This report on public and private school administrators presents data on personal characteristics, salary and benefits received, highest degree earned, and years of experience. A mail sample survey form was mailed to the administrators of all 9,317 public and 3,513 private schools in the school samples. Response rates were 94.4 percent for public school administrators and 79.3 percent for private school administrators. National estimates are provided for all data, and state estimates are provided for public school administrators' salary, highest degree earned, and years of experience. Nine data tables are followed by technical notes that explain the survey methodology, and a copy of the questionnaire.
Selected Characteristics of Public and Private School Administrators

Charles Hammer
and
Elizabeth Gerald
Elementary and Secondary Education Statistics Division

Data Series:
DR–SAS–87/88–3.1

U.S. Department of Education
Office of Educational Research and Improvement
NCES 90-085
National Center for Education Statistics

"The purpose of the Center shall be to collect, and analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

April 1990

Contact:
Charles Hammer
(202) 357-6330
Elizabeth Gerald
(202) 357-6334
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SELECTED CHARACTERISTICS OF PUBLIC AND PRIVATE SCHOOL ADMINISTRATORS (PRINCIPALS): 1987-88

Introduction

This report on public and private school administrators presents data on personal characteristics, salary and benefits received, highest degree earned, and years of experience. The data were collected on the School Administrator Questionnaire, one of seven questionnaires comprising the 1987-88 Schools and Staffing Survey (SASS), a survey developed by the U.S. Department of Education's National Center for Education Statistics, and conducted by the U.S. Bureau of the Census. This report provides National estimates for all data, and State estimates for public school administrators' salary, highest degree earned, and years of experience.

The SASS was a mail survey which collected public and private sector data on the Nation's elementary and secondary teaching force, aspects of teacher supply and demand, teacher workplace conditions, characteristics of school administrators, and school policies and practices. The seven questionnaires of the SASS are as follows:

1. The Teacher Demand and Shortage Questionnaire for Public School Districts (LEA's).
2. The Teacher Demand and Shortage Questionnaire for Private Schools.
3. The School Administrator Questionnaire.
4. The Public School Questionnaire.
5. The Private School Questionnaire.
6. The Public School Teachers Questionnaire.
7. The Private School Teachers Questionnaire.

The survey methodology is described in the Technical Notes section which follows presentation of the tables.
Table 1.--Number of school administrators by selected characteristics: 1987-88

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<tr>
<td>Race</td>
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<td></td>
</tr>
<tr>
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<td></td>
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-- Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases, or item nonresponse.

NOTE: Cell entries may be underestimates due to item nonresponse (Not reported).

Table 2.—Number of school administrators, by highest degree earned and by selected characteristics: 1987-88

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<th>Master's</th>
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**Private**

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</tr>
<tr>
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*Includes a very small number of law and medicine degree recipients.

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases, or item nonresponse.

NOTE: Cell entries may be underestimates due to item nonresponse.

Table 3.--Average years of experience of school administrators, by selected characteristics: 1987-88

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</tr>
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</table>

-- Too few sample cases (fewer than 30) for a reliable estimate.

Table 4.--Average annual salary of school administrators, by length of work year and by selected characteristics: 1987-88

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<th>Characteristic</th>
<th>Ten or fewer</th>
<th>Eleven</th>
<th>Twelve</th>
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</tr>
<tr>
<td></td>
<td>Total</td>
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<td>$41,563</td>
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<tr>
<td>Total administrators</td>
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<tr>
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<td>29,143</td>
<td>41,488</td>
<td>44,509</td>
</tr>
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<td>41,562</td>
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<tr>
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<td>Male</td>
<td>29,143</td>
<td>41,488</td>
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</tr>
<tr>
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</tr>
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<td></td>
</tr>
<tr>
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<td>37,885</td>
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<td>37,872</td>
<td>40,225</td>
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<tr>
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<td>45 to 49</td>
<td>39,004</td>
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<td>23,505</td>
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<tr>
<td>Total administrators</td>
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<td>18,693</td>
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<tr>
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<td>Female</td>
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<td></td>
</tr>
<tr>
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<tr>
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<td>Non-Hispanic</td>
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<td>Age</td>
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</tr>
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<td>Under 40</td>
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<td>40 to 44</td>
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<tr>
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<td>45 to 49</td>
<td>12,466</td>
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</tr>
<tr>
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<td>50 to 54</td>
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</tr>
<tr>
<td></td>
<td>55 or over</td>
<td>10,465</td>
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</table>

-- Too few sample cases (fewer than 30) for a reliable estimate.

