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Working Paper Series

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## **Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)**

Working Paper No. 2000–13

August 2000

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**Non-professional Staff in the  
Schools and Staffing Survey (SASS) and  
Common Core of Data (CCD)**



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U.S. Department of Education  
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August 2000

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Outside NCES, credit goes to Jewell Gould, Director of Research at the American Federation of Teachers (AFT), for pointing out how little information had been published for non-professional staff. Tish Olshefski, also at AFT, helped focus the manner in which these data should be arrayed.

This paper could not have been completed without the assistance of several individuals at Synectics for Management Decisions, Inc. Maxime Bokossa and Jiaquan Fan calculated the standard error tables, and Elizabeth Walter provided editorial assistance. Overseeing the entire effort and gently providing administrative support was Synectics' Director of Research and Statistical Services, Sameena Salvucci.

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# Executive Summary

## Introduction

Non-professional staff in the public and private schools in the United States often appear to be nearly invisible. Yet these teacher and library/media center aides, secretaries and other clerical staff, bus drivers, custodians, groundskeepers, maintenance personnel, and others in support positions are necessary, and indeed even critical, to the functioning of these schools.

These staff also are hardly visible in published studies of the educational system. While the Schools and Staffing Survey (SASS) of the National Center for Education Statistics (NCES) has been gathering information about some of these non-professional staff since its inception in the 1987–88 school year, very little of this information has appeared in published results of these surveys. It is to partially fill this void that this Working Paper was written.

This report focuses primarily on the data gathered in the 1993–94 survey. Changes in the wording of the questions and the categories of non-professional staff make it difficult to make comparisons between the various SASS results. However, this paper does include one table comparing the proportion of full-time non-professional staff in three categories for the 1990–91 and 1993–94 surveys.

Limited information on non-professional staff is also gathered annually for the NCES Common Core of Data (CCD) survey. To provide some comparison between data from SASS (which are estimated from data gathered by a sample survey) and from CCD (which draws from the entire population of United States public school districts), this paper also includes a table showing the CCD count of public non-professional staff, as of October 1, 1993.

This paper consists primarily of tabular data of these non-professional staff (see appendix A). Weighted estimates of the number of these personnel and the proportion that are full-time are provided within standard categories. For many of these categories, this paper also provides the estimated average number of full-time non-professional staff per school, and the ratio of the estimated average number of students to each full-time non-professional staff is shown.

Included in the non-professional staff data gathered at the school level by SASS is a count of Chapter I aides. The estimate of these staff are also included in this paper, along with the estimated average number of Chapter I aides in schools offering Chapter I

programs, the estimated average number of Chapter I aides for each Chapter I teacher, and the estimated average number of Chapter I students for each Chapter I aide.

Appendix B consists of the tables of standard errors for the estimates presented in the tables prepared for this paper. Appendix C contains technical notes for the paper, including a discussion of sampling, data collection, and analysis.

**Non-professional Staff**

The number of public school employees exceeds the number of private school employees. This is not surprising, since there are more public schools than private schools (in 1993–94, 80,740 and 26,093, respectively).

The proportion of staff who are full-time is greater in the public schools than it is in the private schools.

**Chapter I Non-professional staff**

Most of the Chapter I teacher aides are employed in the public schools.

While the number of Chapter I aides is greatest in the rural/small town locale, the proportion of Chapter I aides to teacher aides in that location is virtually the same as the proportion of Chapter I aides to teacher aides in the central city locale.

**Comparison between 1990–91 and 1993–94**

Both the 1990–91 and 1993–94 SASS questionnaires gathered information about non-professional staff. However, the 1990–91 survey categorized these staff in three groups, including the secretaries and clerical staff with the “other” non-professional staff. By aggregating the secretaries and clerical staff with the other non-professional staff in 1993–94, it is possible to compare these data across the two data collections.

For each employee category, the percentage of full-time non-professional staff declined, lending support to the perception public and private schools are both utilizing more part-time non-professional staff.

**Ratio Information**

In the public schools, the number of full-time non-professional staff for each school varies from 0.4 for library/media center aides to 6.0 for other employees; in the private schools, these numbers are considerably lower, ranging from 0.1 for library/media center aides to 1.7 for other employees.

Given that only four in ten public schools and one in ten private schools have library/media center aides, it is not surprising to find there is one full-time library/media center aide for every 1,300.8 students in the public schools, and 2,546.4 students for each full-

time library/media center aide in the private schools. The other public school categories range between 85.7 students for each “Other” employee and 227.4 students for each secretary/clerical employee.

### **CCD versus SASS**

Each year, the NCES Common Core of Data (CCD) program gathers, among its many items, staffing information from all the local education agencies. While the staff categories used in CCD do not match up well with the categories used in SASS, an attempt was made to compare the CCD and SASS numbers.

### **Summary**

Since not very much information has been gathered systematically at the national level regarding the non-professional staff in private and public elementary and secondary schools, this paper should be of interest to policymakers, educators, and researchers.

However, this paper does not exhaust the research possibilities available.

While the amount of information presently available is limited, it is heartening to note that the 1999–2000 SASS is seeking a wider range of information regarding the non-professional school staff (adding several new aide categories, and disaggregating food service personnel and custodial/maintenance/security staff from “Other employees”). When these data are released, it will be possible to determine more closely how these non-professional staff are deployed and utilized.



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# I. Introduction

## *Non-professional staff are the invisible staff*

Non-professional staff in the public and private schools in the United States often appear to be nearly invisible. Yet these teacher and library/media center aides, secretaries and other clerical staff, bus drivers, custodians, groundskeepers, maintenance personnel, and others in support positions are necessary, and indeed even critical, to the functioning of these schools.

