STATS IN BRIEF
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How Principals in Public and Private Schools Use Their Time: 2011–12

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Statistics in Brief publications describe key findings from statistical tables to provide useful information to a broad audience, including members of the general public. They address simple and topical issues and questions. They do not investigate more complex hypotheses, account for inter-relationships among variables, or support causal inferences. We encourage readers who are interested in more complex questions and in-depth analysis to explore other NCES resources, including publications, online data tools, and public- and restricted-use datasets. See nces.ed.gov and references noted in the body of this document for more information.

Principals' roles as facilitators

of teaching and learning within their schools—that is, their roles as instructional leaders (Neumerski 2012)—exist alongside their roles as administrators. In terms of instructional responsibilities, principals are central to fostering successful school environments and working with their staff members to bring about desired outcomes for students. In terms of administrative responsibilities, principals address student discipline concerns, facility issues, and finances, as well as interact with parents and others outside the school (Camburn, Spillane, and Sebastian 2010; Goldring et al. 2008; May, Huff, and Goldring 2012; Sebastian, Camburn, and Spillane 2017). In short, "the school principal's responsibilities require leaders to balance the demands of managing the school with the need to lead the school" (Kellough and Hill 2014, p. 11).

Recent studies suggest that principals spend a relatively large portion of their time on activities associated with student affairs and other administrative activities (Camburn, Spillane, and Sebastian 2010; Horng, Klasik, and Loeb 2010; May, Huff, and Goldring 2012) and a smaller, yet still substantial, amount of time on instructional leadership activities (Camburn, Spillane, and Sebastian 2010; May, Huff, and Goldring 2012).

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Prior research provides insight into the variety of roles that principals undertake, but many studies have been limited to single school districts and thus present a limited picture of how principals spend their time. This Statistics in Brief offers a nationally representative look at how principals spend their time.

DATA AND METHODS

The data in this brief come from the nationally representative 2011–12 Schools and Staffing Survey (SASS) Public and Private School Principal Data Files and the Public and Private School Data Files. Principals who participated in SASS provided information about the percentage of time spent on various tasks by answering the question: "On average throughout the school year, what percentage of time do you estimate that you spend on the following tasks in this school?

a. Internal administrative tasks, including human resource/ personnel issues, regulations, reports, school budget;

b. Curriculum and teaching-related tasks, including teaching, lesson preparation, classroom observations, mentoring teachers;

c. Student interactions, including discipline and academic guidance;

d. Parent interactions, including formal and informal interactions; and

e. Other."[1]

This brief examines the **mean (average) percentage of time** that principals reported spending on these activities in the 2011–12 school year, both overall and by selected school, staffing, and principal characteristics. All estimates presented in the text are averages of the percentages of time that principals reported spending on the activities.

The **school** characteristics examined are school classification (for public, traditional public or charter; for private, Catholic, other religious, and nonsectarian), community type (city, suburb, town, and rural), school level (primary, middle, high, and combined), minority student composition (percent minority), and poverty level (measured as the percentage of K–12 students approved for free or reduced-price lunch).[2]

The **staffing** characteristics examined are the number of teachers in the school (fewer than 25, 25–50, or more than 50), number of vice/assistant principals (none, one, or two or more), number of instructional coordinators and supervisors (none or at least one), number of school/guidance counselors (none or at least one), number of social workers (none or at least one), number of psychologists (none or at least one), and number of secretaries and other clerical support staff (none, one, or two or more).

The **principal** characteristics examined are the principal's sex, age, race/ethnicity, highest degree earned, years of teaching experience, and administration certificate status.

The differences discussed in the text of this brief are statistically significant at the $p < .05$ level to ensure that they are larger than might be expected due to sampling variation. No adjustments were made for multiple comparisons. For more information about significance tests as well as the data, measures, and methods used in this brief, please see the **Methodology and Technical Notes** at the end of the report.

[1] "Other" had no specified definition on the questionnaire. After presenting an overall look at how principals spend their time in study question 1, the text of this brief does not discuss findings related to this category.

[2] The community type variable in SASS is based on the National Center for Education Statistics (NCES) locale code framework. For more information on locale codes, see https://nces.ed.gov/programs/edge/geographicLocale.aspx.

STUDY QUESTIONS

1 On average, what percentages of time did principals in public schools and in private schools spend on specific tasks? How did the mean percentages of time spent differ between public and private school principals?

2 Within the public school sector, how did the mean percentages of time that principals spent on specific tasks vary by school characteristics, staffing characteristics, and principal characteristics?

3 Within the private school sector, how did the mean percentages of time that principals spent on specific tasks vary by school characteristics, staffing characteristics, and principal characteristics?

KEY FINDINGS

- Public and private school principals reported spending a larger percentage of time on internal administrative tasks than on any other type of task (figure 1).
- Compared to private school principals, public school principals allocated smaller percentages of time to internal administrative tasks and parent interactions and a larger percentage of time to student interactions. There were no measurable differences in the percentages of time that public and private school principals reported that they spent on curriculum and teaching-related tasks (figure 1).
- In public schools, principals in city schools reported spending a smaller percentage of time on internal administrative tasks and on student interactions, compared to principals in rural areas, and a larger percentage of time on curriculum and teaching-related tasks, compared to principals in suburbs and rural areas (figure 2).
- Principals in public schools with one assistant principal or with two or more assistant principals reported spending a smaller percentage of time on student interactions than their peers in schools with no assistant principals (figure 4).
- In public schools, principals with a bachelor's degree or less reported spending a smaller percentage of time on curriculum and teaching-related tasks than principals with a higher degree (figure 6).
- In private schools, principals in rural areas reported spending a smaller percentage of time on internal administrative tasks than principals in cities and suburbs, but a larger percentage of time on curriculum and teaching-related tasks than principals in cities (figure 7).
- In private schools, principals with a bachelor's degree or less reported spending a larger percentage of time on curriculum and teaching-related tasks than principals with a higher degree (figure 11).

1 On average, what percentages of time did principals in public schools and in private schools spend on specific tasks? How did the mean percentages of time spent differ between public and private school principals?

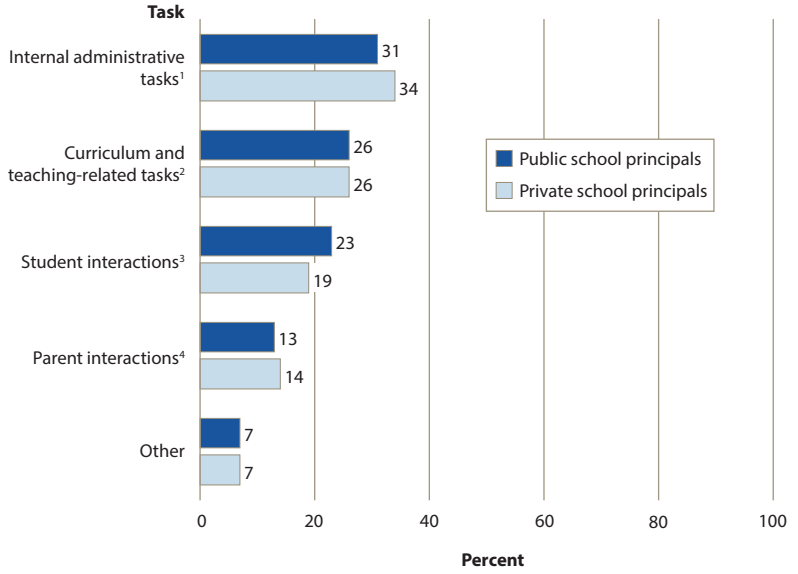
In the 2011–12 school year, principals in public schools reported spending the largest percentage of their time on internal administrative tasks including human resource/personnel issues, regulations, reports, and school budgets (31 percent) (figure 1). They reported spending the second largest percentage of their time on curriculum and teaching-related tasks, including teaching, lesson preparation, classroom observations, and mentoring teachers (26 percent); followed by student interactions including discipline and academic guidance (23 percent); parent interactions including formal and informal interactions (13 percent); and other tasks (7 percent).

Similar to public school principals, principals in private schools reported spending the largest percentage of their time on internal administrative tasks (34 percent), followed by curriculum and teaching-related tasks (26 percent), student interactions (19 percent), parent interactions (14 percent), and other tasks (7 percent).

While public and private school principals' overall patterns of time use mirrored each other, some differences existed in the percentages of time that principals in public and private schools spent on certain tasks. In particular, public school principals reported spending a larger percentage of time on student interactions (23 vs. 19 percent) than private school principals, but a smaller percentage of time on internal administrative tasks (31 vs. 34 percent) and parent interactions (13 vs. 14 percent).

FIGURE 1.

Mean percentage of time principals reported spending on average throughout the school year on certain tasks: School year 2011–12



[1] Includes human resource/personnel issues, regulations, reports, and school budget.
[2] Includes teaching, lesson preparation, classroom observations, and mentoring teachers.
[3] Includes discipline and academic guidance.
[4] Includes formal and informal interactions.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File" and "Private School Principal Data File," 2011–12.

2 Within the public school sector, how did the mean percentages of time that principals spent on specific tasks vary by school characteristics, staffing characteristics, and principal characteristics?

School Characteristics

School classification

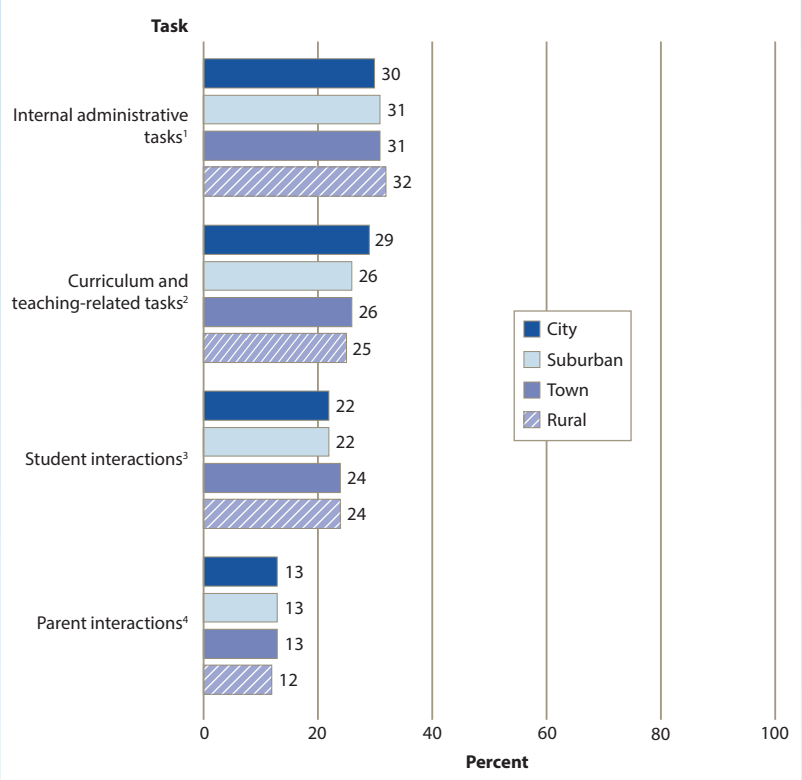
In public schools, there were no measurable differences in principal time use by school classification (i.e., traditional public school vs. charter school) (table A-1).