Table 5.--Number of school administrators, by benefits received and by sector: 1987-88

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<th>Benefit</th>
<th>Public</th>
<th>Private</th>
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<td><strong>Total Administrators</strong></td>
<td>77,890</td>
<td>25,401</td>
</tr>
<tr>
<td>Housing or housing expenses</td>
<td>816</td>
<td>7,350</td>
</tr>
<tr>
<td>Meals</td>
<td>1,369</td>
<td>2,931</td>
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<tr>
<td>Tuition for children</td>
<td>--</td>
<td>5,925</td>
</tr>
<tr>
<td>College tuition for self</td>
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<td>3,697</td>
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<tr>
<td>General medical insurance</td>
<td>66,466</td>
<td>16,956</td>
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<tr>
<td>Dental insurance</td>
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</tr>
<tr>
<td>Group life insurance</td>
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<tr>
<td>Transportation/ car expenses</td>
<td>27,250</td>
<td>8,154</td>
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<tr>
<td>Pension contributions</td>
<td>45,558</td>
<td>10,381</td>
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<tr>
<td>None of the above</td>
<td>3,811</td>
<td>3,221</td>
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</table>

-- Too few sample cases (fewer than 30) for a reliable estimate.

Note: Details do not add to totals due to multiple responses.

Table 6.--Number of public school administrators, by highest degree earned and by State: 1987-88

<table>
<thead>
<tr>
<th>State</th>
<th>Total</th>
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<th>Associate</th>
<th>Bachelor's</th>
<th>Master's</th>
<th>Education specialist</th>
<th>Doctorate*</th>
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</thead>
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<tr>
<td>50 States and D.C.</td>
<td>77,890</td>
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<td>--</td>
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<td>225</td>
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</tr>
</tbody>
</table>

*Includes a very small number of law and medicine degree recipients.

Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases, or item nonresponse.

NOTE: Cell entries may be underestimates due to item nonresponse.

### Table 7.--Average years of experience of public school administrators, by State: 1987-88

<table>
<thead>
<tr>
<th>State</th>
<th>As a principal</th>
<th>Other elementary/secondary administration</th>
<th>Teaching</th>
<th>Other elementary/secondary experience</th>
<th>Outside elementary/secondary education</th>
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<td>9.8</td>
<td>1.2</td>
<td>1.0</td>
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<td>9.7</td>
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Table 8.--Average annual salary of public school administrators, by length of work year and by State: 1987-88

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<th>Twelve</th>
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-- Too few sample cases (fewer than 30) for a reliable estimate.

Table 9.--Standard errors for school administrators key statistics: 1987-88

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Technical Notes

Sample selection

Questionnaires were mailed to the administrators of all 9,317 public and 3,513 private schools in the school samples. The public school sample was selected from the Quality Education Data (QED) file of public schools. All public schools in the file were stratified by the 50 States and the District of Columbia, and then by three grade levels (elementary, secondary, and combined). Within each stratum the schools were sorted by urbanicity, zip code (first two digits), highest grade in the school, and enrollment. For each stratum within each State, sample schools were selected by systematic (interval) sampling with probability proportional to the square root of the number of teachers within a school.

The private school sample was selected primarily from the QED file of private schools. To improve coverage, two additional steps were taken. The first step was to update the QED file with current lists of schools from 17 private school associations. All private schools on the QED file and the lists from the private school associations were then stratified by the 50 States and the District of Columbia. Within each State and the District of Columbia, schools were further stratified by three grade levels (elementary, secondary, and combined), and by thirteen affiliation groups. Within each stratum the schools were sorted by urbanicity, zip code (first two digits), highest grade in the school, and enrollment. Sample schools were then selected by systematic (interval) sampling within each stratum with probability proportional to the square root of the number of teachers. The second step was to include an area frame sample, contained in 75 Primary Sampling Units (PSU's), each PSU consisting of a county or group of counties. Within each PSU, an attempt was made to find all eligible (in scope) private schools. A telephone search was made, using such sources as yellow pages, Non-Roman Catholic religious institutions, local education agencies, chamber of commerce, local government offices, commercial milk companies, and commercial real estate offices. Roman Catholic religious institutions were not contacted because QED calls each Catholic diocese during its annual list update. The PSU's were stratified by Census geographic region: Northeast, Midwest, South, and West; Standard Metropolitan Statistical Area (SMSA) status, and private school enrollment. These PSU's were selected from the universe of 2,497 PSU's with probability proportional to the square root of the PSU population. All schools not on the QED file or the lists from the private school associations were eligible to

---

1 The other SASS samples were as follows: 5594 public school districts, 56,242 public school teachers, and 11,529 private school teachers.
be selected for the area frame sample. Schools in the area frame that could be contacted were sampled with probability proportional to the square root of the number of teachers. A systematic equal probability sample was then drawn from the schools in the area frame that could not be contacted.