Not only do they often function imperceptibly behind the scenes in the school system, but they also are hardly visible in published studies of the educational system. While the Schools and Staffing Survey (SASS) of the National Center for Education Statistics (NCES) has been gathering information about some of these non-professional staff since its inception in the 1987–88 school year, very little of this information has appeared in the vast library of publications that have disseminated the results of these surveys. It is to partially fill this void that this Working Paper was written.

While data on non-professional staff are available for the surveys of 1987–88 and 1990–91, this report focuses primarily on the 1993–94 survey. The data were collected in both the public and private sector between January and June, 1994, based on staffing levels “around the first of October.” Changes in the wording of the questions and the categories of non-professional staff make it difficult to make comparisons between the various SASS results.<sup>1</sup> However, this paper does include one table comparing the proportion of full-time non-professional staff in three categories for the 1990–91 and 1993–94 surveys (see table A17).

Limited information on non-professional staff is also gathered annually for the NCES Common Core of Data (CCD) survey. To provide some comparison between data from SASS (which are estimated from data gathered from a sample survey) and from CCD (which draws from the entire population of United States public school districts), this paper also includes a table showing the CCD count of public non-professional staff, as of October 1, 1993 (see table A23).

This paper consists primarily of tabular data of these non-professional staff. Weighted estimates of the number of these personnel and the proportion that are full-time are provided within

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<sup>1</sup>The 1987–88 school questionnaires asked for FTE employees (specifically designated non-professional staff were “Teacher aides” and “Other instructional staff”); the 1990–91 school questionnaires gathered headcounts for both full-time and part-time “Classroom teacher aides,” “Library or media center aides,” and “All other non-instructional staff (include maintenance, food service, and clerical staff)”; and the 1993–94 school questionnaires again gathered full-time and part-time counts for “Library media center aides,” “Teacher aides,” “Secretaries and other clerical support staff,” and “Other employees (e.g., cafeteria workers, maintenance staff, etc.).”

such categories as states (for public schools), affiliation status (for private schools), community type, school level, minority enrollment, school or district size, tuition level (for private schools), limited-English proficiency, free or reduced-price lunch, and region. For many of these categories, this paper provides the estimated average number of full-time non-professional staff per school and the ratio of the estimated average number of students to each full-time non-professional staff.

Included in the non-professional staff data gathered at the school level by SASS is a count of Chapter I aides. While this count is separate from that of the teacher aide, it is possible that some or all of these Chapter I aides were also counted as teacher aides. The estimate of Chapter I aides was included in this paper, and the analysis of this information includes the estimation of the average number of Chapter I aides in schools offering Chapter I programs, the estimated average number of Chapter I aides for each Chapter I teacher, and the estimated average number of Chapter I students for each Chapter I aide.

All numbers appearing in the figures and tables in the following narrative also appear in the tables of estimates in appendix A. The figures and tables here highlight summary information discussed in the text.

Appendix B consists of the tables of standard errors for the estimates presented in the tables prepared for this paper. Appendix C contains technical notes for the paper, including a discussion of sampling, data collection, and analysis.

## II. Non-professional Staff

### *Full-time and part-time public and private staff*

Table 1 shows the number of full-time and part-time public and private school non-professional staff, categorized as library/media aides, teacher aides, secretaries/clerical staff, and other employees. The total number of Chapter I aides are also shown.

That the number of public school employees exceeds the number of private school employees is not surprising, since there are more public schools than private schools (in 1993–94, 80,740 and 26,093, respectively).

Tables showing the number of these non-professional staff categorized by state (for public school employees), affiliation (for private school employees), school locale, school level, minority enrollment, school size, free or reduced-price lunch, limited English proficiency, region, district size (for public school employees), and tuition level (for private school employees) are found in appendix A.

Figure 1 shows the proportion of school employees who are full-time for both the public and private schools. In each employee category, the proportion of staff who are full-time is greater in the public schools than it is in the private schools.

For each of the tables in appendix A showing the number of non-professional staff, as described previously, there are also tables showing the proportion of school employees who are full-time for both the public and private schools.

**Table 1—Number of full-time and part-time elementary and secondary school non-professional staff: 1993–94**

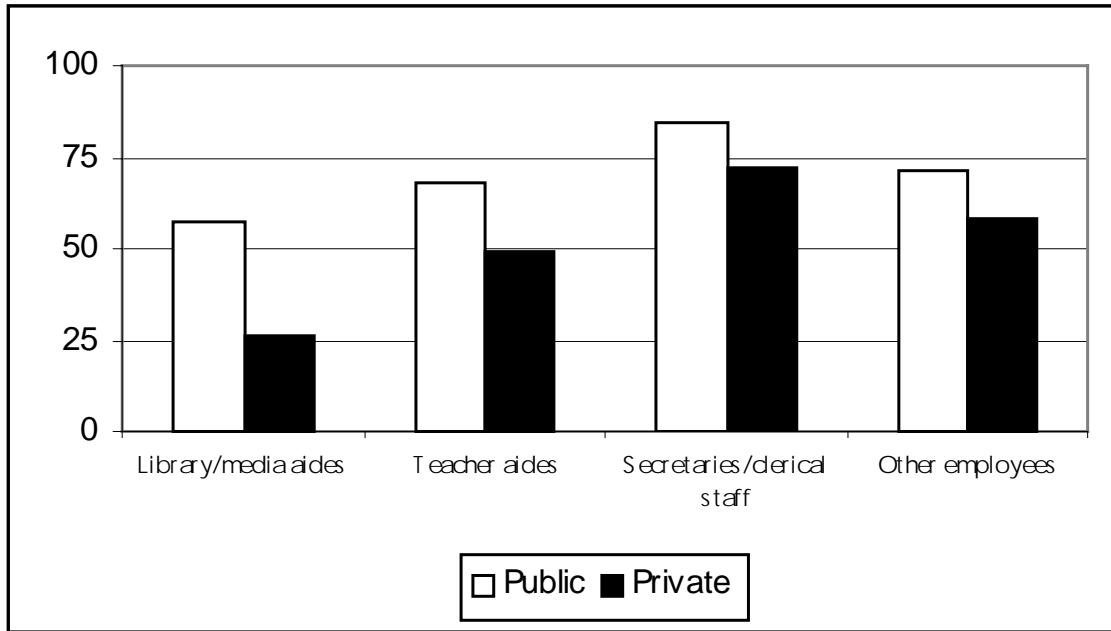
	Library/media aides		Teacher aides		Secretaries/clerical staff		Other employees		Chapter I aides
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Total*
TOTAL	33,950	28,717	344,155	177,237	216,362	45,954	528,944	223,306	98,373
PUBLIC	31,998	23,271	318,873	151,372	183,048	32,996	485,444	191,530	96,692
PRIVATE	1,952	5,446	25,282	25,865	33,314	12,958	43,500	31,776	1,681

