

Fact Sheet 2007



SCHOOL ADMINISTRATORS: JUST THE FACTS

The Numbers

- In 2004, there were 442,000 education administrators. Fifty-eight thousand were preschool or child care administrators, 225,000 were elementary or secondary school administrators and 132,000 were postsecondary administrators.¹
- In 2014, the Department of Labor projects that employment for education administrators will increase from 442,000 to 515,000 workers. This projection is higher than the previous projection from 2000–2010 (453,000 to 513,000) and demonstrates an increasing trend in job growth for administrators.²
- Employment is projected to increase by 10.4 percent for elementary and secondary school administrators, 21.3 percent for postsecondary administrators, 27.9 for preschool and child care centers and programs, and 20.3 percent for all other education administrators.³
- Between 2000 and 2014, the number of job openings has increased from 178,000 to 183,000 while the number of administrators has decreased. Job opportunities for many of these positions have and are expected to continue to increase because a large proportion of education administrators are expected to retire over the next 10 years.⁴

Employment

- In 2004, 20 percent of administrators worked for private education institutions while about sixty percent worked for state and local governments. The latter worked mainly in schools, colleges and universities, and departments of education.⁵
- Fewer than four percent of administrators were self-employed, and the remaining administrators worked in child daycare centers, religious organizations, job training centers, and businesses and other organizations that provided training for their employees.⁶
- The Department of Labor predicts that as the demand for administrators rises, more part-time positions will be created.

Education: Supply of Teachers Grows as Enrollment Varies

- In many public schools, principals, assistant principals, and school district administrators need a master's degree in education administration or educational leadership. Some principals and central office administrators have a doctorate or specialized degree in education administration.
- Administrators generally have teaching experience prior to moving into the role of education administrator. Most states require principals to be licensed as school administrators. Academic deans and chairpersons generally have a doctorate in their specialty.

- Many administrators who started out as teachers were required by institutions to get advanced degrees. The Department of Education reports that more people complete a Master's degree in Education than any other degree. In 2003–2004, 162,345 people received this degree, which is a 10% increase from 2002–2003 and a 32% increase from 2000–2001.⁷
- Public school enrollment is expected to vary across the nation and increase in the Western region. Between 2000 and 2012, public elementary and secondary school enrollment is projected to increase nine percent in the West and one percent in the South. Over the same period, in the Northeast and Midwest, enrollment is projected to decrease five and four percent, respectively.⁸
- Between 2000 and 2012, public school enrollment in grades one, eight, and nine is projected to increase by less than four percent. However, for the same period, public school enrollment in grades 10, 11, and 12 is projected to increase by more than 4 percent.⁹

Despite the Increase in Education-Related Occupations, Conditions Can Be Difficult

- Education, training, and library occupations are projected to add more than 1.7 million jobs by 2014. The number of primary, secondary, and special education teachers is projected to grow as the school-age population increases, a greater number of children attend preschool, more children have access to special education, and class sizes decrease.¹⁰
- The Department of Labor predicts that as the school-age population increases, more institutions will increase their flexibility in dealing with financial matters and changing student interests. These kinds of executive decisions will further increase the importance of school administrators.¹¹
- As of 2006, 38 states and the District of Columbia reported significant teacher shortages to the Department of Education.¹² Government regulations, overcrowded classrooms, safety issues, budgetary concerns, and teacher shortages in some areas have recently caused more stress for administrators. Many teachers feel the higher pay of administrators is not high enough to compensate for the greater responsibilities and choose not to become administrators.
- Student misconduct and school violence challenge school administrators. One GAO study finds that 47% of public school administrators feel they give undue attention and time to students who misbehave, which hinders their ability to meet state and district learning standards and makes hiring substitute teachers more difficult.¹³ In 2004, a case-study of an urban elementary school found that administrators spent 160 hours on disciplinary referrals and suspensions that year.¹⁴
- According to school principals, 71 percent of public elementary and secondary schools experienced at least one violent incident during the 1999–2000 school year. Twenty percent of public schools experienced one or more serious violent incidents (including rape, sexual battery other than rape, physical attack with a weapon, and robbery with and without a weapon). City schools are more likely (77%) than urban fringe schools (67%) to experience one or more violent acts.¹⁵