The School Administrator Questionnaire was mailed to the administrator of each sampled school in February 1988. A second questionnaire was mailed to all nonrespondents in March, and a telephone followup on nonrespondents was conducted during April, May, and June.

**Questionnaire response rates**

The weighted responses were calculated using the sampling weights. Weighted response rates for the School Administrator Questionnaire were 94.4 percent for public school administrators and 79.3 percent for private school administrators.

**Item descriptions**

The School Administrator Questionnaire is shown in the Appendix. Specific data items in the tables and the corresponding questionnaire items are as follows:

<table>
<thead>
<tr>
<th>Data item</th>
<th>Questionnaire item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>9</td>
</tr>
<tr>
<td>Race</td>
<td>10</td>
</tr>
<tr>
<td>Ethnic origin</td>
<td>11</td>
</tr>
<tr>
<td>Age</td>
<td>12</td>
</tr>
<tr>
<td>Highest degree earned</td>
<td>1a</td>
</tr>
<tr>
<td>Average years of experience</td>
<td>5a+5b</td>
</tr>
<tr>
<td>As a principal</td>
<td>5c</td>
</tr>
<tr>
<td>Other el/sec admin.</td>
<td>5d</td>
</tr>
<tr>
<td>Teaching</td>
<td>2a</td>
</tr>
<tr>
<td>Other el/sec</td>
<td>5e</td>
</tr>
<tr>
<td>Outside el/sec</td>
<td>7a</td>
</tr>
<tr>
<td>Average salary</td>
<td>7b</td>
</tr>
<tr>
<td>Length of work year</td>
<td>8</td>
</tr>
<tr>
<td>Benefits received</td>
<td></td>
</tr>
</tbody>
</table>
Item response rates

Unweighted item response rates for items used in this analysis are as follows:

<table>
<thead>
<tr>
<th>Questionnaire item</th>
<th>Response rate(%) Public</th>
<th>Response rate(%) Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>99.7</td>
<td>99.8</td>
</tr>
<tr>
<td>10</td>
<td>98.9</td>
<td>99.2</td>
</tr>
<tr>
<td>11</td>
<td>97.2</td>
<td>96.9</td>
</tr>
<tr>
<td>12</td>
<td>99.4</td>
<td>99.0</td>
</tr>
<tr>
<td>1a</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>5a</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>5b</td>
<td>98.6</td>
<td>98.3</td>
</tr>
<tr>
<td>5c</td>
<td>97.6</td>
<td>97.5</td>
</tr>
<tr>
<td>2a</td>
<td>99.7</td>
<td>98.3</td>
</tr>
<tr>
<td>5d</td>
<td>94.8</td>
<td>95.9</td>
</tr>
<tr>
<td>5e</td>
<td>94.8</td>
<td>96.1</td>
</tr>
<tr>
<td>7a</td>
<td>97.4</td>
<td>93.3</td>
</tr>
<tr>
<td>7b</td>
<td>99.5</td>
<td>98.6</td>
</tr>
<tr>
<td>8</td>
<td>99.5</td>
<td>98.3</td>
</tr>
</tbody>
</table>

Effects of item nonresponse and missing schools

There was no explicit imputation for item nonresponse and for a small number of schools which were found to be missing from the QED lists of public schools.

Not imputing for item nonresponse leads to a bias in the estimates. In tables 3, 4, 7, and 8, which present averages, the nature of this bias is unknown.

In tables 1, 2, 5, and 6, which present counts, the national estimate for public school administrators (77,890) is underestimated because of missing schools. The details for public school administrators are underestimated because of missing schools and item nonresponse, and the details for private school administrators are underestimated because of item nonresponse.

However, since the item response rates for items used in this analysis are all high (all items but those on salary had a response rate of at least 95 percent), bias in the estimates attributable to item nonresponse is not considered to be substantial.

