general public with a broad range of information on the conditions of schools and staffing in the United States.

Some illustrative findings concerning public schools, taken from the 2003-04 SASS report, *Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States, 2003-04 Schools and Staffing Survey*, are provided in this brochure. The findings are presented by: Schools, Teachers, Principals, Districts, and Library Media Centers. The full report is available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006313>.



The illustrative statistics presented below are taken from the 2003-04 SASS report, *Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States, 2003-04 Schools and Staffing Survey*, available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006313>.

- In the 2003-04 school year, there were 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 (table 1).

Table 1. Number of public school 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 |
|--|-------------------|-----------------------|---------------|-------------------------|---------------|---------------|
| All public | 47,315,700 | 3,250,600 | 88,113 | 87,621 | 78,257 | 15,500 |
| 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 | † |
| 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 | † |
| All BIA schools | 44,300 | 4,000 | 168 | 167 | 154 | † |

† 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. The table numbers (e.g., table 4) in this brochure are not always the same as those used in the full report; the original report table numbers are referenced in each table's source citation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States, 2003-04 Schools and Staffing Survey," NCES 2006-313, Table 1.

Schools

- 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).

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

| School type and selected school characteristic | Sex | | Race/ethnicity | | | | | |
|--|-------------|-------------------------|---------------------|---------------------|------------------------------|-------------------------------|------------------------|-----------------------|
| | Male | Female | White, non-Hispanic | Black, non-Hispanic | Hispanic, regardless of race | American Indian/Alaska Native | Asian/Pacific Islander | Minority ¹ |
| 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 |
| 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 |
| All BIA schools | 48.0 | 52.0² | 1.4 | 0.6 | 0.8 | 97.1 | 0.1 | 98.6 |

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, "Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States, 2003-04 Schools and Staffing Survey," NCES 2006-313, 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 the smallest schools were more likely to have an IEP (24 percent), compared to students in public schools in each of the other enrollment categories (table 3).

Table 3. Number and percentage of public schools that had students with an Individual Education Plan (IEP) and percentage of enrolled students who had an IEP, 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 |
|--|---|--|---|
| All public schools | 86,095 | 97.7 | 12.8 |
| School classification | | | |
| Traditional public | 84,043 | 97.8 | 12.9 |
| Charter school | 2,052 | 94.2 | 10.8 |
| Student enrollment | | | |
| Less than 100 | 5,712 | 82.8 | 23.7 |
| 100-199 | 7,700 | 97.2 | 17.1 |
| 200-499 | 35,392 | 99.2 | 12.7 |
| 500-749 | 20,070 | 99.6 | 13.3 |
| 750-999 | 8,254 | 98.3 | 12.9 |
| 1,000 or more | 8,966 | 99.0 | 11.8 |
| All BIA schools | 168 | 100.0 | 18.2 |

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, "Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States, 2003-04 Schools and Staffing Survey," NCES 2006-313, 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 4).

Table 4. Number and percentage of public schools that had limited-English-proficient (LEP) students and percentage of enrolled students who were LEP, 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 |
|--|---|--|---|
| All public schools | 55,438 | 62.9 | 10.8 |
| School classification | | | |
| Traditional public | 54,495 | 63.4 | 10.8 |
| Charter school | 943 | 43.3 | 12.0 |
| School level | | | |
| Elementary | 41,780 | 67.9 | 13.3 |
| Secondary | 11,425 | 57.5 | 6.0 |
| Combined | 2,233 | 33.6 | 7.0 |
| All BIA schools | 121 | 72.4 | 52.8 |

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, "Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States, 2003-04 Schools and Staffing Survey," NCES 2006-313, Table 5.

- 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 elsewhere (table 5).

Table 5. Percentage of public 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 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 | |
| All BIA schools | 37.4 | 38.1 | 66.1 | 22.0 | 61.2 | 51.0 | |

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, "Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States, 2003-04 Schools and Staffing Survey," NCES 2006-313, Table 11.

- In public schools, considering all full-time and part-time staff, there were about 633,700 full-time and part-time instructional aides and 141,611 noninstructional aides. Public elementary schools had more instructional aides (489,900) than public

secondary (107,600) and public combined schools (36,100). Public elementary schools also had more noninstructional aides (103,962) than public secondary (29,585) and public combined schools (8,064) (table 6).