Community type

In public schools, principals in city schools reported spending a smaller percentage of time on internal administrative tasks and on student interactions, compared to principals in rural areas (30 vs. 32 percent and 22 vs. 24 percent, respectively). They also reported spending a larger percentage of time on curriculum and teaching-related tasks than principals in suburbs and rural areas (29 vs. 26 percent in suburbs and 25 percent in rural areas). Principals in suburbs reported spending a smaller percentage of time on student interactions than principals in towns and rural areas (22 vs. 24 percent each), and they reported spending a larger percentage of time on parent interactions, compared to principals in rural areas (13 vs. 12 percent) (figure 2).

FIGURE 2.

Mean percentage of time public school principals reported spending on average throughout the school year on certain tasks, by community type: School year 2011–12



[1] Includes human resource/personnel issues, regulations, reports, and school budget.
[2] Includes teaching, lesson preparation, classroom observations, and mentoring teachers.
[3] Includes discipline and academic guidance.
[4] Includes formal and informal interactions.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School and Public School Principal Data Files," 2011–12.

School level

In public high schools, principals reported spending a larger percentage of time on internal administrative tasks (33 percent) than principals in primary and middle schools (31 and 29 percent, respectively) and a smaller percentage of time on curriculum and teaching-related tasks (24 percent) than principals in primary and middle schools (28 and 26 percent, respectively). They also spent a smaller percentage of time than middle school principals on parent interactions (12 vs. 13 percent) (table A-1). Additionally, primary school principals reported spending a larger percentage of time than middle and combined school principals on curriculum and teaching-related tasks (28 vs. 26 and 24 percent, respectively) and a smaller percentage of time on student interactions than principals in middle schools (22 vs. 24 percent). Middle school principals spent a smaller percentage of time on internal administrative tasks and a larger percentage of time on curriculum and teaching-related tasks, compared to principals in combined schools (29 vs. 32 percent and 26 vs. 24 percent, respectively).

Minority student composition

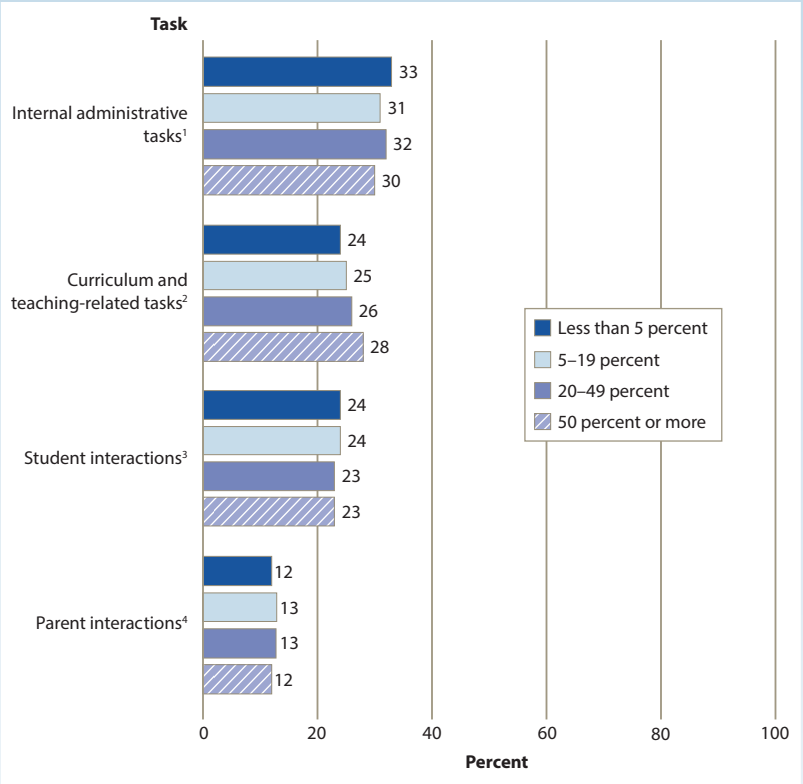
In public schools, principals in schools with less than 5 percent minority enrollment reported spending a larger percentage of time on internal administrative tasks, compared to principals in schools with 50 percent or more minority enrollment (33 vs. 30 percent); a smaller percentage of time on curriculum and teaching-related tasks than principals in schools with 50 percent or more minority enrollment (24 vs. 28 percent); and a larger percentage of time on student interactions, compared to principals in schools with 20-49 percent minority enrollment and schools with 50 percent or more minority enrollment (24 vs. 23 and 23 percent, respectively) (figure 3).

School poverty level

In public schools, principals in schools with 0–34 percent of students approved for free or reduced-price lunch reported spending a larger percentage of time on internal administrative tasks, compared to principals in schools with 50–74 percent and 75 percent or more students approved for free or reduced-price lunch (33 vs. 30 and 29 percent, respectively) (table A-1).

FIGURE 3.

Mean percentage of time public school principals reported spending on average throughout the school year on certain tasks, by minority student composition: School year 2011–12



[1] Includes human resource/personnel issues, regulations, reports, and school budget.
[2] Includes teaching, lesson preparation, classroom observations, and mentoring teachers.
[3] Includes discipline and academic guidance.
[4] Includes formal and informal interactions.
NOTE: "Minority students" refers to Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native students, and students of Two or more races.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School and Public School Principal Data Files," 2011–12.

Staffing Characteristics

In public schools, principals' use of time varied by multiple staff characteristics.

Number of teachers

In public schools, principals in schools with fewer than 25 teachers spent a larger percentage of time on student interactions, compared to principals in schools with 25–50 teachers and more than 50 teachers (25 vs. 23 and 21 percent, respectively). Principals in schools with more than 50 teachers spent a smaller percentage of time on student interactions and a larger percentage of time on internal adminstrative tasks, compared to principals in schools with 25–50 teachers (table A-2).

Number of assistant principals

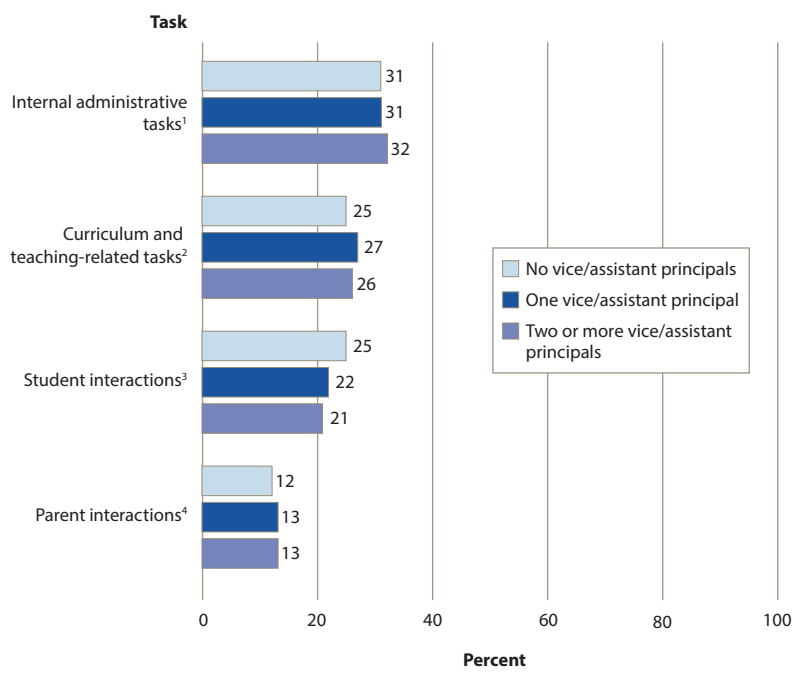
Principals in public schools with one assistant principal or with two or more assistant principals reported spending a smaller percentage of time on student interactions than principals in schools with no assistant principals (22 and 21 vs. 25 percent, respectively) (figure 4). Additionally, principals in public schools with no assistant principals spent a smaller percentage of time on curriculum and teaching-related tasks, compared to principals in schools with one assistant principal (25 vs. 27 percent) (table A-2).

Number of student support and other staff

In public schools, principals with no instructional coordinator spent a smaller percentage of time on curriculum and teaching-related tasks (26 vs. 27 percent) and a larger percentage of time on student interactions (24 vs. 22 percent), compared to principals in schools with at least one instructional coordinator (table A-2).

FIGURE 4.

Mean percentage of time public school principals reported spending on average throughout the school year on certain tasks, by number of vice/assistant principals in the school: School year 2011–12



[1] Includes human resource/personnel issues, regulations, reports, and school budget.

[2] Includes teaching, lesson preparation, classroom observations, and mentoring teachers.

[3] Includes discipline and academic guidance.

[4] Includes formal and informal interactions.

NOTE: Includes full-time and part-time employees. Part-time positions or assignments include: Employees shared with other schools or the district office and employees who perform more than one function at this school, such as a teaching principal.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School and Public School Principal Data Files," 2011–12.

Number of school secretaries/other clerical support staff

Principals in public schools with two or more secretaries/other clerical support staff spent a smaller percentage of time on student interactions, compared to principals in schools with one secretary/other clerical support staff (23 vs. 25 percent). They spent a larger percentage of time on parent interactions, compared to principals in schools with no secretaries/other clerical support staff (13 vs. 11 percent) (table A-2).

Principal Characteristics

Sex

Although both male and female public school principals' time use followed the same general pattern (highest percentages of time on internal administrative tasks, followed by curriculum and teaching-related tasks, then student interactions, then parent interactions), male and female public school principals' time use differed in a variety of ways. Specifically, female principals reported spending a larger percentage of time on curriculum and teaching-related tasks (27 vs. 25 percent). Male principals reported spending a larger percentage of time on internal administrative tasks (32 vs. 30 percent) and student interactions (24 vs. 23 percent) (table A-3).