Following the data collection, a comparison of SASS public school estimates with NCES' Public Elementary/Secondary School Universe Survey of the Common Core of Data (CCD) series revealed SASS estimates for some States that were considerably lower than CCD counts. Upon further examination it was discovered that the QED frame did not include all small Class 1 public school districts and that the QED definition of school varied somewhat from the CCD definition. Class 1 districts include only elementary schools, and
For Nebraska a comparison of the QED and CCD counts indicated there were about 275 of these districts, with an average of about 10.2 students per district. The small number of students per district suggests that these were, for the most part, one-school districts. Because of these missing schools the SASS national count of public school administrators and the count for Nebraska, in particular, are underestimated. As with the effects of nonimputation for item nonresponse, the effect of these missing schools on the nature of the bias for averages is unknown.

Large numbers of Class 1 districts were not found in other States. Therefore, much of the remaining discrepancies between SASS State estimates of public school counts and CCD State counts may be attributable to the difference between QED and CCD definitions of a school. This difference is discussed below in the section on Definitions.

Differences between administrator and school estimates

Estimates of the numbers of administrators shown in this report will differ somewhat from estimates of the numbers of schools. (Estimates of the numbers of schools will appear in subsequent reports.) These differences are attributable, largely, to small numbers of schools which reported not having an administrator.²

Standard errors

The estimates in these tables are based on samples and are subject to sampling variability. Standard errors were estimated using a balanced repeated replications procedure that incorporates the design features of this complex sample survey. The standard errors provide indications of the accuracy of each estimate. If all possible samples of the same size were surveyed under the same conditions, an interval of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the universe value in approximately 95 percent of the cases. Note, however, that the standard errors in the tables do not take into account the effects of biases due to item nonresponse, measurement error, data processing error, or other systematic error.

² State estimates of the numbers of schools which reported not having an administrator were calculated and added to the State estimates of the numbers of administrators to obtain a total for each State. Inspection of the data indicated that these State totals were comparable to the corresponding State estimates of the number of schools.
Definitions

QED definition of school

The QED generally defines a school in terms of "building" as opposed to "administrative unit". For example, in most instances the QED counts an elementary school and a secondary school housed in one building as one school. In those States which house more than one administrative unit in a building, the QED count of schools is lower than the State count of schools reported on NCES's Public Elementary/Secondary School Universe Survey of the Common Core of Data (CCD) series, because the CCD definition of school is in terms of administrative unit. Since the SASS made use of the QED file (the latest version of the CCD universe file was not available at the time the school sample was drawn), there are a number of instances in which the SASS estimates for States are lower than the CCD counts. Those states for which the SASS estimates of the number of schools are considerably lower than the CCD counts are Nebraska (about 31 percent lower), North Dakota (about 30 percent lower), and South Dakota (about 28 percent lower).

Further constraints applied in defining public and private schools were as follows:

Public schools
- Instruction had to be provided to students in at least one of grades kindergarten to grade 12.

Private schools
- Instruction had to be provided to students in at least one of grades 1-12.
- Instruction could not be in a private home. (If it could not be determined that instruction was not in a private home, the school had to have at least 10 students or more than one teacher.)

Class 1 school district

A school district that maintains only elementary grades under the direction of a single school board.
Region

The geographical regions used by the U.S. Bureau of the Census.

West

Montana
Idaho
Wyoming
Colorado
New Mexico
Arizona
Utah
Nevada
Washington
Oregon
California
Alaska
Hawaii

Northeast

Maine
New Hampshire
Vermont
Massachusetts
Rhode Island
Connecticut
New York
New Jersey
Pennsylvania

South

Delaware
Maryland
District of Columbia
Virginia
West Virginia
North Carolina
South Carolina
Georgia
Florida
Kentucky
Tennessee
Alabama
Mississippi
Arkansas
Louisiana
Oklahoma
Texas

Midwest

Ohio
Indiana
Illinois
Michigan
Wisconsin
Minnesota
Iowa
Missouri
North Dakota
South Dakota
Nebraska
Kansas
Acknowledgments

Gary Marx, American Association of School Administrators, was the external reviewer of the draft manuscript of this report. NCES internal reviews were performed by Curtis O. Baker, Statistical Standards and Methodology Division, and Peggy Quinn, Elementary/Secondary Education Statistics Division. Robert S. Burton, Elementary/Secondary Education Statistics Division, was the mathematical-statistical consultant for the report. Ross Z. Merlin and Shelley K. Burns of Pinkerton Computer Consultants developed the programs for the tables. Lance Ferderer of Information Services provided guidance in table design and formatting the manuscript for publication.

For More Information

Dear Principal:

The Center for Education Statistics (CES) of the U.S. Department of Education requests your participation in the School Administrator Survey for the 1987-88 Schools and Staffing Survey. Your school is one of 9,300 public and 3,500 private schools across the Nation selected to be in the sample.