Table 6. Number of public school instructional and noninstructional aides, by school type and selected school characteristics: 2003-04

| School type and selected school characteristic | Instructional aides ^{1,2} | Noninstructional aides ^{1,3} |
|--|------------------------------------|---------------------------------------|
| All public schools | 633,700 | 141,611 |
| School classification | | |
| Traditional public | 623,400 | 140,156 |
| Charter school | 10,300 | 1,455 |
| School level | | |
| Elementary | 489,900 | 103,962 |
| Secondary | 107,600 | 29,585 |
| Combined | 36,100 | 8,064 |
| All BIA schools | 1,600 | 147 |

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, "Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States, 2003-04 Schools and Staffing Survey," NCES 2006-313, Table 13.

Teachers

- 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 7).

Table 7. Percentage distribution of public school teachers by race/ethnicity, school type, and selected school characteristics: 2003-04

| School type and selected school characteristic | Race/ethnicity | | | | | | |
|--|---------------------|---------------------|--|---------------------|---|---------------------------------------|--|
| | 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 public schools | 83.1 | 7.9 | 0.5 | 1.3 | 0.2 | 6.2 | 0.7 |
| School classification | | | | | | | |
| Traditional public | 83.3 | 7.8 | 0.5 | 1.3 | 0.2 | 6.2 | 0.7 |
| Charter school | 70.2 | 15.2 | 0.9 | 1.9 | 0.4 | 10.1 | 1.4 |
| Community type | | | | | | | |
| Central city | 70.5 | 15.1 | 0.5 | 2.2 | 0.2 | 10.4 | 1.1 |
| Urban fringe/large town | 87.4 | 5.1 | 0.4 | 1.1 | 0.2 | 5.2 | 0.6 |
| Rural/small town | 90.2 | 4.9 | 0.9 | 0.5 | 0.1 | 3.0 | 0.4 |
| All BIA schools | 46.8 | 0.9 | 43.5 | 0.8 | 0.9 | 3.8 | 3.3 |

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

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, "Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States, 2003-04 Schools and Staffing Survey," NCES 2006-313, Table 18.

- 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 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 8).

Table 8. Percentage distribution of public 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 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 |
| All BIA schools | 21.8 | 78.2 | 51.3 | 48.7 |

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, "Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States, 2003-04 Schools and Staffing Survey," NCES 2006-313, 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 9).

Table 9. Average base salary and earnings from salary supplements during the current school year for regular full-time public 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 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 |
| 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 |
| All BIA schools | \$35,800 | 36.2 | \$2,500 | 6.9 | \$3,600 | 12.6 | \$4,500 |

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, "Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States, 2003-04 Schools and Staffing Survey," NCES 2006-313, 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 10).

Table 10. Average number of hours per week that regular full-time public 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 | | |
|--|--|---|---|
| | Total hours spent on all teaching and other school-related activities during a typical full week | Required to work to receive base pay during a typical full week | Spent delivering instruction to a class of students |
| All public schools | 52.8 | 37.7 | 28.6 |
| School classification | | | |
| Traditional public | 52.8 | 37.6 | 28.5 |
| Charter school | 53.6 | 39.2 | 30.5 |
| Community type | | | |
| Central city | 52.4 | 37.2 | 28.6 |
| Urban fringe/large town | 53.1 | 37.7 | 28.3 |
| Rural/small town | 52.4 | 38.4 | 29.2 |
| All BIA schools | 52.6 | 39.7 | 30.5 |

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, "Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States, 2003-04 Schools and Staffing Survey," NCES 2006-313, Table 26.

Principals

- 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 (table 11).