Age

Again, for public school principals in all age categories, the general order of time use persisted. Still, some differences by age did exist. Principals who were 55 years of age or older reported spending a smaller percentage of time on student interactions, compared to principals who were younger than 45 years old and who were 45–54 years old (22 vs. 24 and 23 percent, respectively). They also reported spending a smaller percentage of time on parent interactions, compared to principals who were younger than 45 years old (12 vs. 13 percent) (table A-3).

Race/ethnicity

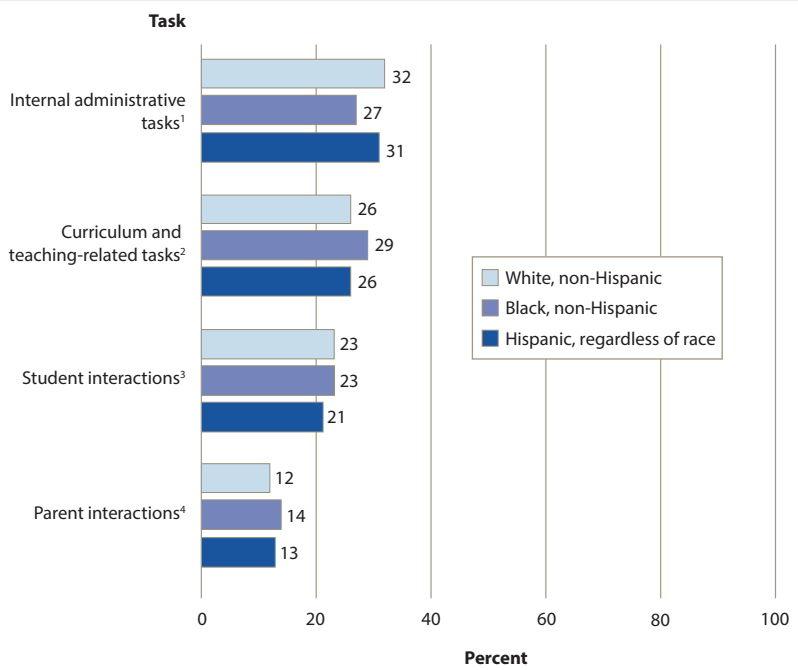
In public schools, Black principals reported spending a smaller percentage of time on internal administrative tasks (27 percent) than Hispanic principals and White principals (31 and 32 percent, respectively) and a larger percentage of time on curriculum and teaching-related tasks (29 percent) than Hispanic and White principals (26 percent for both). Black principals also reported spending a larger percentage of time on parent interactions, compared to White principals (14 vs. 12 percent) (figure 5).

Years of teaching experience

In public schools, there were no measurable differences in how principals spent their time based on their years of teaching experience.

FIGURE 5.

Mean percentage of time public school principals reported spending on average throughout the school year on certain tasks, by principal race/ethnicity: School year 2011–12



[1] Includes human resource/personnel issues, regulations, reports, and school budget.
[2] Includes teaching, lesson preparation, classroom observations, and mentoring teachers.
[3] Includes discipline and academic guidance.
[4] Includes formal and informal interactions.
NOTE: "Black" includes African American. "Hispanic" includes Latino.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File," 2011–12.

Highest degree earned

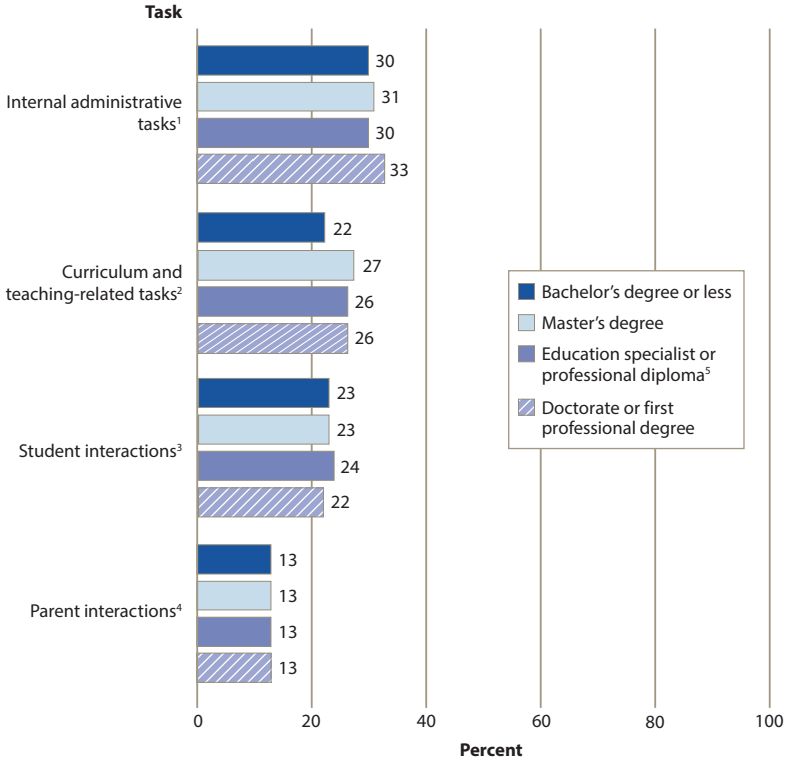
In public schools, principals with a bachelor's degree or less differed from their peers who had earned a higher degree in terms of the percentage of time they reported spending on some tasks. They reported spending a smaller percentage of time on curriculum and teaching-related tasks (22 percent) than principals with a master's degree (27 percent), education specialist or professional diploma (26 percent), or doctorate or first professional degree (26 percent) (figure 6). Additionally, principals with an education specialist or professional diploma reported spending a larger percentage of time on student interactions, compared to principals with a doctorate or first professional degree (24 vs. 22 percent).

Administration certificate status

In public schools, there were no measurable differences in principal time use based on administration certificate status.

FIGURE 6.

Mean percentage of time public school principals reported spending on average throughout the school year on certain tasks, by highest degree earned: School year 2011–12



[1] Includes human resource/personnel issues, regulations, reports, and school budget.

[2] Includes teaching, lesson preparation, classroom observations, and mentoring teachers.

[3] Includes discipline and academic guidance.

[4] Includes formal and informal interactions.

[5] At least 1 year beyond the master's level.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File," 2011–12.

3 Within the private school sector, how did the mean percentages of time that principals spent on specific tasks vary by school characteristics, staffing characteristics, and principal characteristics?

School Characteristics

School classification

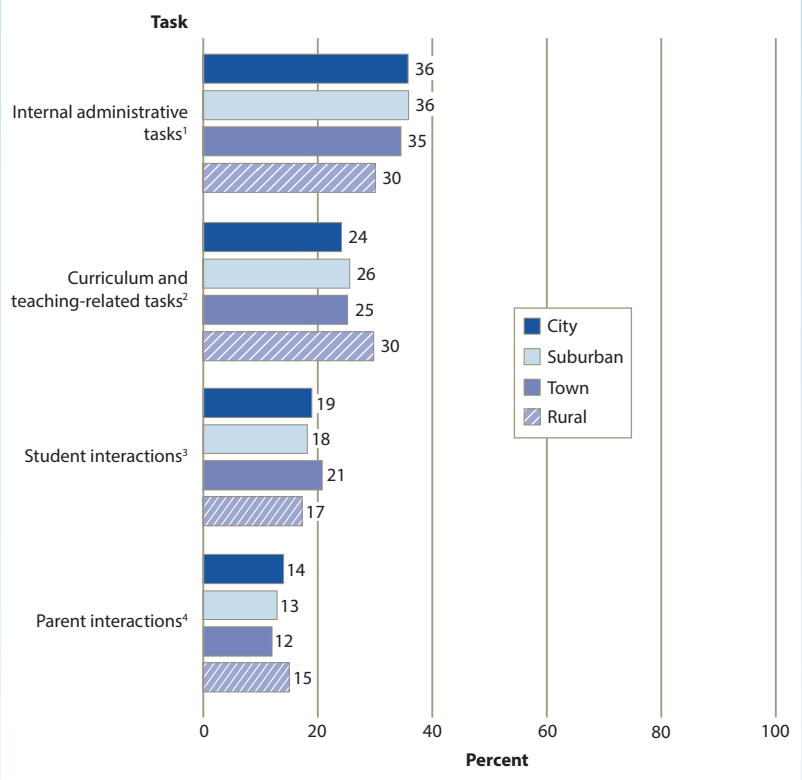
In private schools, principals in Catholic schools reported spending a larger percentage of time on internal administrative tasks than principals in other religious schools (39 vs. 32 percent). Principals in other religious schools reported spending a larger percentage of time on curriculum and teaching-related tasks than principals in Catholic and nonsectarian schools (30 percent for other religious vs. 23 percent for Catholic schools and 22 percent for nonsectarian schools) (table A-4).

Community type

In private schools, principals in rural areas reported spending a smaller percentage of time on internal administrative tasks (30 percent) than principals in cities and suburbs (36 percent for both), but a larger percentage of time on curriculum and teaching-related tasks (30 percent) than principals in cities (24 percent) (figure 7).

FIGURE 7.

Mean percentage of time private school principals reported spending on average throughout the school year on certain tasks, by community type: School year 2011–12



[1] Includes human resource/personnel issues, regulations, reports, and school budget.

[2] Includes teaching, lesson preparation, classroom observations, and mentoring teachers.

[3] Includes discipline and academic guidance.

[4] Includes formal and informal interactions.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School and Private School Principal Data Files," 2011–12.

School level

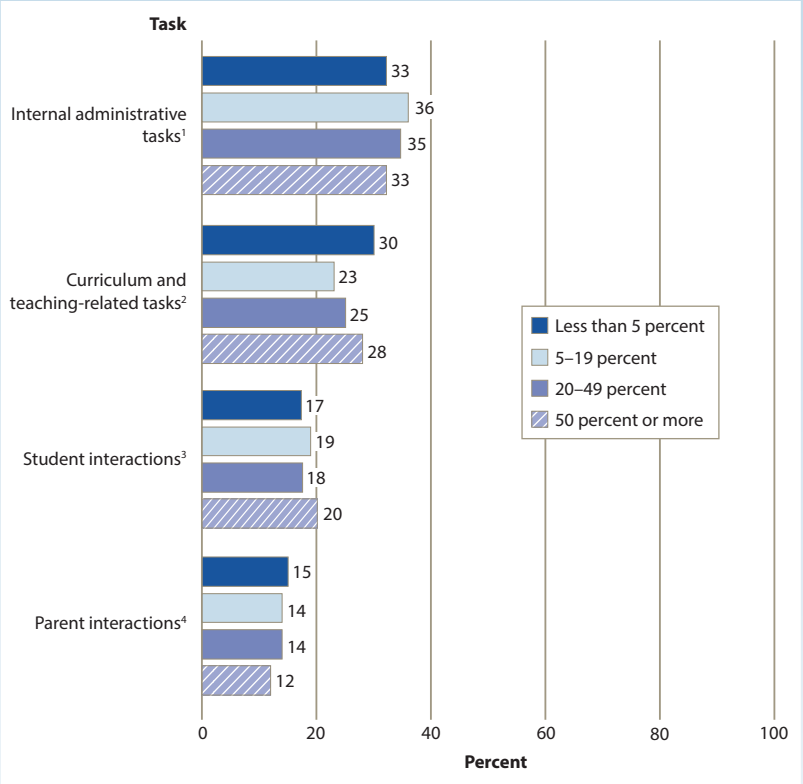
Compared to principals in private high schools, principals in private primary and combined schools reported spending a larger percentage of time on curriculum and teaching-related tasks (27 percent for primary and combined vs. 22 percent for high). Principals in primary schools reported spending a smaller percentage of time on student interactions, compared to principals in combined schools (17 vs. 21 percent) and a larger percentage of time on parent interactions than principals in high schools and combined schools (15 vs. 11 and 12 percent, respectively) (table A-4).