Demographic Data

- In 2005, 21.2 percent of all school administrators were minorities: 13.4 percent were black or African American, 2.4 percent were Asian, and 5.4 percent were Hispanic or Latino.¹⁶
- In 2005, the majority of school administrators—63.4 percent—were female.¹⁷ Even though 6,085 women and 2,951 men are employed in educational services, median weekly earnings for women are \$706 and median weekly earnings for men are \$870.¹⁸
- While an upward trend exists for females in the field, research suggests that barriers to entry may still exist in public schools in situations where a female teacher wants to become an administrator. A study performed by RAND in three states found that from 1987–2000, men in Illinois were 2.5 times more likely than women to leave teaching to become assistant principals, and men in North Carolina were over three times more likely to do so. Yet, once promoted to assistant principal, women in Illinois were more likely than men to advance further up the administrative ladder, and women in North Carolina were just as likely as men to do so. In New York, men were 30 percent more likely than women to be certified for an administrative position; but once certified, women were equally as likely as men to become a principal.¹⁹
- RAND also found that the public school gender gap is larger in primary schools than in secondary schools. In all three states, women constitute an overwhelming majority of elementary teachers and a smaller majority of secondary school teachers. In 2000, 94 percent of North Carolina’s elementary teachers were female, compared with 63 percent of high school teachers. At the same time, 58 percent of elementary school principals were female, compared with 24 percent of high school principals. However, the difference in the probability of promotion for men versus women was found to be the largest for elementary school teachers and the smallest for high school teachers.

Wages and Benefits

- In 2004, elementary and secondary school administrators had median annual earnings of \$74,190. Post secondary school administrators had median annual earnings of \$68,340. Preschool and childcare administrators earned a median of \$35,730 per year.²⁰
- Salaries can vary by location and enrollment level in the school or school district. For the 2005–2006 school year, the Educational Research Service conducted a survey and found that the mean of the average salaries for principals were \$90,260 for senior high schools, \$84,685 in junior high schools. For assistant principals, the average salary is \$73,622 for senior high schools, \$70,268 for junior high schools.²¹
- School administrators generally receive very good benefits. Many get good health and pension packages and four or five weeks vacation every year. In addition, several colleges and universities offer free tuition to employees and their families.²² However, wages and benefits vary by location and job category, and the demand for administrators is higher in urban and rural areas, while pay is higher in the suburbs. Salaries also vary based on national region.

Area	Preschool/Child Care Center/Program	Elementary and Secondary School	Postsecondary	Other
CA	\$42,550	\$93,070	\$75,930	\$59,600
DC	\$32,310	\$97,710	\$68,030	\$109,100
IL	\$38,320	\$83,270	\$56,710	\$72,540
NY	\$50,820	\$92,410	\$85,220	\$81,500

Region	Junior High/Middle School	Senior High School
New England	\$92,956	\$101,169
Southwest	\$71,511	\$85,569
Rocky Mountains	\$75,477	\$79,010
Mid-East	\$97,718	\$103,083

Unionization

- Between 2003 and 2005, the number of administrators who were union members increased from 16.1 percent to 17 percent. The percent of members covered by a collective bargaining agreement also increased from 19.9 percent to 21 percent.²⁵
- In 2005, school administrators who belonged to unions earned a mean hourly wage of \$30.43. Non-union school administrators earned \$25.12. Overall, school administrators who belong to unions have higher salaries and better benefits than those who do not.²⁶
- The American Federation of School Administrators (AFSA), established in 1974, provides labor relations, professional, and occupational services to public school principals, vice principals, administrators, and supervisors. AFSA also offers insurance, member benefits, and a scholarship program.²⁷
- AFSA offers four types of direct benefits and one group benefit. Direct benefits include automatic enrollment in an accidental death insurance plan and coverage of \$10,000 at no cost. Other direct benefits: legal action trust, granted members are not found guilty for criminal charges, occupational liability coverage of up to \$1,000,000, and disability coverage of \$1,500/month, up to \$15,000. The group benefit covers accidental death and dismemberment.
- School administrators who belong to unions can increase their skills and job potential by attending union-sponsored workshops and seminars. For example, Local 1 of AFSA, the Council of School Supervisors & Administrators in New York, offers classes on grant-writing, budgeting, conflict resolution, data technology, student discipline, and many other issues.²⁸