Table 11. Percentage distribution of public school principals by race/ethnicity, school type, and selected school characteristics: 2003-04

| School type and selected school characteristic | Race/ethnicity | | | | | | |
|--|---------------------|---------------------|---|---------------------|---|------------------------------------|---|
| | 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 public schools | 82.4 | 10.6 | 0.7 | 0.5 | 0.1 | 5.3 | 0.4 |
| School classification | | | | | | | |
| Traditional public | 82.8 | 10.3 | 0.6 | 0.5 | 0.1 | 5.3 | 0.4 |
| Charter school | 67.6 | 19.7 | 2.7 | 0.8 | 0.4 | 8.0 | 0.8 |
| Community type | | | | | | | |
| Central city | 62.4 | 24.5 | 0.4 | 1.1 | 0.1 | 11.3 | 0.3 |
| Urban fringe/large town | 88.0 | 6.7 | 0.4 | 0.5 | 0.1 | 3.8 | 0.5 |
| Rural/small town | 90.9 | 4.5 | 1.5 | 0.1 | 0.1 | 2.6 | 0.4 |
| All BIA schools | 38.9 | 2.1 | 50.1 | # | 1.4 | 6.3 | 1.3 |

Rounds to zero.

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

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, "Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States, 2003-04 Schools and Staffing Survey," NCES 2006-313, Table 27.

- 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 for those in combined schools (table 12).

Table 12. Average annual salary for public 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 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 |
| 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 |
| All BIA schools | \$65,300 | \$57,700 | \$67,600 | \$68,200 |

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.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States, 2003-04 Schools and Staffing Survey," NCES 2006-313, 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 (table 13).

Table 13. Average hours per week that public 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 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 |
| All BIA schools | 59.0 | 20.4 |

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, "Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States, 2003-04 Schools and Staffing Survey," NCES 2006-313, Table 31.

Districts

- 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 14).

Table 14. Percentage of public school districts 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 characteristics: 2003-04

| Selected public school district characteristic | Percent with salary schedules for teachers | Among districts that had salary schedules, average yearly base teacher salary for: | | | | |
|--|--|--|---|---|--|--|
| | | Bachelor's degree and no teaching experience | Bachelor's degree and 10 years of teaching experience | Master's degree and no teaching experience ¹ | Master's degree and 10 years of teaching experience ² | 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 |

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, "Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States, 2003-04 Schools and Staffing Survey," NCES 2006-313, Table 33.

Library Media Centers

Tables 15 and 16 present data as reported by school library media centers on topics pertaining to libraries. A few examples of the results from public school library media centers are presented below:

- Some 82,569 public schools had library media centers. Fifty-four percent of paid professional library media center staff in public schools had a master's degree in a library-related field (table 15).

Table 15. Of public 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 | Percent of paid professional library media center staff with a master's degree in a library-related education field |
|--|--------------------------------------|---|---|---|
| All public schools | 88,113 | 82,569 | 50,553 | 54.1 |
| School classification | | | | |
| Traditional public | 85,934 | 81,204 | 50,355 | 54.4 |
| Charter school | 2,179 | 1,364 | 198 | 19.8 |
| School level | | | | |
| Elementary | 61,572 | 60,172 | 33,053 | 52.4 |
| Secondary | 19,886 | 17,035 | 14,972 | 62.1 |
| Combined | 6,655 | 5,361 | 2,529 | 39.9 |
| Student enrollment | | | | |
| Less than 100 | 6,895 | 4,175 | 516 | 27.8 |
| 100-199 | 7,922 | 6,953 | 1,487 | 37.7 |
| 200-499 | 35,685 | 34,289 | 18,698 | 50.2 |
| 500-749 | 20,156 | 19,868 | 13,777 | 55.4 |
| 750-999 | 8,396 | 8,265 | 6,191 | 60.5 |
| 1,000 or more | 9,059 | 9,018 | 9,884 | 68.1 |
| All BIA schools | 168 | 160 | 88 | 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, "Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States, 2003-04 Schools and Staffing Survey," NCES 2006-313, 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 16).

Table 16. Of public 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 |
| 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: 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, "Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States, 2003-04 Schools and Staffing Survey," NCEES 2006-313, Table 47.

Notes

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.

If you have specific questions about SASS, e-mail sassdata@ed.gov or call 1-800-221-1204 toll-free (Eastern time).

The SASS website (<http://nces.ed.gov/surveys/sass>) provides a complete list of publications that report findings from SASS. Reports can be downloaded or a paper copy can be ordered at no cost, while supplies last, from ED PUBS at 1-877-4ED-PUBS, or online at <http://www.edpubs.org>.

Reference

- U.S. Department of Education, National Center for Education Statistics, *Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States, 2003-04 Schools and Staffing Survey*, NCES 2006-313 REVISED.