The Schools and Staffing Survey is an integrated set of surveys consisting of the Teacher Demand and Shortage Survey, the School and School Administrator Surveys, and the Teacher Survey. These surveys are revisions of previous CES surveys, designed to better measure critical aspects of teacher supply and demand, the composition of the administrator and teacher workforce, and the status of teaching and schooling generally. The purpose of the School Administrator Survey is to obtain information about the training, experience, and professional background of school principals.

The U.S. Bureau of the Census is conducting the surveys for the Center for Education Statistics by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be treated as confidential and will be reported only in statistical summaries that preclude the identification of any individual or school participating in the surveys.

We are conducting this survey with a sample of schools. While this minimizes overall response burden, the value of each individual survey response is greatly increased because it represents many other principals. I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 2 weeks to the Bureau of the Census. A preaddressed envelope is enclosed for your convenience.

I thank you for your cooperation in this very important effort.

Sincerely,

Emerson J. Elliott
Director
Center for Education Statistics

Enclosure
If this school does NOT have an administrator, please mark (X) the box.

If you marked the box above, you do not need to complete this questionnaire. Please return it to the Bureau of the Census in the enclosed postage-paid envelope. Thank you for your cooperation.

INSTRUCTIONS
It is important that the questionnaire be completed by the school administrator (i.e., the principal or head), not by anyone else at the school.

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Remarks" section.

If you have any questions, call the Bureau of the Census collect at (301) 763-2220.

Please return your completed questionnaire to the Bureau of the Census in the enclosed postage-paid envelope. Please return it within 2 weeks.

THANK YOU FOR TAKING PART IN THIS STUDY.

<table>
<thead>
<tr>
<th>Degree(s) earned (Mark (X) all that apply)</th>
<th>Major field code (b)</th>
<th>Year received (e)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 □ Associate degree or Vocational certificate</td>
<td>013</td>
<td>014</td>
</tr>
<tr>
<td>2 □ Bachelor's degree</td>
<td>016</td>
<td>017</td>
</tr>
<tr>
<td>3 □ 2nd Bachelor's degree</td>
<td>019</td>
<td>020</td>
</tr>
<tr>
<td>4 □ Master's degree</td>
<td>022</td>
<td>023</td>
</tr>
<tr>
<td>6 □ 2nd Master's degree</td>
<td>026</td>
<td>026</td>
</tr>
<tr>
<td>7 □ Professional diploma or education specialist (At least one year beyond M.A. level)</td>
<td>028</td>
<td>029</td>
</tr>
<tr>
<td>7 □ Doctorate (e.g., Ph.D., Ed.D.)</td>
<td>031</td>
<td>032</td>
</tr>
<tr>
<td>8 □ First Professional degree (e.g., M.D., L.L.B., J.D., D.D.S.)</td>
<td>034</td>
<td>035</td>
</tr>
<tr>
<td>9 □ No Degree or diploma</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MAJOR FIELD CODE NUMBERS FOR QUESTION 1b

GENERAL

11 Agriculture and natural resources
12 Architecture and environmental design
13 Area and ethnic studies
14 Biological/life science
15 Business and management
16 Communications
17 Computer and information sciences
18 Engineering
19 Fine and applied arts
20 Foreign languages
21 Health professions
22 Home economics
23 Law
24 Letters (English, literature, speech, classics)
25 Library science
26 Mathematics
27 Military science
28 Multidisciplinary studies
29 Philosophy and religion
30 Psychology
31 Public affairs and services
32 Theology
33 Chemistry
34 Physics
35 Geology/earth science
36 Other physical sciences
37 Economics
38 History
39 Political science and government
40 Sociology
41 Other social sciences
42 Other

EDUCATION

General education
61 Elementary education
62 Pre-elementary/early childhood education
63 Secondary education
Subject area education
64 Agricultural education
65 Art education
66 Bilingual education
67 Business, commerce, and distributive education
68 English as a second language
69 English education
70 Foreign languages education
71 Home economics education
72 Industrial arts, vocational and technical education
73 Mathematics education
74 Music education
75 Physical education/health education
76 Reading education
77 Science education
78 Social studies/social sciences education
79 Special education
80 Special education, general
81 Education of the emotionally disturbed
82 Education of the mentally retarded
83 Education of the speech/hearing/vision impaired
84 Special learning disabilities
85 Other special education
86 Other education
87 Curriculum and instruction
88 Educational administration
89 Educational psychology
90 Student personnel and counseling
91 Other education
2a. How many years of elementary or secondary teaching experience did you have prior to becoming a principal? (If less than one year, enter "1".)