¹ U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, 2006–2007 edition.

² U.S. Department of Labor, Bureau of Labor Statistics, *Monthly Labor Review*, Volume 28, November 2005.

³ U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, 2006–2007 edition.

⁴ *Ibid.*

⁵ *Ibid.*

⁶ *Ibid.*

⁷ U.S. Department of Education, Digest of Education Statistics 2005, *Degree Completion*.

⁸ U.S. Department of Education, National Center for Education Statistics, *Projections of Education Statistics to 2012*.

⁹ *Ibid.*

¹⁰ U.S. Department of Labor, Bureau of Labor Statistics, *Monthly Labor Review*, Volume 28, November 2005.

¹¹ *Ibid.*

¹² U.S. Department of Education, *Teacher Shortages*, March 2006.

¹³ U.S. Government Accountability Office, *Student Discipline Report*, 1999.

¹⁴ Scott, T.M., & Barrett, S. (2004). Using Cost/Benefit Analysis with School-Wide Positive Behavior Support: A Sample Evaluation of Lifestyle Change at the Systems Level. *Journal of Positive Behavior Interventions* 6(1), 21-28.

¹⁵ U.S. Department of Education, National Center for Education Statistics, Violence in U.S. Public Schools: 2000 School Survey on Crime and Safety.

¹⁶ U.S. Department of Labor, Bureau of Labor Statistics, *Employment and Earnings*, op. cit.

¹⁷ *Ibid.*

¹⁸ U.S. Department of Labor, Bureau of Labor Statistics. *Current Population Survey*. Table 19.

¹⁹ RAND Corporation Research Brief Series. "The Careers of Public School Administrators." 2004.

²⁰ U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, 2006–2007 edition.

²¹ Williams, Dr. Alicia. "Salaries & Wages Paid Professional and Support Personnel in Public Schools, 2005–2006."

Education Research Service. www.ers.org.

²² *Ibid.*

²³ U.S. Department of Labor, Occupational Employment Survey, May 2005.

²⁴ Educational Research Service, "Principals' Pay Fails to Keep Pace with Cost of Living."

²⁵ Barry T. Hirsch and David A. Macpherson, "Union Membership Earnings Data Book." Bureau of National Affairs. 2006: Union Membership Earnings and Coverage Database from the Current Population Survey: Note, *Industrial and Labor Relations Review*, Volume 56, No. 2, January 2003, pp. 349–54. (in pdf).

²⁶ *Ibid.*

²⁷ www.admin.org

²⁸ Council of School Supervisors and Administrators, <http://www.csa-nyc.org/pd/pdseminars.php>.

For further information on professional workers, check out DPE's Web site: www.dpeaflcio.org.

The Department for Professional Employees, AFL-CIO (DPE) comprises 23 AFL-CIO unions representing over four million people working in professional, technical and administrative support occupations. DPE-affiliated unions represent: teachers, college professors and school administrators; library workers; nurses, doctors and other health care professionals; engineers, scientists and IT workers; journalists and writers, broadcast technicians and communications specialists; performing and visual artists; professional athletes; professional firefighters; psychologists, social workers and many others. DPE was chartered by the AFL-CIO in 1977 in recognition of the rapidly-growing professional and technical occupations.

Source: DPE Research Department
1025 Vermont Avenue, N.W., Suite 1030
Washington, DC 20005

Contact: Pamela Wilson
(202) 638-6684
pwilson@dpeaflcio.org

June 2007