NOTE: See appendix tables A1, A2, and A5.

\*May duplicate teacher aides or other employees counted elsewhere in this table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires).

**Figure 1—Percentage of elementary and secondary school non-professional staff who are full-time: 1993–94**



NOTE: See appendix tables A3 and A4.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires).

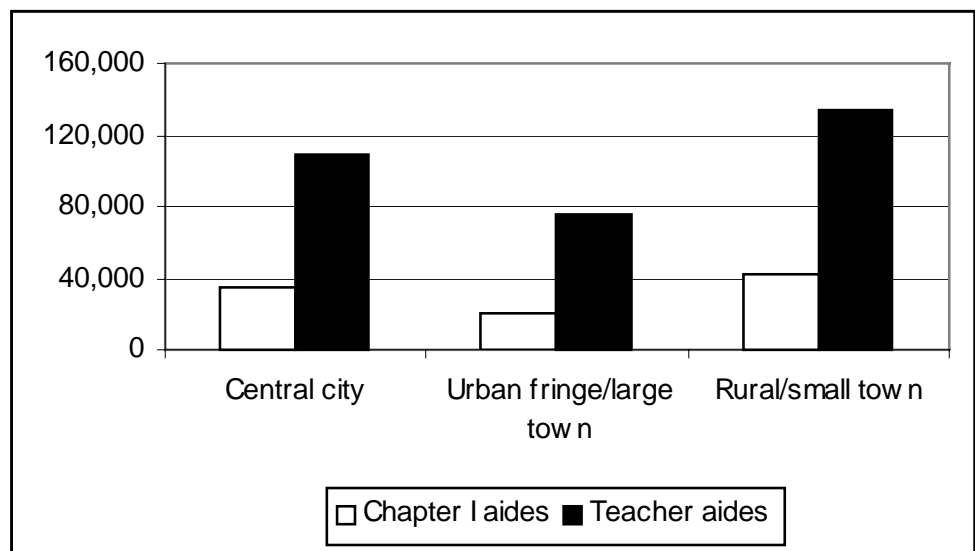
### III. Chapter I Non-professional Staff

Table 1 showed there are a total of 98,373 Chapter I aides, with 96,692 of these employed in the public schools. Because the SASS questionnaire gathered Chapter I information independently of the staffing categories, it is likely that many (if not all) of the Chapter I aides are also included in the teacher aide count.

Figure 2 compares the number of Chapter I aides with the number of full-time public school teacher aides in each of the three school locales. While the number of Chapter I aides is greatest in the rural/small town locale, the proportion of Chapter I aides to teacher aides in that location (31.0 percent) is virtually the same as the proportion of Chapter I aides to teacher aides in the central city locale (31.8 percent).

In addition to providing the count of Chapter I aides in the categories used for the other non-professional staff, tables A20 and A22 show the number of schools offering Chapter I programs, the number of Chapter I teachers and students, and the average number of Chapter I aides for each Chapter I school and teacher, and the number of Chapter I students for each Chapter I aide. These data are shown by state, as well as for school locale, school level, minority enrollment, and school size.

**Figure 2—Number of public elementary and secondary full-time Chapter I aides and teacher aides, by locale: 1993–94**



NOTE: See appendix table A5.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public School Questionnaire).

## IV. Comparison between 1990–91 and 1993–94

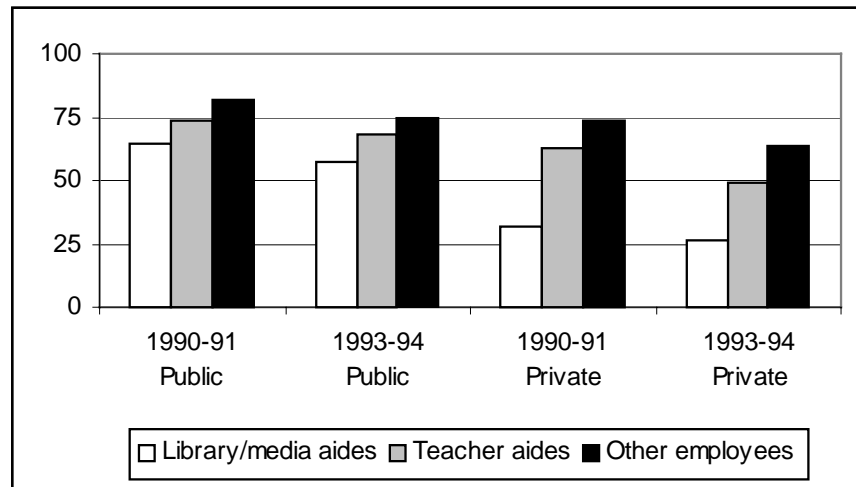
### *Decline in proportion of full-time staff*

Both the 1990–91 and 1993–94 SASS questionnaires gathered information about non-professional staff. However, the 1990–91 survey categorized these staff in three groups, including the secretaries and clerical staff with the “other” non-professional staff. By aggregating the secretaries and clerical staff with the other non-professional staff in 1993–94, it is possible to compare these data across the two data collections.