Minority student composition

In private schools, principals in schools with 50 percent or more minority enrollment reported spending a larger percentage of time on curriculum and teaching-related tasks than principals in schools with 5–19 percent minority enrollment (28 vs. 23 percent) (figure 8). Principals in schools with 50 percent or more minority enrollment also reported spending a smaller percentage of time on parent interactions than principals in schools with 5–19 percent minority students and in schools with 20–49 percent minority students (12 vs. 14 and 14 percent, respectively).

FIGURE 8.

Mean percentage of time private school principals reported spending on average throughout the school year on certain tasks, by minority student composition: School year 2011–12



[1] Includes human resource/personnel issues, regulations, reports, and school budget.

[2] Includes teaching, lesson preparation, classroom observations, and mentoring teachers.

[3] Includes discipline and academic guidance.

[4] Includes formal and informal interactions.

NOTE: "Minority students" refers to Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native students, and students of Two or more races.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School and Private School Principal Data Files," 2011–12.

Staffing Characteristics

Number of teachers

Principals in private schools with fewer than 25 teachers differed from their peers in a number of ways (table A-5). Compared to private school principals in schools with 25–50 teachers, they reported spending a smaller percentage of time on internal administrative tasks (33 vs. 39 percent). Additionally, compared to principals in private schools with 25–50 teachers and more than 50 teachers, they reported spending a larger percentage of time on curriculum and teaching-related tasks (28 vs. 20 and 19 percent, respectively).

Number of assistant principals

Private school principals in schools with no assistant principals reported spending a larger percentage of time on curriculum and teaching-related tasks than principals in schools with one assistant principal and schools with two or more assistant principals (29 vs. 22 and 20 percent, respectively) (figure 9).

Number of student support and other staff

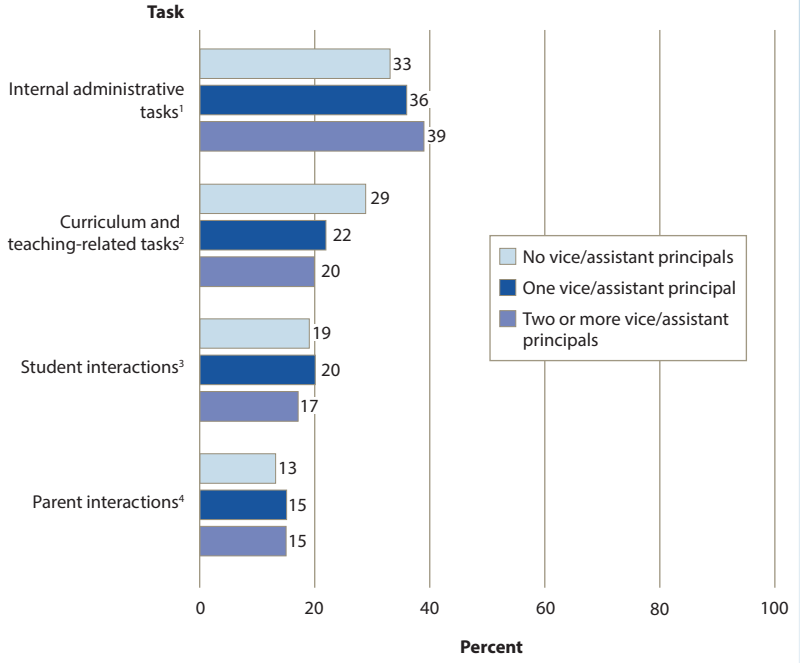
In private schools, principals in schools with no instructional coordinators reported spending a larger percentage of time on curriculum and teaching-related tasks, compared to principals in schools with at least one instructional coordinator (27 vs. 23 percent). Similarly, principals in schools with no school/guidance counselors reported spending a larger percentage of time on curriculum and teaching-related tasks than principals in schools with at least one school/guidance counselor (28 vs. 23 percent). Principals in schools with no social workers also reported spending a larger percentage of time on curriculum and teaching-related tasks than principals in schools with at least one social worker (27 vs. 20 percent) (table A-5).

Number of school secretaries/other clerical support staff

Private school principals in schools with no secretaries/other clerical support staff reported spending a smaller percentage of time on internal administrative tasks, compared to principals in schools with one secretary/other clerical support staff and schools with two or more secretaries/other clerical support staff (28 vs. 35 and 38 percent, respectively). Principals in schools with no secretaries/other clerical support staff also reported spending a larger percentage of time on curriculum and teaching-related tasks, compared to principals in schools with one or two or more secretaries/other clerical support staff (35 vs. 25 and 22 percent,

FIGURE 9.

Mean percentage of time private school principals reported spending on average throughout the school year on certain tasks, by number of vice/assistant principals in the school: School year 2011–12



[1] Includes human resource/personnel issues, regulations, reports, and school budget.

[2] Includes teaching, lesson preparation, classroom observations, and mentoring teachers.

[3] Includes discipline and academic guidance.

[4] Includes formal and informal interactions.

NOTE: Includes full-time and part-time employees. Part-time positions or assignments include: Employees shared with other schools or the school office and employees who perform more than one function at this school, such as a teaching principal.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School and Private School Principal Data Files," 2011–12.

respectively) (table A-5). There were also differences between private school principals with a single secretary or other clerical support staff and those with more than one such staff member. Principals in those private schools with only one secretary/other clerical support staff person reported spending a larger percentage of time on curriculum and teaching-related tasks than did principals in schools with two or more secretary/clerical support employees (25 vs. 22 percent) (table A-5).

Principal Characteristics

Sex

In private schools, there were no measurable differences in how male and female principals spent their time.

Age

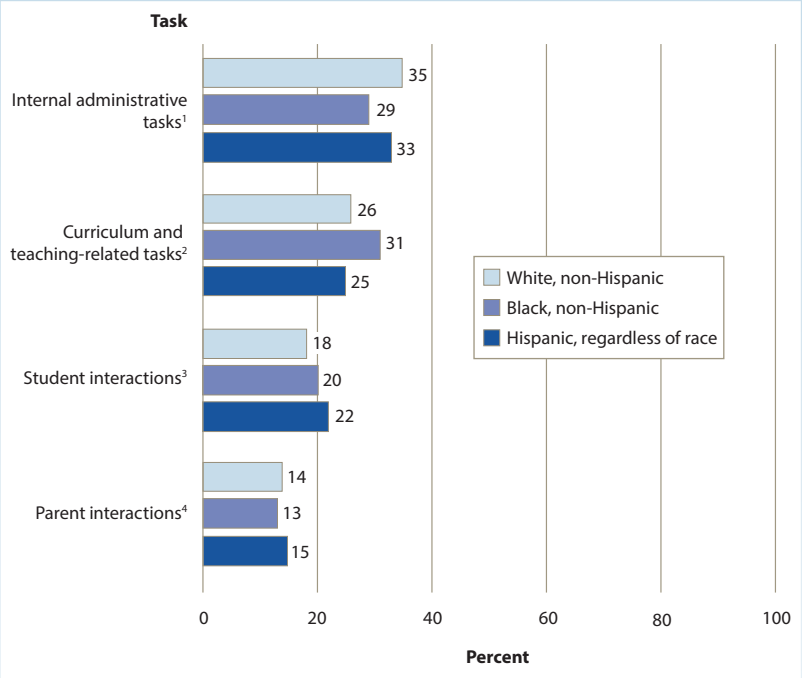
While private school principals of varying ages generally spent their time in ways that aligned with the overall pattern, there was a difference in how principals of different ages spent their time on one task. Specifically, principals who were 55 years or older reported spending a smaller percentage of time on parent interactions, compared to principals who were 45–54 years old (13 vs. 16 percent) (table A-6).

Race/ethnicity

There were no measurable differences in the percentages of time that principals of different racial/ethnic backgrounds spent on curriculum and teaching-related tasks or parent interactions, but there was a difference for internal administrative tasks. Black principals reported spending a smaller percentage of time on internal administrative tasks (29 percent) than White principals (35 percent) (figure 10).

FIGURE 10.

Mean percentage of time private school principals reported spending on average throughout the school year on certain tasks, by principal race/ethnicity: School year 2011–12



[1] Includes human resource/personnel issues, regulations, reports, and school budget.
[2] Includes teaching, lesson preparation, classroom observations, and mentoring teachers.
[3] Includes discipline and academic guidance.
[4] Includes formal and informal interactions.
NOTE: "Black" includes African American. "Hispanic" includes Latino.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Data File," 2011–12.

Years of teaching experience

In private schools, principals who had varying levels of teaching experience spent their time in ways that generally matched the overall pattern. Still, some differences existed. Principals with 20 years or more of teaching experience reported spending a smaller percentage of time on internal administrative tasks than their peers with 4–9 years of teaching experience (31 vs. 37 percent) and a larger percentage of time on curriculum and teaching-related tasks (31 percent) than their peers with lower levels of teaching experience: 3 years or fewer (23 percent), 4–9 years (24 percent), and 10–19 years (26 percent) (table A-6). Principals with 20 years of teaching experience or more also reported spending a smaller percentage of time on parent interactions than did principals with 3 years of teaching experience or fewer (12 vs. 17 percent).