<table>
<thead>
<tr>
<th>Years of teaching</th>
<th>039</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>o None</td>
<td></td>
</tr>
</tbody>
</table>

b. How many years of elementary or secondary teaching experience have you had altogether?

<table>
<thead>
<tr>
<th>Total years</th>
<th>040</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>o None</td>
<td></td>
</tr>
</tbody>
</table>

---

**TEACHING ASSIGNMENT FIELD CODE NUMBERS FOR QUESTIONS 3a AND 3b**

<table>
<thead>
<tr>
<th>Field Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Prekindergarten</td>
</tr>
<tr>
<td>02</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>03</td>
<td>General elementary</td>
</tr>
<tr>
<td>04</td>
<td>Special Areas</td>
</tr>
<tr>
<td>05</td>
<td>Art</td>
</tr>
<tr>
<td>06</td>
<td>Basic skills and remedial education</td>
</tr>
<tr>
<td>07</td>
<td>Business education</td>
</tr>
<tr>
<td>08</td>
<td>Computer science</td>
</tr>
<tr>
<td>09</td>
<td>English and language arts</td>
</tr>
<tr>
<td>10</td>
<td>English as a second language</td>
</tr>
<tr>
<td>11</td>
<td>Social studies/social science</td>
</tr>
<tr>
<td>12</td>
<td>Science</td>
</tr>
<tr>
<td>13</td>
<td>Mathematics</td>
</tr>
<tr>
<td>14</td>
<td>Music</td>
</tr>
<tr>
<td>15</td>
<td>Biology</td>
</tr>
<tr>
<td>16</td>
<td>Chemistry</td>
</tr>
<tr>
<td>17</td>
<td>Health, physical education</td>
</tr>
<tr>
<td>18</td>
<td>Industrial arts</td>
</tr>
<tr>
<td>19</td>
<td>Foreign language</td>
</tr>
<tr>
<td>20</td>
<td>Gifted</td>
</tr>
<tr>
<td>21</td>
<td>Home economics</td>
</tr>
<tr>
<td>22</td>
<td>Reading</td>
</tr>
<tr>
<td>23</td>
<td>Remedial education</td>
</tr>
<tr>
<td>24</td>
<td>Industrial arts</td>
</tr>
<tr>
<td>25</td>
<td>Print reading</td>
</tr>
<tr>
<td>26</td>
<td>Special education</td>
</tr>
<tr>
<td>27</td>
<td>Fine arts</td>
</tr>
<tr>
<td>28</td>
<td>Social studies/social science</td>
</tr>
<tr>
<td>29</td>
<td>Science and mathematics</td>
</tr>
<tr>
<td>30</td>
<td>Special education</td>
</tr>
<tr>
<td>31</td>
<td>Foreign language</td>
</tr>
<tr>
<td>32</td>
<td>Native language</td>
</tr>
<tr>
<td>33</td>
<td>Industrial arts</td>
</tr>
<tr>
<td>34</td>
<td>Remedial education</td>
</tr>
<tr>
<td>35</td>
<td>Print reading</td>
</tr>
<tr>
<td>36</td>
<td>Special education</td>
</tr>
<tr>
<td>37</td>
<td>Fine arts</td>
</tr>
<tr>
<td>38</td>
<td>Mathematics</td>
</tr>
<tr>
<td>39</td>
<td>Science and mathematics</td>
</tr>
<tr>
<td>40</td>
<td>Special education</td>
</tr>
<tr>
<td>41</td>
<td>Foreign language</td>
</tr>
<tr>
<td>42</td>
<td>Native language</td>
</tr>
<tr>
<td>43</td>
<td>Industrial arts</td>
</tr>
<tr>
<td>44</td>
<td>Remedial education</td>
</tr>
<tr>
<td>45</td>
<td>Print reading</td>
</tr>
<tr>
<td>46</td>
<td>Special education</td>
</tr>
<tr>
<td>47</td>
<td>Fine arts</td>
</tr>
<tr>
<td>48</td>
<td>Mathematics</td>
</tr>
<tr>
<td>49</td>
<td>Science and mathematics</td>
</tr>
<tr>
<td>50</td>
<td>Special education</td>
</tr>
</tbody>
</table>

---

**3a. In your last year of teaching before you became an administrator, what was the field of your PRIMARY TEACHING ASSIGNMENT, i.e., the field in which you taught the most classes? (Use the codes listed above to record your assignment field. If your teaching schedule was divided equally between two fields, record either field as your primary assignment field, mark box 1, and enter the second field in item 3b.)**

<table>
<thead>
<tr>
<th>Primary assignment field code</th>
<th>041</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>o None</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching schedule equally divided between two fields</th>
<th>042</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Yes - In what field did you teach the second most classes?</td>
<td>044</td>
</tr>
<tr>
<td>(Use the assignment field codes listed above.)</td>
<td></td>
</tr>
<tr>
<td>o No</td>
<td></td>
</tr>
</tbody>
</table>

b. Were some of your classes in other fields?