Figure 3 shows the proportion of full-time non-professional staff in the three categories for both public and private schools in 1990–91 and 1993–94. For each employee category, the percentage of full-time non-professional staff declined, lending support to the perception public and private schools are both utilizing more part-time non-professional staff.

Table A17 shows the percentages of non-professional staff who are full-time library/media aides, teacher aides, or other employees described previously for the states (public schools) and private school affiliations.

**Figure 3—Percentage of elementary and secondary non-professional staff who are full-time: 1990–91 and 1993–94**



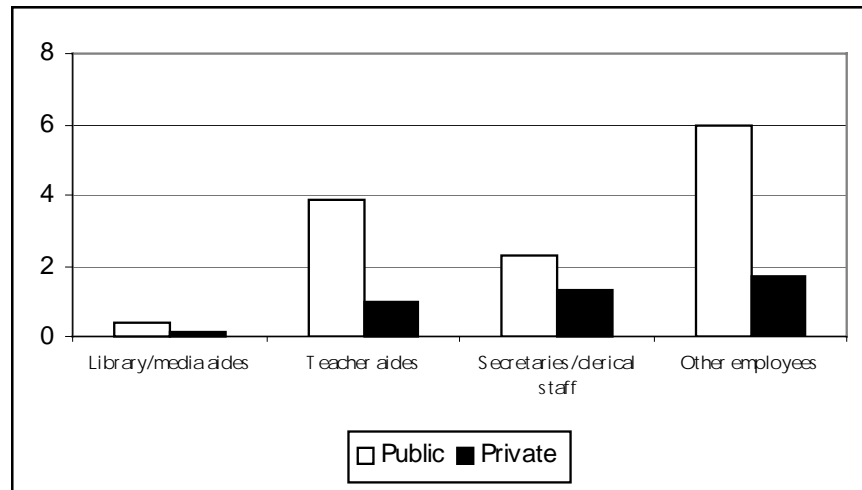
NOTE: See appendix table A17.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91 and 1993–94 (Public and Private School Questionnaires).

## V. Ratio Information

Figure 4 shows the average number of full-time non-professional staff in the public and private schools for each of the four employee categories. In the public schools, these vary from 0.4 for library/media center aides to 6.0 for other employees; in the private schools, these numbers are considerably lower, ranging from 0.1 for library/media center aides to 1.7 for other employees.

**Figure 4—Average number of full-time elementary and secondary non-professional staff in each school: 1993–94**



NOTE: See appendix tables A18 and A19.

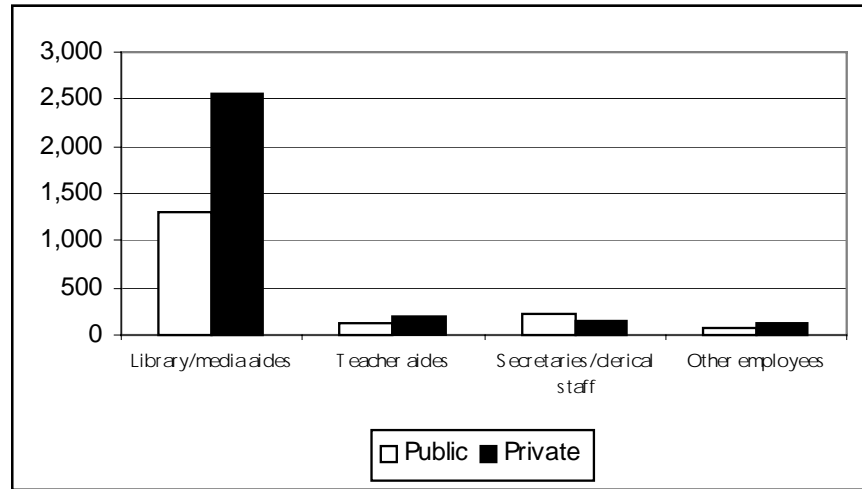
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires).

Similarly, figure 5 shows the average number of students for each of the four employee categories. Given that only four in ten public schools and one in ten private schools have library/media center aides, it is not surprising to find that there is one full-time library/media center aide for every 1,300.8 students in the public schools, and 2,546.4 students for each full-time library/media center aide in the private schools. The other public school categories range between 85.7 students for each “Other” employee and 227.4 students for each secretary/clerical employee.

See appendix tables A18, A19, and A21 for these ratios by states (public schools only), private school affiliations, school locale, school level, minority enrollment, and school size.



**Figure 5—Average number of students for each full-time elementary and secondary non-professional staff: 1993–94**

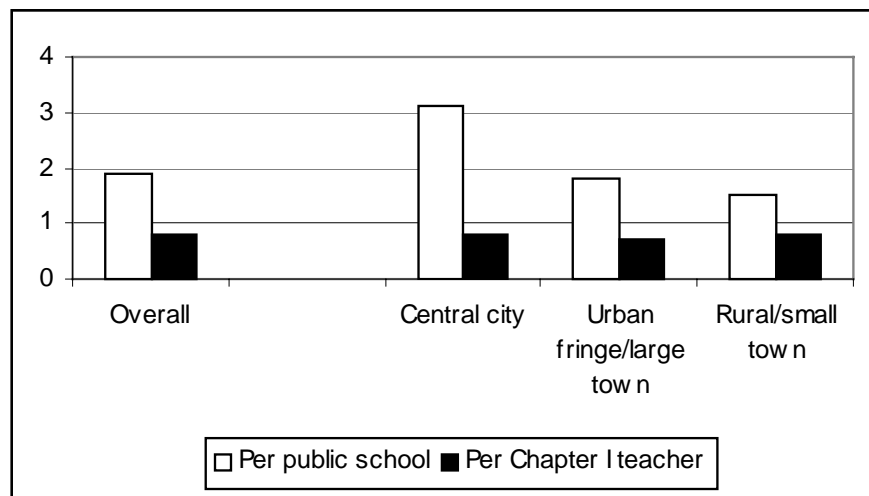


NOTE: See appendix tables A18 and A19.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires).