Highest degree earned

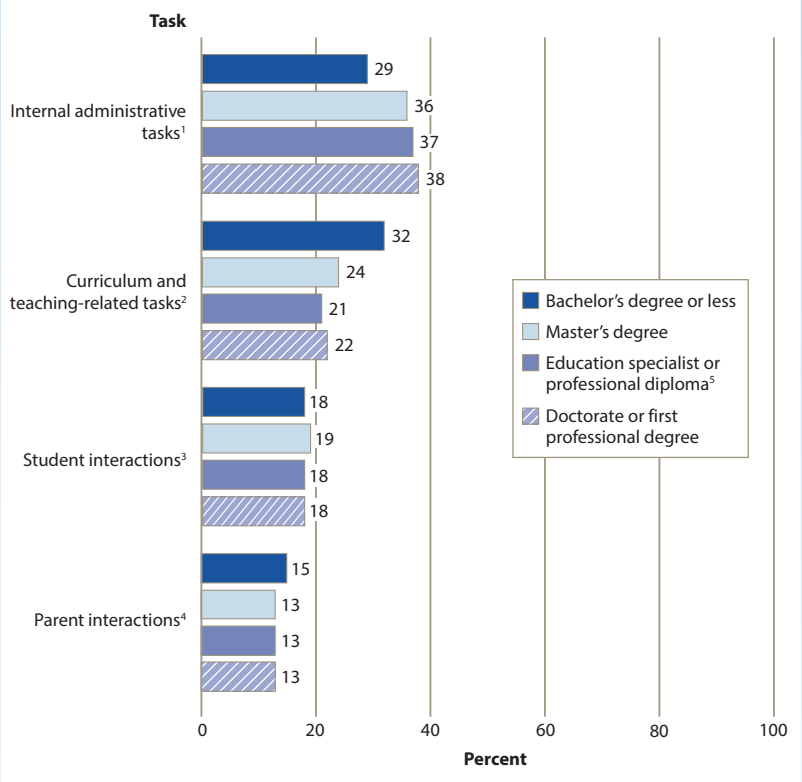
In private schools, principals with a bachelor's degree or less reported spending a smaller percentage of time on internal administrative tasks than principals with a master's degree, education specialist or professional diploma, or doctorate or first professional degree (29 vs. 36, 37, and 38 percent, respectively), but a larger percentage of time on curriculum and teaching-related tasks (32 vs. 24, 21, and 22 percent, respectively) (figure 11).

Administration certificate status

In private schools, principals who held a certificate in school administration reported spending a larger percentage of time on internal administrative tasks (37 vs. 32 percent) and a smaller percentage of time on curriculum and teaching-related tasks (23 vs. 29 percent), compared to principals who did not hold a certificate in school administration (table A-6).

FIGURE 11.

Mean percentage of time private school principals reported spending on average throughout the school year on certain tasks, by highest degree earned: School year 2011–12



[1] Includes human resource/personnel issues, regulations, reports, and school budget.
[2] Includes teaching, lesson preparation, classroom observations, and mentoring teachers.
[3] Includes discipline and academic guidance.
[4] Includes formal and informal interactions.
[5] At least 1 year beyond the master's level.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Data File," 2011–12.

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Characteristics of Public and Private Elementary and Secondary Schools in the United States: Results From the 2011–12 Schools and Staffing Survey (NCES 2013-312). http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013312.

Characteristics of Public and Private Elementary and Secondary School Principals in the United States: Results From the 2011–12 Schools and Staffing Survey (NCES 2013-313). http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013313.

Principal Attrition and Mobility: Results From the 2012–13 Principal Follow-up Survey (NCES 2014-064rev). http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014064rev.

To access and explore SASS data, please visit the DataLab for the Schools and Staffing Survey at http://nces.ed.gov/datalab/sass/.

METHODOLOGY AND TECHNICAL NOTES

The data in this brief come from approximately 7,500 public school principals and 1,700 private school principals who participated in the 2011–12 Schools and Staffing Survey (SASS).

Overview of the Schools and Staffing Survey

The Schools and Staffing Survey was sponsored by the National Center for Education Statistics (NCES) of the Institute of Education Sciences within the U.S. Department of Education and was conducted by the U.S. Census Bureau. SASS was a nationally representative sample survey of public and private K–12 schools, principals, and teachers in the 50 states and the District of Columbia. School districts associated with public schools and library media centers in public schools were also part of the study. SASS was conducted seven times: in school years 1987–88, 1990–91, 1993–94, 1999–2000, 2003–04, 2007–08, and 2011–12. SASS was replaced in 2015–16 by the National Teacher and Principal Survey.

The 2011–12 SASS consisted of questionnaires for five types of respondents: school districts (public), schools (public and private), principals (public and private), teachers (public and private), and school library media centers (public). Modified versions of the public school principal, public school, and public school teacher questionnaires that incorporated wording and questions appropriate for private school settings were sent to private schools. Charter schools and schools in single-school districts received a modified public school questionnaire that included both district and school items.

For public schools, information can be linked across teachers and their principals, schools, library media centers, and districts. For private schools, information can be linked across teachers and their principals and schools. For the content of the questionnaires, see http://nces.ed.gov/surveys/sass/questionnaire.asp.

SASS was designed to produce national, regional, and state estimates for public elementary and secondary schools, school districts, principals, teachers, and school library media centers; and national and regional estimates for public charter schools, as well as principals, teachers, and school library media centers within these schools. For private schools, the sample supports national, regional, and affiliation strata estimates for schools, principals, and teachers. Comparisons between public and private schools and their principals and teachers 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.

Sampling Frames and Sample Selection

Public schools. The starting point for the 2011–12 SASS public school sampling frame was the preliminary 2009–10 Common Core of Data (CCD) Nonfiscal School Universe data file. The sampling frame was adjusted from the CCD in order to fit the definition of a school eligible for SASS. To be eligible for 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 apart from a private home. If two or more schools shared the same building, they were treated as different schools if they had different administrators (i.e., principal or school head).

The SASS 2011–12 universe of schools was confined to the 50 states plus the District of Columbia and excludes the other jurisdictions, Department of Defense overseas schools, Bureau of Indian Education schools, and CCD schools that do not offer teacher-provided classroom instruction in grades 1–12 or the ungraded equivalent. This last group includes schools that are essentially administrative units that may oversee entities that provide classroom instruction or may provide only funding and oversight.

The SASS definition of a school is generally similar to the CCD definition, with some exceptions. Because SASS allows schools to define themselves, Census Bureau staff observed that schools generally report as one entity in situations where the administration of two or more schools reported

separately on the CCD is the same. Thus, CCD schools with the same location, address, and phone number were collapsed during the SASS frame building on the assumption that the respondent would consider them to be one school. A set of rules was applied in certain states to determine in which instances school records should be collapsed. When school records were collapsed, the student and teacher counts, grade ranges, and names as reported to the CCD were all modified to reflect the change.

Finally, additional school records were added to the sampling frame. Most of these records were for alternative, special education, or juvenile justice facilities in California, Pennsylvania, and New York. For a detailed list of frame modifications, see the *User's Manual for the 2011–12 Schools and Staffing Survey, Volume 1: Overview* (Goldring et al. 2013). After deleting, collapsing, and adding school records, the SASS public school sampling frame consisted of about 90,530 traditional public schools and 5,080 public charter schools.

SASS uses a stratified, probability proportionate to size (PPS) sample. The first level of stratification was school type: (1) schools in a subset of the states where counties are the school districts (Florida, Maryland, Nevada, and West Virginia) so that each of these districts had school(s) selected; (2) public charter schools; and (3) all other traditional public schools. The second level of stratification was state and school district for type 1 schools and states or groups of states for type 2 and 3 schools. Each of the school types was then stratified by grade level (elementary, secondary, and combined for public charter schools; primary, middle, high, and combined for traditional public schools). Within each stratum, schools were sorted prior to sampling by state, community type (12 categories, collapsed to 4 in this report), collapsed ZIP code, percent free or reduced-price lunch (2 categories, broken out to 5 in this report), highest grade in the school, percent minority enrollment (4 categories), and enrollment.

The measure of size used for schools was the square root of the number of full-time-equivalent teachers reported or imputed for each school during sampling frame development. If a school's measure of size was greater than the sampling interval, the school was included in the sample with certainty. Each stratum was assigned a sample size to meet the defined precision goals of the survey. For example, for public primary schools, the goal was 15 percent or lower for the coefficient of variation (CV) for national, regional, and state estimates for key characteristics. These sampling procedures resulted in a total public school sample of about 10,250 traditional public schools and 750 public charter schools.

Private schools. The 2011–12 SASS private school frame was based on the 2009–10 Private School Universe Survey (PSS) frame, as updated for the 2011–12 PSS. An update is conducted prior to each administration of the PSS by collecting membership lists from private school associations and religious denominations, as well as private school lists from state education departments. The 2011–12 SASS private school frame was further augmented by the inclusion of schools that were identified through the 2009–10 PSS area frame data collection; these area frame schools were included in the SASS sample survey with certainty. Schools with kindergarten as the highest grade level were deleted from the frame to fit the SASS definition. After these changes, the private school sampling frame consisted of about 28,490 private schools.

Private schools were stratified by affiliation strata, grade level (elementary, secondary, and combined), and Census region (Northeast, Midwest, South, and West). The 11 affiliation strata included 3 strata for Catholic (parochial, diocesan, and private); Baptist; Jewish; Lutheran; Seventh-Day Adventist; other religious; and 3 strata for nonsectarian (regular, special emphasis, and special education). Within each stratum, private schools in the list frame were sorted prior to sampling by state, highest grade in the school, community type (12 categories), ZIP code, and enrollment. The measure of size and PPS procedures described for public schools were used for private schools as well. Of the 3,000 private schools sampled for the 2011–12 SASS, about 2,750 were from the list frame and about 250 were from the 2009–10 PSS area frame.

Principals. The principal of each sampled school was selected. About 14,000 school principals were sampled (10,250 traditional public school principals, 750 public charter school principals, and 3,000 private school principals).

Data Collection Procedures

In 2011–12, SASS employed a mail-based survey approach with subsequent telephone and in-person field follow-up. Prior to the beginning of data collection, research applications were submitted to public school districts that required permission to conduct research in their schools. Starting in June 2011, all districts were contacted by telephone to verify or collect the information about the district and sampled school(s) needed for data collection, identify the best person to receive the district questionnaire, and determine if the district would provide an electronic teacher list for the sampled school(s). Survey packages were mailed to districts in October 2011. Follow-up was conducted sequentially by mail, telephone, and in person with districts that did not provide the requested questionnaire and/or teacher list.