<table>
<thead>
<tr>
<th>o Yes</th>
<th>043</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>o No</td>
<td></td>
</tr>
</tbody>
</table>

---

**4. What other positions, if any, did you hold before you became a principal?**

Mark (X) all that apply.

<table>
<thead>
<tr>
<th>Department head or curriculum coordinator</th>
<th>045</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td></td>
</tr>
<tr>
<td>Assistant principal or program director</td>
<td>046</td>
</tr>
<tr>
<td>o</td>
<td></td>
</tr>
<tr>
<td>Guidance counselor</td>
<td>047</td>
</tr>
<tr>
<td>o</td>
<td></td>
</tr>
<tr>
<td>Athletic coach</td>
<td>048</td>
</tr>
<tr>
<td>o</td>
<td></td>
</tr>
<tr>
<td>Sponsor for student clubs, debate teams</td>
<td>049</td>
</tr>
<tr>
<td>o</td>
<td></td>
</tr>
<tr>
<td>o None of the above</td>
<td>050</td>
</tr>
</tbody>
</table>

---

5. Prior to this school year, and since earning your first college degree, how many years have you been employed in each of the following positions? (If less than one year, enter "1." If none, mark the box.)

<table>
<thead>
<tr>
<th>Years as the principal in this school?</th>
<th>051</th>
</tr>
</thead>
<tbody>
<tr>
<td>o None</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years as the principal in other schools?</th>
<th>052</th>
</tr>
</thead>
<tbody>
<tr>
<td>o None</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years in other school or district administrative positions?</th>
<th>053</th>
</tr>
</thead>
<tbody>
<tr>
<td>o None</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years in other nonteaching nonadministrative positions in elementary and secondary education?</th>
<th>054</th>
</tr>
</thead>
<tbody>
<tr>
<td>o None</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years in positions outside elementary and secondary education?</th>
<th>055</th>
</tr>
</thead>
<tbody>
<tr>
<td>o None</td>
<td></td>
</tr>
</tbody>
</table>
6. Aside from college coursework for a degree, have you had any of the following types of training for your current position? Mark (X) all that apply.

   - Inservice training in evaluation and supervision
   - Training in management techniques
   - An administrative internship
   - None of the above

7a. What is your annual salary from this school this year before taxes and deductions?

   - $___

7b. For how many months of the year are you employed as the administrator in this school?

   - ___

8. Which of these benefits do you receive, in whole or in part, from this school (or district) in addition to your salary? Mark (X) all that apply.

   - Housing or housing expenses
   - Meals
   - Tuition for your children
   - College tuition for yourself
   - General medical insurance
   - Dental insurance
   - Group life insurance
   - Car/transportation expenses
   - Pension contributions
   - None of the above

9. Are you male or female?

   - Male
   - Female

10. What is your race?

    - American Indian, Aleut, Eskimo
    - Asian or Pacific Islander (Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)
    - Black
    - White

11. Are you of Hispanic origin?

    - Yes
    - No

12. What is your year of birth?

    - 19__

Remarks
13. For your most recent full week, what is your best estimate of the number of hours you spent on school-related activities during and after school hours? (Report hours to the nearest whole hour. If you did not spend time on a particular activity during the week, mark the "None" box.)

<table>
<thead>
<tr>
<th>School-related activities</th>
<th>Hours spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration (budgeting, building management, scheduling, etc.)</td>
<td>076</td>
</tr>
<tr>
<td>Curriculum matters</td>
<td>077</td>
</tr>
<tr>
<td>Teacher supervision/evaluation</td>
<td>078</td>
</tr>
<tr>
<td>Working with teachers (other than supervision/evaluation)</td>
<td>079</td>
</tr>
<tr>
<td>Student discipline</td>
<td>080</td>
</tr>
<tr>
<td>Working with students and teachers (other than discipline)</td>
<td>081</td>
</tr>
<tr>
<td>Parent/community relations</td>
<td>082</td>
</tr>
<tr>
<td>Teaching classes</td>
<td>083</td>
</tr>
<tr>
<td>Preparation for classes</td>
<td>084</td>
</tr>
<tr>
<td>Fund raising/obtaining resources</td>
<td>085</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>086</strong></td>
</tr>
</tbody>
</table>