Additional ratio information was also obtained for the Chapter I aides (see appendix tables A20 and A22). Figure 6 shows the average number of Chapter I aides for each public school participating in the Chapter I program and for each Chapter I teacher in these schools. Not only are the overall ratios shown, but also the ratios for each of the school locales.

**Figure 6—Average number of Chapter I aides in each public school and for each Chapter I teacher: 1993–94**

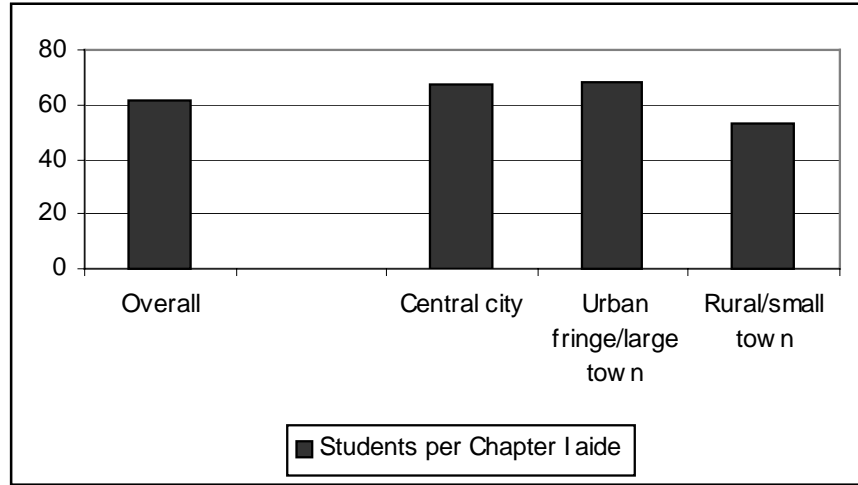


NOTE: See appendix tables A20 and A22.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public School Questionnaire).

Figure 7 shows the average number of Chapter I students for each of the Chapter I aides, again overall for the public schools as well as for each of the locales.

**Figure 7—Average number of Chapter I students for each Chapter I aide: 1993–94**



NOTE: See appendix table A22.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public School Questionnaire).

## VI. CCD versus SASS

### *Different categories used*

Each year, the NCES Common Core of Data (CCD) program gathers, among its many items, staffing information from all the local education agencies. While the staff categories used in CCD do not match up well with the categories used in SASS, table 2 provides an opportunity to compare the CCD and SASS numbers. The CCD figures shown are full-time equivalent (FTE) counts and include staff at the local agencies, while the SASS figures are the sum of full-time and part-time employees at the school level.

The FTE public non-professional staff count from CCD is shown by state in table A23, while the corresponding numbers from SASS are shown in table A1.

**Table 2—Number of non-professional staff in the Common Core of Data (CCD) and Schools and Staffing Survey (SASS): 1993–94**

	CCD	SASS
Total non-professional staff	1,962,956	1,418,532
Aides	450,359	470,245
Library support staff	37,898	55,269
Support staff		
Administration support	145,812	
School administration support	191,656	
Student support staff	123,821	
Support staff subtotal (CCD) & secretaries/clerical staff (SASS)	461,289	216,044
Other support staff (CCD) & other employees (SASS)	1,013,410	676,974
Total support staff (CCD)	1,474,699	

NOTE: See appendix tables A1 and A23.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data survey: 1993–94 and Schools and Staffing Survey: 1993–94 (Public School Questionnaires).

## VII. Summary

### *The first comprehensive study*

Since not very much information has been gathered systematically at the national level regarding the non-professional staff in private and public elementary and secondary schools, this paper should be of interest to policymakers, educators, and researchers.

The non-professional staff in the public and private elementary and secondary schools have been categorized by standard groupings. Additionally, ratios were calculated for full-time/part-time status, and their average numbers by school and/or teacher, and the average number of students served by each.

However, this paper does not exhaust the research possibilities available.

While the amount of information presently available is limited, it is heartening to note that the 1999–2000 SASS is seeking a wider range of information regarding non-professional school staff (adding several new aide categories, and disaggregating food service personnel and custodial/maintenance/security staff from “Other employees”). When these data are released, it will be possible to determine more closely how these non-professional staff are deployed and utilized.

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APPENDIX A  
TABLES OF ESTIMATES

**Table A1—Number of full-time and part-time public elementary and secondary school non-professional staff, by employee type and state: 1993–94**