In preparation for school-level data collection, advance letters were mailed to the sampled schools in June 2011 to verify their addresses. School packages were mailed in October 2011. Next, schools were telephoned using a computer-assisted telephone-interviewing instrument to verify school information, establish a survey coordinator (who became the main contact person at the school for subsequent communication), and follow up on the Teacher Listing Form if the school district had not already provided an electronic teacher list. Teacher questionnaires were mailed to schools on a flow basis, as teachers were sampled on an ongoing basis from the data provided on the Teacher Listing Form or electronic teacher list. The field follow-up period was preceded by phone calls from the telephone centers to remind the survey coordinators to have staff complete and return all forms. Individual survey respondents (principal, librarian, and teachers) were also called from the telephone centers and asked to complete the questionnaire by phone. Data collection ended in June 2012. The timing of principals' completion of the questionnaire could have affected their responses regarding the amount of time they spent on the various types of activities.

Data Processing and Imputation

The Census Bureau used both central processing and headquarters staff to check returned questionnaires, key the data, and implement quality control procedures. Questionnaires that had a preliminary classification of a complete interview were submitted to a series of computer edits: a range check, a consistency edit, a blanking edit (deleting answers to questions that should not have been filled in, such as if a respondent followed a wrong skip pattern), and a logic edit. After these edits were run and reviewed by analysts, the questionnaires were put through another edit to make a final determination as to whether they were eligible for the survey and whether sufficient data had been collected for them to be classified as complete.

After the final edits were run, cases with "not-answered" values for items remained. Values were imputed using two approaches. Donor respondent methods, such as hot-deck imputation, were used first. However, if no suitable donor case could be matched, the remaining items were imputed using the mean or mode from groups of similar cases. After each stage of imputation, computer edits were run to verify that the imputed data were consistent with the existing questionnaire data and that they were within the range of acceptable values. If an imputed item was not consistent or within the range of acceptable values, it was blanked out by the computer edit. In these situations, Census Bureau analysts looked at the item and tried to determine an appropriate value. Edit and imputation flags, indicating which edit or imputation method was used, were assigned to each relevant survey variable. For further information, see the sections on data processing and imputation in the *User's Manual for the 2011–12 Schools and Staffing Survey, Volume 1: Overview* (Goldring et al. 2013).

Response Rates and Nonresponse Bias Analysis

Overall and unit response rates. The unit response rate indicates the percentage of sampled cases that met the definition of a complete interview. The weighted SASS unit response

rate was produced by dividing the weighted number of respondents who completed questionnaires by the weighted number of eligible sampled cases, using the initial base weight (the inverse of the probability of selection). The response rate for public school principals was 72.7 percent, and the unit response rate for private school principals was 64.7 percent.

Unit nonresponse bias analysis. Because Standard 4-4 of the NCES Statistical Standards requires analysis of nonresponse bias for any survey stage with a base-weighted response rate of less than 85 percent, all SASS files were evaluated for potential bias. Nonresponse bias analyses indicated potential bias for public school principals with respect to community type (city, town, and rural), enrollment (1000 or more), percent free lunch eligible (75 percent or more), percent non-White (5-9 percent, 10-19 percent, and 50 percent or more), and number of teachers (50-74). For private school principals, the sources of potential bias were number of teachers (30-49), school level (combined), and affiliation (Catholic, Parochial; Catholic, Diocesan; Lutheran; Nonsectarian, Regular; Nonsectarian, Special Education; and Other Religious). Nonresponse adjustments were designed to reduce or eliminate nonresponse bias. Subsequent to the nonresponse adjustments, there was no evidence of potential bias in the national-level items included in the analysis. For further information on unit response rates and nonresponse bias analysis, see the *User's Manual for the 2011–12 Schools and Staffing Survey, Volume 1: Overview* (Goldring et al. 2013).

Weighting and Variance Estimation

Each SASS data file contains a final weight and a set of replicate weights. The final weights are needed so that the sample estimates reflect the target survey population in data analyses. Each of the analyses in this brief uses the principal final weight (AFNLWGT).

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. For this reason, the preferred method of calculating sampling errors is replication. Each SASS data file includes a set of replicate weights designed to produce variance estimates. Each of the analyses in this brief uses the school replicate weights (AREPWT1–AREPWT88) to create balanced repeated replication variance estimates.

Variables Used in the Analysis

Data for this report come from the Public and Private School Data Files, as well as the Public and Private School Principal Data Files. Specifically, information regarding school classification, community type, school level, minority student composition, poverty level, and staffing characteristics came from the Public and Private School Data Files. All other variables came from the Public and Private School Principal Data Files.

The main analytic variable used in this brief indicates how much time principals reported spending on various tasks. Principals were asked, "On average throughout the school year, what percentage of time do you estimate that you spend on the following tasks in this school?" They were instructed to provide percentages for the following activities: "internal administrative tasks, including human resource/personnel issues, regulations, reports, school budget," "curriculum and teaching-related tasks, including teaching, lesson preparation, classroom observations, mentoring teachers," "student interactions, including discipline and academic guidance," "parent interactions, including formal and informal interactions," and "other." The questionnaire also included the following instructions: "Rough estimates are sufficient"; "Please write a percentage in each row. Write 0 if none"; and "Responses should add up to 100%." The analyses in this brief investigated the means of principals' reported percentages.

The staffing characteristics displayed in tables A-2 and A-5 come from questions about the number of full- and part-time staff in schools. Regarding teachers, principals or their designees were asked, "Around the first of October, how many TEACHERS held full-time or part-time positions or assignments in this school?" Regarding other school staff members, they were asked, "Around the first of October, how many STAFF held full-time or part-time positions or assignments

in this school in each of the following categories?" For both teachers and other school staff, principals reported the counts of the relevant full-time and part-time school personnel. The analyses in this brief categorize these counts into the categories outlined in tables A-2 and A-5.

Tables A-1, A-3, A-4, and A-6 display principal time use by other school and principal characteristics. For more information on these variables, please see the table notes.

Statistical Procedures

Consistent with widely accepted statistical standards, only those findings that are statistically significant at the .05 level are reported in the text. That is, there is less than a 5 percent chance that the difference occurred by chance. When comparing estimates between categorical groups (e.g., sex, race/ethnicity), *t* statistics were calculated.

When comparing between the public and private sectors, the following formula was used to compute the *t* statistic:

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

where E_1 and E_2 are the estimates to be compared (e.g., the means of sample members in two groups), and se_1 and se_2 are their corresponding standard errors.

When comparing within the public sector and within the private sector, the following formula for dependent samples was used to compute the *t* statistic:

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

where E_1 and E_2 are the estimates to be compared (e.g., the means of sample members in two groups), and se_1 and se_2 are their corresponding standard errors.

No adjustments were made for multiple comparisons. It is important to note that many of the variables examined in this report may be related to one another and to other variables not included in the analyses. The complex interactions and relationships among the variables were not fully explored and warrant more extensive analysis. The variables examined in this report are just a few of those that could be examined. Finally, readers are cautioned not to draw causal inferences based on the results presented.

The coefficient of variation (CV) represents the ratio of the standard error to the estimate. The CV is an important measure of the reliability and accuracy of an estimate. In this report, the CV was calculated for all estimates.

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APPENDIX A: DATA TABLES

Table A-1. Mean percentage of time public school principals reported spending on average throughout the school year on certain tasks, by selected school characteristics: School year 2011–12

School characteristics	Task				
	Internal administrative tasks[1]	Curriculum and teaching-related tasks[2]	Student interactions[3]	Parent interactions[4]	Other
All public school principals	**31.1**	**26.3**	**23.2**	**12.6**	**6.8**
School classification					
Traditional public	31.1	26.3	23.2	12.6	6.8
Charter school	31.1	26.3	21.9	13.4	7.3
Community type					
City	29.8	28.5	22.3	12.9	6.5
Suburban	31.4	25.8	22.0	12.9	7.9
Town	30.6	26.2	24.1	12.7	6.4
Rural	32.0	25.1	24.4	12.1	6.3
School level[5]					
Primary	30.7	27.6	22.5	12.7	6.4
Middle	29.4	26.1	24.3	13.3	6.9
High	32.9	24.1	23.6	12.1	7.4
Combined	32.3	23.6	24.3	12.0	7.7
Minority student composition[6]					
Less than 5 percent	32.8	24.3	24.5	12.2	6.1
5–19 percent	31.5	24.9	23.9	12.8	6.9
20–49 percent	31.7	26.2	22.8	12.9	6.4
50 percent or more	30.0	27.8	22.6	12.5	7.1
Percent of K–12 students who were approved for free or reduced-price school lunches					
0–34	32.6	25.2	22.6	12.8	6.7
35–49	31.4	25.8	24.2	13.1	5.4
50–74	30.1	26.7	23.8	12.5	6.9
75 or more	29.3	27.7	22.8	12.6	7.5
School did not participate in free or reduced-price school lunch program	36.2	25.7	19.9	10.0	8.2

[1] Includes human resource/personnel issues, regulations, reports, and school budget.

[2] Includes teaching, lesson preparation, classroom observations, and mentoring teachers.

[3] Includes discipline and academic guidance.

[4] Includes formal and informal interactions.

[5] Primary schools are those with at least one grade lower than 5 and no grade higher than 8. Middle schools have no grade lower than 5 and no grade higher than 8. High schools have no grade lower than 7 and at least one grade higher than 8. Combined schools are those with at least one grade lower than 7 and at least one grade higher than 8, or with all students in ungraded classrooms.

[6] "Minority students" refers to Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native students, and students of Two or more races.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School and Public School Principal Data Files," 2011–12.

Table A-2. Mean percentage of time public school principals reported spending on average throughout the school year on certain tasks, by type of staff holding positions or assignments in the school: School year 2011–12

Type of staff	Task				
	Internal administrative tasks[1]	Curriculum and teaching-related tasks[2]	Student interactions[3]	Parent interactions[4]	Other
All public school principals	**31.1**	**26.3**	**23.2**	**12.6**	**6.8**
Teachers					
Fewer than 25 teachers	31.1	25.3	24.9	12.1	6.6
25–50 teachers	30.5	26.9	23.0	12.9	6.7
More than 50 teachers	32.3	26.6	21.0	13.1	7.0
Vice principals and assistant principals					
No vice/assistant principals	30.8	25.4	24.8	12.4	6.7
One vice/assistant principal	30.9	27.5	22.2	12.8	6.5
Two or more vice/assistant principals	32.2	26.5	21.1	13.0	7.3
Instructional coordinators and supervisors					
No instructional coordinators/supervisors	31.4	25.5	23.8	12.6	6.7
At least one instructional coordinator/supervisor	30.6	27.4	22.4	12.7	6.8
School/guidance counselors					
No school/guidance counselors	31.3	25.8	23.4	12.8	6.8
At least one school/guidance counselor	31.0	26.5	23.2	12.6	6.7
Social workers					
No social workers	31.2	26.2	23.2	12.5	6.9
At least one social worker	30.8	26.5	23.3	13.0	6.5
Psychologists					
No psychologists	30.7	26.5	23.7	12.5	6.6
At least one psychologist	31.3	26.2	22.9	12.8	6.8
Secretaries and other clerical support staff					
No secretaries/other clerical support staff	30.2	28.0	22.8	10.6	8.5
One secretary/other clerical support staff	30.8	25.3	25.2	12.2	6.5
Two or more secretaries/other clerical support staff	31.2	26.6	22.6	12.9	6.8

[1] Includes human resource/personnel issues, regulations, reports, and school budget.