14. For each of the following matters, indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in your school.

<table>
<thead>
<tr>
<th>Matter</th>
<th>Serious</th>
<th>Moderate</th>
<th>Minor</th>
<th>Not a problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student tardiness</td>
<td>087</td>
<td>088</td>
<td>089</td>
<td>088</td>
</tr>
<tr>
<td>Student absenteeism</td>
<td>090</td>
<td>091</td>
<td>092</td>
<td>092</td>
</tr>
<tr>
<td>Teacher absenteeism</td>
<td>094</td>
<td>095</td>
<td>096</td>
<td>096</td>
</tr>
<tr>
<td>Students cutting class</td>
<td>093</td>
<td>094</td>
<td>095</td>
<td>095</td>
</tr>
<tr>
<td>Physical conflicts among students</td>
<td>097</td>
<td>098</td>
<td>099</td>
<td>099</td>
</tr>
<tr>
<td>Robbery or theft</td>
<td>090</td>
<td>091</td>
<td>092</td>
<td>092</td>
</tr>
<tr>
<td>Vandalism of school property</td>
<td>093</td>
<td>094</td>
<td>095</td>
<td>095</td>
</tr>
<tr>
<td>Student pregnancy</td>
<td>096</td>
<td>097</td>
<td>098</td>
<td>098</td>
</tr>
<tr>
<td>Student use of alcohol</td>
<td>099</td>
<td>099</td>
<td>098</td>
<td>098</td>
</tr>
<tr>
<td>Student drug abuse</td>
<td>097</td>
<td>098</td>
<td>099</td>
<td>099</td>
</tr>
<tr>
<td>Student possession of weapons</td>
<td>098</td>
<td>098</td>
<td>097</td>
<td>097</td>
</tr>
<tr>
<td>Physical abuse of teachers</td>
<td>096</td>
<td>096</td>
<td>097</td>
<td>097</td>
</tr>
<tr>
<td>Verbal abuse of teachers</td>
<td>095</td>
<td>095</td>
<td>096</td>
<td>096</td>
</tr>
</tbody>
</table>
15a. Does this school have a formal teacher evaluation program?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

b. Does this school have a particular program to help beginning teachers (e.g., master or mentor teacher program)?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

16. Using the scale 1-6, indicate how much ACTUAL influence you think each group or person has on decisions concerning the following activities:

<table>
<thead>
<tr>
<th>A great deal</th>
<th>A great deal</th>
<th>A great deal</th>
<th>A great deal</th>
<th>A great deal</th>
<th>A great deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

a. Establishing curriculum

1. School district/Governing board

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
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</tr>
</tbody>
</table>

2. Principal/Head

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

3. Teachers

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
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<td>☐</td>
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</tbody>
</table>

b. Hiring new full-time teachers

1. School district/Governing board

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>5</th>
<th>6</th>
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<tbody>
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</table>

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<tbody>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

3. Teachers

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
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<td>☐</td>
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</tr>
</tbody>
</table>

c. Setting discipline policy

1. School district/Governing board

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>4</th>
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<th>6</th>
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<tbody>
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</tbody>
</table>

3. Teachers

<table>
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<tr>
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<th>6</th>
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</tbody>
</table>

17. In general, how difficult was it to find qualified applicants to fill teaching vacancies for the 1987-88 school year?

Mark (X) only one box.

- ☐ Not at all difficult
- ☐ Generally difficult
- ☐ Difficult in some fields — Specify
- ☐ Does not apply; there were no vacancies — Skip to item 19

18. If a teaching vacancy could not be filled with a full-time teacher qualified in a course or grade level, which of the following methods did this school use to cover the vacancy?

Mark (X) all that apply.

- ☐ 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 teach those classes
- ☐ Used long-term and/or short-term substitutes
- ☐ Used part-time or itinerant teachers
- ☐ Something else — Specify
19. What is the telephone number and the time when you can be reached in case we have to clarify any of your answers?

Name (Please print)

Telephone number (Area code and number)

Day(s) and time(s) it would be convenient to contact you, if necessary

20. Enter date you completed this questionnaire. Month | Day | Year

THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH. YOUR TIME AND EFFORT ARE APPRECIATED.

Remarks