	Library/media aides		Teacher aides		Secretaries/clerical staff		Other employees		Chapter I aides
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Total*
PUBLIC	31,998	23,271	318,873	151,372	183,048	32,996	485,444	191,530	96,692
Alabama	532	195	3,616	545	2,268	264	11,730	1,249	1,583
Alaska	77	143	1,251	841	714	175	1,105	783	237
Arizona	540	361	4,482	3,766	3,083	655	5,986	4,537	1,525
Arkansas	217	212	3,639	514	1,753	267	6,940	1,766	2,130
California	1,944	3,022	16,318	58,350	19,084	5,819	26,320	22,978	21,276
Colorado	633	556	4,177	2,682	3,214	580	5,981	2,903	759
Connecticut	455	215	4,357	1,778	2,363	418	5,379	2,522	943
Delaware	—	24	866	145	381	—	1,764	330	255
District of Columbia	39	—	896	136	322	40	1,797	—	246
Florida	1,412	375	18,558	2,957	10,157	1,130	23,438	6,387	3,923
Georgia	1,284	409	16,151	1,361	4,604	512	16,604	2,936	1,408
Hawaii	52	—	881	438	599	194	1,640	1,101	311
Idaho	274	233	1,582	714	750	233	2,188	1,260	639
Illinois	1,471	1,205	12,890	3,018	9,225	1,416	21,231	10,107	2,749
Indiana	1,101	497	8,497	2,762	4,179	633	13,613	4,824	3,282
Iowa	647	729	2,962	2,293	2,393	595	5,932	4,665	—
Kansas	544	474	3,500	1,225	2,231	583	6,314	3,380	598
Kentucky	531	355	7,021	1,880	2,831	303	11,434	2,469	1,862
Louisiana	219	—	7,959	247	2,583	343	13,340	2,003	2,135
Maine	403	212	2,227	662	964	240	2,769	1,250	1,061
Maryland	467	263	4,459	1,217	2,885	605	8,962	2,633	831
Massachusetts	507	441	7,160	2,039	3,478	393	9,601	3,792	985
Michigan	1,100	1,122	7,505	5,515	5,772	1,179	15,013	10,892	4,277
Minnesota	705	803	3,800	5,408	3,267	862	6,604	5,066	3,117
Mississippi	463	—	8,423	143	1,810	—	7,957	763	2,482
Missouri	555	508	5,045	1,928	4,359	780	11,402	5,606	1,204
Montana	168	316	1,022	1,185	872	378	2,068	2,266	557
Nebraska	415	421	2,053	1,425	1,404	421	3,876	2,537	493
Nevada	156	96	868	589	1,006	167	1,679	567	256
New Hampshire	181	162	2,114	966	757	145	1,819	871	430
New Jersey	722	735	7,632	3,463	6,507	1,098	13,248	6,712	1,783
New Mexico	326	102	3,799	391	1,323	175	4,048	865	748
New York	1,675	1,078	26,510	8,503	12,663	1,778	31,831	10,371	5,813
North Carolina	839	570	18,426	928	4,543	783	15,023	3,770	855
North Dakota	116	168	836	552	572	203	1,412	1,507	333
Ohio	1,354	1,174	5,531	1,968	6,739	1,143	19,481	9,596	1,432
Oklahoma	800	531	3,821	1,258	3,061	569	9,408	2,807	999
Oregon	588	534	3,261	2,965	2,405	588	3,717	2,157	1,284
Pennsylvania	1,021	952	7,209	5,544	6,926	1,203	20,676	9,274	2,661
Rhode Island	—	120	939	441	529	98	1,086	531	—
South Carolina	816	—	5,871	482	3,023	299	9,171	1,244	1,198
South Dakota	162	235	1,427	500	577	327	1,654	1,612	506
Tennessee	312	—	5,939	2,156	2,667	580	11,479	2,444	1,750
Texas	3,319	779	34,047	2,379	16,548	971	50,585	8,240	7,074
Utah	166	308	1,343	3,346	1,192	758	2,624	2,874	1,795
Vermont	121	75	1,814	641	457	110	1,140	633	245
Virginia	710	—	8,522	904	4,118	600	13,181	3,356	823
Washington	630	739	7,701	4,695	4,219	1,172	7,063	3,628	3,088
West Virginia	—	—	2,004	—	1,045	—	4,065	781	457
Wisconsin	971	821	7,082	2,846	4,056	800	8,559	5,716	695
Wyoming	165	161	876	490	566	158	1,508	913	156

—Too few cases for a reliable estimate

\*May duplicate teacher aides or other employees counted elsewhere in this table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public School Questionnaire).

**Table A2—Number of full-time and part-time private elementary and secondary school non-professional staff, by employee type and private school affiliation: 1993–94**

	Library/media aides		Teacher aides		Secretaries/clerical staff		Other employees		Chapter I aides
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Total*
PRIVATE	1,952	5,446	25,282	25,865	33,314	12,958	43,500	31,776	1,681
9-Category NCES Typology									
Catholic	969	2,998	6,629	7,344	12,378	4,059	18,587	14,253	1,406
Parochial	407	1,010	4,174	4,864	5,509	2,377	8,489	8,714	951
Diocesan	371	1,725	1,599	2,217	4,196	982	5,959	4,079	388
Private	192	263	856	262	2,674	700	4,139	1,459	—
Other religious	394	1,787	5,680	13,023	11,332	6,656	12,020	13,322	—
Conservtv. Christian	—	590	2,434	6,376	4,411	2,976	3,689	6,323	—
Affiliated	114	738	1,833	4,286	4,282	1,879	5,017	3,877	—
Unaffiliated	127	459	1,413	2,362	2,639	1,801	3,314	3,122	—
Non-sectarian	588	661	12,973	5,498	9,604	2,244	12,893	4,201	96
Regular	323	574	2,679	2,550	6,156	1,280	9,152	2,407	—
Special emphasis	—	—	2,212	2,033	1,530	602	1,113	1,117	—
Special education	—	—	8,082	915	1,918	362	2,628	677	84
19 Affiliation Categories									
Catholic	969	2,998	6,629	7,347	12,378	4,060	18,587	14,256	1,406
Episcopal	—	88	290	633	1,304	195	1,663	604	—
Friends	—	18	41	78	200	83	230	106	—
Seventh-day Adventist	—	—	—	557	344	264	561	573	—
Hebrew Day	—	—	147	710	423	168	503	201	—
Solomon Schechter	—	—	101	165	137	30	92	63	—
Other Jewish	—	—	645	733	721	346	807	456	—
Christian Schools Intl	—	—	—	583	454	402	340	693	—
Assoc. of Christian	—	—	1,431	4,784	3,002	1,826	2,639	4,433	—
Schools International	—	—	—	1,030	668	599	779	1,322	—
Lutheran, Missouri	—	—	—	143	82	237	171	431	—
Synod	—	—	—	167	127	96	41	83	—
Lutheran, Wisconsin	—	—	—	105	13	32	—	47	—
Synod	—	—	—	167	127	96	41	83	—
Evangelical Lutheran	—	—	167	127	96	41	83	131	—
Other Lutheran	—	—	30	105	13	32	—	47	—
Montessori	—	—	1,053	1,444	344	291	—	570	—
Schools for Exceptional	—	—	2,820	420	843	134	1,349	259	—
Children	—	—	2,820	420	843	134	1,349	259	—
National Assoc. of	242	317	1,418	917	4,905	896	7,116	1,512	—
Independent Schools	242	317	1,418	917	4,905	896	7,116	1,512	—
Military	—	—	—	—	158	—	597	—	—
Natl. Independent	—	—	481	174	247	54	372	136	—
Private Schls. Assoc.	—	—	481	174	247	54	372	136	—
Other Private Schools	481	744	9,528	5,885	6,994	3,269	7,435	5,967	—