[2] Includes teaching, lesson preparation, classroom observations, and mentoring teachers.

[3] Includes discipline and academic guidance.

[4] Includes formal and informal interactions.

NOTE: Staff includes full-time and part-time employees. Staff members with part-time positions or assignments include: Employees shared with other schools or the district office and employees who perform more than one function at this school, such as a teaching principal.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School and Public School Principal Data Files," 2011–12.

Table A-3. Mean percentage of time public school principals reported spending on average throughout the school year on certain tasks, by selected principal characteristics: School year 2011–12

Principal characteristics	Task				
	Internal administrative tasks[1]	Curriculum and teaching-related tasks[2]	Student interactions[3]	Parent interactions[4]	Other
All public school principals	**31.1**	**26.3**	**23.2**	**12.6**	**6.8**
Sex					
Male	32.4	25.1	23.8	12.5	6.2
Female	29.8	27.5	22.6	12.8	7.4
Age					
Younger than 45 years	30.4	26.3	23.9	13.2	6.2
45–54 years	31.2	26.5	23.4	12.4	6.5
55 years or older	31.9	26.3	21.7	12.0	8.1
Race/ethnicity[5]					
Hispanic, regardless of race	30.8	25.7	21.5	13.0	9.0
White, non-Hispanic	31.7	25.9	23.3	12.5	6.6
Black, non-Hispanic	26.7	29.5	22.6	13.7	7.6
Other	31.0	28.7	23.9	12.6	3.7
Highest degree earned					
Bachelor's degree or less	29.7	21.9	22.7	12.9	12.8
Master's degree	31.3	26.5	23.2	12.6	6.4
Education specialist or professional diploma[6]	30.1	26.3	23.7	12.8	7.1
Doctorate or first professional degree	32.5	26.3	21.5	12.7	7.0
Years of teaching experience[7]					
Fewer than 4 years	32.2	24.4	21.7	12.2	9.5
4–9 years	31.2	26.5	23.4	12.9	6.0
10–19 years	31.0	26.1	23.3	12.7	7.0
20 years or more	30.8	27.1	22.6	12.1	7.4
Administration certificate status					
Holds a certificate in school administration	31.2	26.3	23.1	12.7	6.7
Does not hold a certificate in school administration	28.5	26.4	24.4	12.3	8.4

[1] Includes human resource/personnel issues, regulations, reports, and school budget.

[2] Includes teaching, lesson preparation, classroom observations, and mentoring teachers.

[3] Includes discipline and academic guidance.

[4] Includes formal and informal interactions.

[5] "Black" includes African American and "Hispanic" includes Latino. "Other" includes American Indian/Alaska Native, non-Hispanic; Asian, non-Hispanic; Native Hawaiian or Other Pacific Islander, non-Hispanic; and Two or more races, non-Hispanic.

[6] At least 1 year beyond the master's level.

[7] Includes only elementary and secondary teaching experience.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File," 2011–12.

Table A-4. Mean percentage of time private school principals reported spending on average throughout the school year on certain tasks, by selected school characteristics: School year 2011–12

School characteristics	Task				
	Internal administrative tasks[1]	Curriculum and teaching-related tasks[2]	Student interactions[3]	Parent interactions[4]	Other
All private school principals	**34.4**	**26.3**	**18.6**	**13.8**	**6.9**
School classification					
Catholic	39.1	22.6	18.7	13.4	6.2
Other religious	31.5	30.1	18.3	13.9	6.2
Nonsectarian	35.1	22.5	19.2	14.0	9.2
Community type					
City	35.9	24.3	19.4	13.8	6.6
Suburban	36.0	25.7	18.0	13.4	6.9
Town	34.7	25.4	21.1	12.3	6.6
Rural	30.2	29.9	17.5	14.9	7.5
School level[5]					
Primary	34.3	27.0	17.2	15.1	6.3
Middle	29.8	22.8	23.1	12.3	12.0 !
High	37.9	21.6	19.5	11.0	10.0
Combined	33.6	26.6	20.6	12.4	6.8
Minority student composition[6]					
Less than 5 percent	32.8	29.5	16.6	15.3	5.7
5–19 percent	35.7	23.5	18.9	13.9	7.9
20–49 percent	35.4	24.9	18.4	14.1	7.3
50 percent or more	33.3	27.9	20.3	12.0	6.5

! Interpret data with caution. The coefficient of variation (CV) for this estimate is between 30 percent and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

[1] Includes human resource/personnel issues, regulations, reports, and school budget.

[2] Includes teaching, lesson preparation, classroom observations, and mentoring teachers.

[3] Includes discipline and academic guidance.

[4] Includes formal and informal interactions.

[5] Primary schools are those with at least one grade lower than 5 and no grade higher than 8. Middle schools have no grade lower than 5 and no grade higher than 8. High schools have no grade lower than 7 and at least one grade higher than 8. Combined schools are those with at least one grade lower than 7 and at least one grade higher than 8, or with all students in ungraded classrooms.

[6] "Minority students" refers to Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native students, and students of Two or more races.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School and Private School Principal Data Files," 2011–12.

Table A-5. Mean percentage of time private school principals reported spending on average throughout the school year on certain tasks, by type of staff holding positions or assignments in the school: School year 2011–12

Type of staff	Task				
	Internal administrative tasks[1]	Curriculum and teaching-related tasks[2]	Student interactions[3]	Parent interactions[4]	Other
All private school principals	**34.4**	**26.3**	**18.6**	**13.8**	**6.9**
Teachers					
Fewer than 25 teachers	33.2	28.1	18.9	13.5	6.3
25–50 teachers	39.2	20.1	17.9	14.8	8.1
More than 50 teachers	37.4	19.2	17.3	15.6	10.5
Vice principals and assistant principals					
No vice/assistant principals	33.0	28.7	18.6	13.3	6.4
One vice/assistant principal	36.1	22.4	19.7	14.9	7.0
Two or more vice/assistant principals	39.5	20.2	16.8	14.8	8.7
Instructional coordinators and supervisors					
No instructional coordinators/supervisors	34.0	27.2	18.8	13.6	6.3
At least one instructional coordinator/supervisor	35.7	22.9	18.2	14.4	8.8
School/guidance counselors					
No school/guidance counselors	33.9	27.9	18.4	13.8	6.0
At least one school/guidance counselor	35.3	23.1	19.4	13.7	8.5
Social workers					
No social workers	34.0	26.8	18.5	13.9	6.8
At least one social worker	38.9	20.0	21.6	12.2	7.2
Psychologists					
No psychologists	34.1	26.6	18.7	13.9	6.6
At least one psychologist	37.2	23.5	18.3	12.4	8.5
Secretaries and other clerical support staff					
No secretaries/other clerical support staff	27.8	35.2	18.1	13.7	5.3
One secretary/other clerical support staff	35.0	25.2	19.4	13.7	6.7
Two or more secretaries/other clerical support staff	38.2	21.5	18.4	13.9	7.9

[1] Includes human resource/personnel issues, regulations, reports, and school budget.

[2] Includes teaching, lesson preparation, classroom observations, and mentoring teachers.

[3] Includes discipline and academic guidance.

[4] Includes formal and informal interactions.

NOTE: Staff includes full-time and part-time employees. Staff members with part-time positions or assignments include: Employees shared with other schools or the school office and employees who perform more than one function at this school, such as a teaching principal.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School and Private School Principal Data Files," 2011–12.

Table A-6. Mean percentage of time private school principals reported spending on average throughout the school year on certain tasks, by selected principal characteristics: School year 2011–12

Principal characteristics	Task				
	Internal administrative tasks[1]	Curriculum and teaching-related tasks[2]	Student interactions[3]	Parent interactions[4]	Other
All private school principals	**34.4**	**26.3**	**18.6**	**13.8**	**6.9**
Sex					
Male	35.2	25.1	17.6	14.4	7.7
Female	33.7	27.2	19.5	13.3	6.3
Age					
Younger than 45 years	31.6	28.0	20.0	14.2	6.2
45–54 years	35.9	24.9	17.4	15.6	6.3
55 years or older	35.3	25.9	18.5	12.6	7.6
Race/ethnicity[5]					
Hispanic, regardless of race	32.7	25.3	21.8	14.8	5.5
White, non-Hispanic	34.8	26.0	18.4	13.9	6.9
Black, non-Hispanic	29.0	30.8	19.8	13.4	7.1
Other	37.2	23.8	20.2	11.3	7.5
Highest degree earned					
Bachelor's degree or less	29.3	32.4	18.3	14.7	5.3
Master's degree	36.4	24.2	19.0	13.4	6.9
Education specialist or professional diploma[6]	36.9	21.5	18.5	13.2	10.0
Doctorate or first professional degree	37.8	22.2	17.8	13.3	9.0
Years of teaching experience[7]					
Fewer than 4 years	36.1	22.9	17.3	17.1	6.6
4–9 years	37.3	24.1	18.1	13.7	6.8
10–19 years	34.1	25.9	19.2	13.3	7.4
20 years or more	31.4	30.6	19.3	12.2	6.5
Administration certificate status					
Holds a certificate in school administration	37.1	23.3	18.6	13.9	7.2
Does not hold a certificate in school administration	32.3	28.5	18.7	13.7	6.7

[1] Includes human resource/personnel issues, regulations, reports, and school budget.

[2] Includes teaching, lesson preparation, classroom observations, and mentoring teachers.

[3] Includes discipline and academic guidance.

[4] Includes formal and informal interactions.

[5] "Black" includes African American and "Hispanic" includes Latino. "Other" includes American Indian/Alaska Native, non-Hispanic; Asian, non-Hispanic; Native Hawaiian or Other Pacific Islander, non-Hispanic; and Two or more races, non-Hispanic.

[6] At least 1 year beyond the master's level.

[7] Includes only elementary and secondary teaching experience.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Data File," 2011–12.