—Too few cases for a reliable estimate

\*May duplicate teacher aides or other employees counted elsewhere in this table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Private School Questionnaire).



**Table A3—Percentage of public elementary and secondary school non-professional staff who are full-time, by employee type and state: 1993–94**

	Library/media aides Percent full-time	Teacher aides Percent full-time	Secretaries/clerical staff Percent full-time	Other employees Percent full-time
PUBLIC	57.9	67.8	84.7	71.7
Alabama	73.2	86.9	89.6	90.4
Alaska	35.0	59.8	80.3	58.5
Arizona	59.9	54.3	82.5	56.9
Arkansas	50.6	87.6	86.8	79.7
California	39.1	21.9	76.6	53.4
Colorado	53.2	60.9	84.7	67.3
Connecticut	67.9	71.0	85.0	68.1
Delaware	50.0	85.7	95.5	84.2
District of Columbia	86.7	86.8	89.0	96.8
Florida	79.0	86.3	90.0	78.6
Georgia	75.8	92.2	90.0	85.0
Hawaii	69.3	66.8	75.5	59.8
Idaho	54.0	68.9	76.3	63.5
Illinois	55.0	81.0	86.7	67.7
Indiana	68.9	75.5	86.8	73.8
Iowa	47.0	56.4	80.1	56.0
Kansas	53.4	74.1	79.3	65.1
Kentucky	59.9	78.9	90.3	82.2
Louisiana	74.5	97.0	88.3	86.9
Maine	65.5	77.1	80.1	68.9
Maryland	64.0	78.6	82.7	77.3
Massachusetts	53.5	77.8	89.8	71.7
Michigan	49.5	57.6	83.0	58.0
Minnesota	46.8	41.3	79.1	56.6
Mississippi	82.4	98.3	95.1	91.3
Missouri	52.2	72.4	84.8	67.0
Montana	34.7	46.3	69.8	47.7
Nebraska	49.6	59.0	76.9	60.4
Nevada	61.9	59.6	85.8	74.8
New Hampshire	52.8	68.6	83.9	67.6
New Jersey	49.6	68.8	85.6	66.4
New Mexico	76.2	90.7	88.3	82.4
New York	60.8	75.7	87.7	75.4
North Carolina	59.5	95.2	85.3	79.9
North Dakota	40.8	60.2	73.8	48.4
Ohio	53.6	73.8	85.5	67.0
Oklahoma	60.1	75.2	84.3	77.0
Oregon	52.4	52.4	80.4	63.3
Pennsylvania	51.7	56.5	85.2	69.0
Rhode Island	17.2	68.0	84.4	67.2
South Carolina	77.8	92.4	91.0	88.1
South Dakota	40.8	74.1	63.8	50.6
Tennessee	69.0	73.4	82.1	82.4
Texas	81.0	93.5	94.5	86.0
Utah	35.0	28.6	61.1	47.7
Vermont	61.7	73.9	80.6	64.3
Virginia	77.0	90.4	87.3	79.7
Washington	46.0	62.1	78.3	66.1
West Virginia	—	91.4	88.0	83.9
Wisconsin	54.2	71.3	83.5	60.0
Wyoming	50.6	64.1	78.2	62.3

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public School Questionnaire).

**Table A4—Percentage of private elementary and secondary school non-professional staff who are full-time, by employee type and private school affiliation: 1993–94**

	Library/media aides Percent full-time	Teacher aides Percent full-time	Secretaries/clerical staff Percent full-time	Other employees Percent full-time
PRIVATE	26.4	49.4	72.0	57.8
9-Category NCES Typology				
Catholic	24.4	47.4	75.3	56.6
Parochial	28.7	46.2	69.9	49.3
Diocesan	17.7	41.9	81.0	59.4
Private	42.2	76.6	79.3	73.9
Other religious	18.1	30.4	63.0	47.4
Conservative Christian	20.7	27.6	59.7	36.8
Affiliated	13.4	30.0	69.5	56.4
Unaffiliated	21.7	37.4	59.4	51.5
Non-sectarian	47.1	70.2	81.1	75.4
Regular	36.0	51.2	82.8	79.2
Special emphasis	—	52.1	71.8	49.9
Special education	—	89.8	84.1	79.5
19 Affiliation Categories				
Catholic	24.4	47.4	75.3	56.6
Episcopal	29.0	31.4	87.0	73.4
Friends	—	34.5	70.7	68.5
Seventh-day Adventist	—	30.1	56.6	49.5
Hebrew Day	—	17.2	71.6	71.4
Solomon Schechter	—	38.0	82.0	59.4
Other Jewish	—	46.8	67.6	63.9
Christian Schools Intl	13.9	8.9	53.0	32.9
Association of Christian	18.0	23.0	62.2	37.3
Schools International				
Lutheran, Missouri Synod	—	15.2	52.7	37.1
Lutheran, Wisconsin Synod	—	—	25.7	28.4
Evangelical Lutheran	—	56.8	70.1	38.8
Other Lutheran	—	22.2	28.9	19.0
Montessori	—	42.2	54.2	22.7
Schools for Exceptional	—	87.0	86.3	83.9
Children				
National Association of	43.3	60.7	84.6	82.5
Independent Schools				
Military	—	35.4	83.2	97.2
National Independent	—	73.4	82.1	73.2
Private Schools Assoc.				
Other Private Schools	39.3	61.8	68.1	55.5

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Private School Questionnaire).