APPENDIX B: STANDARD ERROR TABLES

Table B-1. Standard errors for table A-1: Mean percentage of time public school principals reported spending on average throughout the school year on certain tasks, by selected school characteristics: School year 2011–12

School characteristics	Task				
	Internal administrative tasks	Curriculum and teaching-related tasks	Student interactions	Parent interactions	Other
All public school principals	**0.26**	**0.24**	**0.22**	**0.13**	**0.24**
School classification					
Traditional public	0.25	0.23	0.21	0.11	0.25
Charter school	1.85	1.70	1.81	1.44	1.18
Community type					
City	0.58	0.50	0.40	0.25	0.50
Suburban	0.49	0.37	0.45	0.22	0.51
Town	0.66	0.68	0.56	0.54	0.54
Rural	0.46	0.37	0.34	0.16	0.36
School level					
Primary	0.38	0.36	0.32	0.17	0.39
Middle	0.45	0.40	0.36	0.21	0.43
High	0.43	0.33	0.40	0.20	0.41
Combined	0.94	0.66	1.18	0.89	0.60
Minority student composition					
Less than 5 percent	0.80	0.59	0.52	0.32	0.57
5–19 percent	0.58	0.44	0.48	0.31	0.46
20–49 percent	0.49	0.37	0.32	0.21	0.43
50 percent or more	0.46	0.37	0.36	0.19	0.44
Percent of K–12 students who were approved for free or reduced-price school lunches					
0–34	0.46	0.40	0.32	0.18	0.42
35–49	0.53	0.52	0.49	0.25	0.39
50–74	0.49	0.37	0.44	0.22	0.49
75 or more	0.55	0.54	0.42	0.26	0.63
School did not participate in free or reduced-price school lunch program	1.74	1.38	1.42	2.04	1.35

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School and Public School Principal Data Files," 2011–12.

Table B-2. Standard errors for table A-2: Mean percentage of time public school principals reported spending on average throughout the school year on certain tasks, by type of staff holding positions or assignments in the school: School year 2011–12

Type of staff	Task				
	Internal administrative tasks	Curriculum and teaching-related tasks	Student interactions	Parent interactions	Other
All public school principals	**0.26**	**0.24**	**0.22**	**0.13**	**0.24**
Teachers					
Fewer than 25 teachers	0.54	0.55	0.40	0.31	0.54
25–50 teachers	0.33	0.32	0.30	0.18	0.36
More than 50 teachers	0.48	0.39	0.38	0.24	0.45
Vice principals and assistant principals					
No vice/assistant principals	0.42	0.38	0.36	0.23	0.39
One vice/assistant principal	0.46	0.38	0.31	0.19	0.40
Two or more vice/assistant principals	0.52	0.40	0.33	0.23	0.51
Instructional coordinators and supervisors					
No instructional coordinators/supervisors	0.31	0.32	0.29	0.19	0.33
At least one instructional coordinator/supervisor	0.41	0.36	0.31	0.19	0.42
School/guidance counselors					
No school/guidance counselors	0.63	0.62	0.58	0.37	0.56
At least one school/guidance counselor	0.26	0.24	0.23	0.12	0.25
Social workers					
No social workers	0.36	0.30	0.29	0.17	0.29
At least one social worker	0.38	0.36	0.34	0.18	0.42
Psychologists					
No psychologists	0.50	0.42	0.40	0.27	0.38
At least one psychologist	0.35	0.28	0.27	0.13	0.31
Secretaries and other clerical support staff					
No secretaries/other clerical support staff	1.89	1.85	1.56	0.95	1.39
One secretary/other clerical support staff	0.60	0.49	0.49	0.22	0.49
Two or more secretaries/other clerical support staff	0.27	0.27	0.22	0.16	0.27

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School and Public School Principal Data Files," 2011–12.

Table B-3. Standard errors for table A-3: Mean percentage of time public school principals reported spending on average throughout the school year on certain tasks, by selected principal characteristics: School year 2011–12

Principal characteristics	Task				
	Internal administrative tasks	Curriculum and teaching-related tasks	Student interactions	Parent interactions	Other
All public school principals	**0.26**	**0.24**	**0.22**	**0.13**	**0.24**
Sex					
Male	0.38	0.35	0.28	0.23	0.29
Female	0.41	0.33	0.33	0.16	0.37
Age					
Younger than 45 years	0.40	0.38	0.33	0.18	0.37
45–54 years	0.43	0.33	0.42	0.25	0.44
55 years or older	0.59	0.45	0.38	0.20	0.51
Race/ethnicity					
Hispanic, regardless of race	1.22	0.88	1.01	0.53	1.38
White, non-Hispanic	0.29	0.29	0.24	0.14	0.28
Black, non-Hispanic	0.74	0.71	0.53	0.35	0.68
Other	1.85	1.82	1.21	0.51	0.77
Highest degree earned					
Bachelor's degree or less	2.12	1.40	1.66	1.08	2.56
Master's degree	0.34	0.31	0.29	0.18	0.32
Education specialist or professional diploma	0.45	0.43	0.38	0.19	0.47
Doctorate or first professional degree	0.77	0.74	0.64	0.35	0.75
Years of teaching experience					
Fewer than 4 years	1.09	1.32	1.28	0.53	1.62
4–9 years	0.43	0.39	0.39	0.25	0.36
10–19 years	0.33	0.34	0.28	0.17	0.35
20 years or more	0.72	0.65	0.53	0.31	0.66
Administration certificate status					
Holds a certificate in school administration	0.26	0.24	0.21	0.12	0.25
Does not hold a certificate in school administration	1.37	1.64	1.22	0.67	1.63

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Public School Principal Data File," 2011–12.

Table B-4. Standard errors for table A-4: Mean percentage of time private school principals reported spending on average throughout the school year on certain tasks, by selected school characteristics: School year 2011–12

School characteristics	Task				
	Internal administrative tasks	Curriculum and teaching-related tasks	Student interactions	Parent interactions	Other
All private school principals	**0.73**	**0.62**	**0.49**	**0.39**	**0.48**
School classification					
Catholic	0.95	0.61	0.57	0.33	0.68
Other religious	1.18	1.22	0.80	0.74	0.82
Nonsectarian	1.30	0.93	0.88	0.51	0.97
Community type					
City	0.96	0.78	0.65	0.43	0.67
Suburban	1.21	0.88	0.54	0.38	0.72
Town	2.01	1.50	1.60	0.59	1.64
Rural	1.71	2.02	1.15	1.31	1.24
School level					
Primary	0.95	0.90	0.60	0.65	0.67
Middle	4.51	3.59	5.38	1.63	5.34
High	2.86	1.29	1.23	0.72	1.73
Combined	0.98	1.00	0.92	0.34	0.66
Minority student composition					
Less than 5 percent	2.15	2.21	1.29	1.51	1.36
5–19 percent	1.07	1.11	0.82	0.46	0.79
20–49 percent	1.01	1.05	0.75	0.43	0.89
50 percent or more	1.24	1.06	0.84	0.41	0.80

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School and Private School Principal Data Files," 2011–12.

Table B-5. Standard errors for table A-5: Mean percentage of time private school principals reported spending on average throughout the school year on certain tasks, by type of staff holding positions or assignments in the school: School year 2011–12

Type of staff	Task				
	Internal administrative tasks	Curriculum and teaching-related tasks	Student interactions	Parent interactions	Other
All private school principals	**0.73**	**0.62**	**0.49**	**0.39**	**0.48**
Teachers					
Fewer than 25 teachers	0.81	0.79	0.61	0.49	0.57
25–50 teachers	2.01	0.81	0.85	0.71	1.15
More than 50 teachers	1.85	1.17	1.77	0.92	1.76
Vice principals and assistant principals					
No vice/assistant principals	0.86	0.96	0.69	0.57	0.64
One vice/assistant principal	1.04	0.85	0.68	0.40	0.88
Two or more vice/assistant principals	2.52	1.33	1.21	0.94	1.08
Instructional coordinators and supervisors					
No instructional coordinators/supervisors	0.68	0.79	0.58	0.47	0.54
At least one instructional coordinator/supervisor	1.76	1.12	1.01	0.62	1.11
School/guidance counselors					
No school/guidance counselors	0.83	0.87	0.61	0.55	0.66
At least one school/guidance counselor	1.30	0.86	0.74	0.42	0.73
Social workers					
No social workers	0.70	0.66	0.51	0.42	0.51
At least one social worker	4.07	1.49	2.14	1.05	1.67
Psychologists					
No psychologists	0.77	0.70	0.55	0.44	0.49
At least one psychologist	1.86	1.66	0.78	0.50	1.74
Secretaries and other clerical support staff					
No secretaries/other clerical support staff	1.56	1.80	1.20	0.91	1.06
One secretary/other clerical support staff	1.15	0.96	1.05	0.79	0.73
Two or more secretaries/other clerical support staff	1.07	0.58	0.52	0.36	0.68

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School and Private School Principal Data Files," 2011–12.

Table B-6. Standard errors for table A-6: Mean percentage of time private school principals reported spending on average throughout the school year on certain tasks, by selected principal characteristics: School year 2011–12

Principal characteristics	Task				
	Internal administrative tasks	Curriculum and teaching-related tasks	Student interactions	Parent interactions	Other
All private school principals	**0.73**	**0.62**	**0.49**	**0.39**	**0.48**
Sex					
Male	1.16	0.99	0.84	0.74	0.78
Female	0.85	0.84	0.59	0.32	0.61
Age					
Younger than 45 years	1.67	1.51	1.10	0.81	1.15
45–54 years	1.26	1.28	0.78	1.17	0.88
55 years or older	0.87	0.90	0.61	0.29	0.57
Race/ethnicity					
Hispanic, regardless of race	2.98	1.89	2.02	1.07	1.61
White, non-Hispanic	0.78	0.68	0.54	0.43	0.52
Black, non-Hispanic	1.99	2.02	1.26	0.92	1.84
Other	3.41	2.59	2.36	0.91	2.21
Highest degree earned					
Bachelor's degree or less	1.41	1.78	1.06	1.07	0.93
Master's degree	0.80	0.54	0.57	0.30	0.48
Education specialist or professional diploma	1.87	1.16	0.79	0.84	1.78
Doctorate or first professional degree	2.85	1.50	1.55	0.88	1.73
Years of teaching experience					
Fewer than 4 years	2.29	2.30	1.66	1.64	1.49
4–9 years	1.23	1.01	0.79	0.44	0.97
10–19 years	1.43	0.91	0.71	0.37	0.76
20 years or more	1.02	1.37	0.72	0.46	0.70
Administration certificate status					
Holds a certificate in school administration	0.77	0.57	0.46	0.33	0.67
Does not hold a certificate in school administration	1.04	0.99	0.79	0.62	0.68

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), "Private School Principal Data File," 2011–12.