**Table A5—Number of full-time and part-time elementary and secondary school non-professional staff, by employee type and selected school characteristics: 1993–94**

	Library/media aides		Teacher aides		Secretaries/clerical staff		Other employees		Chapter I aides
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Total*
TOTAL	33,950	28,717	344,155	177,237	216,362	45,954	528,944	223,306	98,373
PUBLIC	31,998	23,271	318,873	151,372	183,048	32,996	485,444	191,530	96,692
Central city	6,918	4,350	109,776	45,521	51,226	8,534	142,132	49,147	34,892
School level									
Elementary	4,674	3,743	81,149	40,636	29,425	6,277	93,307	38,556	32,787
Secondary	2,140	588	18,408	4,072	20,186	2,056	45,664	9,671	1,832
Combined	104	—	10,218	813	1,615	201	3,161	920	272
Minority enrollment									
Less than 20 percent	2,045	1,380	16,947	9,524	10,925	2,277	28,479	14,071	3,672
20 percent or more	4,873	2,970	92,829	35,997	40,301	6,257	113,653	35,076	31,220
School size									
Less than 150	—	—	4,441	804	1,429	285	2,392	1,237	423
150 to 499	1,792	1,751	38,026	11,332	11,411	3,051	35,886	16,949	9,943
500 to 749	1,979	1,481	33,237	14,882	12,173	2,426	39,796	15,177	11,855
750 or more	3,028	992	34,072	18,503	26,212	2,772	64,059	15,784	12,671
Urban fringe/large town	9,686	7,491	75,149	56,226	60,491	11,552	135,248	60,670	20,286
School level									
Elementary	6,065	6,068	54,376	48,476	30,302	7,826	77,351	44,214	18,277
Secondary	3,518	1,392	15,417	7,049	28,723	3,650	54,699	16,030	1,911
Combined	103	—	5,355	701	1,467	76	3,198	427	—
Minority enrollment									
Less than 20 percent	5,361	4,849	34,162	28,722	29,491	6,070	68,684	32,563	7,846
20 percent or more	4,325	2,643	40,987	27,504	31,001	5,481	66,564	28,107	12,440
School size									
Less than 150	—	—	3,199	1,567	1,122	400	2,026	1,462	—
150 to 499	2,325	3,246	24,529	16,115	12,376	3,692	29,422	21,973	6,511
500 to 749	2,873	2,259	21,419	21,751	14,917	3,605	37,036	17,429	7,962
750 or more	4,309	1,622	26,002	16,794	32,076	3,855	66,764	19,805	5,456
Rural/small town	15,394	11,430	133,948	49,625	71,331	12,910	208,065	81,714	41,514
School level									
Elementary	9,982	8,353	106,110	40,145	38,056	8,070	119,986	54,541	35,473
Secondary	4,851	2,823	19,932	7,154	29,838	4,336	76,943	24,341	3,741
Combined	561	254	7,906	2,327	3,437	504	11,136	2,831	2,300
Minority enrollment									
Less than 20 percent	10,002	9,072	74,564	35,063	47,640	9,850	134,027	62,705	23,940
20 percent or more	5,392	2,358	59,385	14,562	23,691	3,060	74,038	19,009	17,574
School size									
Less than 150	839	1,809	7,066	5,534	5,120	2,769	12,236	11,191	3,274
150 to 499	7,571	6,948	65,782	24,418	30,565	6,094	93,452	41,770	21,509
500 to 749	3,674	1,801	37,690	12,562	17,498	2,270	53,590	17,564	11,871
750 or more	3,311	872	23,410	7,110	18,148	1,776	48,787	11,189	4,860

**Table A5—Number of full-time and part-time elementary and secondary school non-professional staff, by employee type and selected school characteristics: 1993–94—Continued**

	Library/media aides		Teacher aides		Secretaries/clerical staff		Other employees		Chapter I aides
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Total <sup>a</sup>
PRIVATE	1,952	5,446	25,282	25,865	33,314	12,958	43,500	31,776	1,681
Central city	1,045	1,958	12,079	12,035	15,596	4,913	18,807	12,304	963
School level									
Elementary	—	1,152	6,116	7,328	6,103	2,662	8,462	7,516	880
Secondary	166	190	1,139	505	3,719	736	4,326	1,386	—
Combined	550	616	4,824	4,203	5,773	1,515	6,019	3,402	—
Minority enrollment									
Less than 20 percent	479	1,214	5,955	7,979	8,587	2,627	9,895	6,210	—
20 percent or more	566	744	6,124	4,056	7,009	2,287	8,912	6,093	721
School size									
Less than 150	—	318	5,113	3,196	2,799	1,811	2,814	3,448	—
150 to 499	502	1,003	4,865	6,615	7,035	2,150	8,413	6,748	729
500 to 749	—	278	1,082	1,195	2,817	517	4,150	1,028	—
750 or more	166	359	1,018	1,030	2,945	436	3,429	1,080	—
Urban fringe/large town	588	1,399	9,147	8,831	11,477	4,509	15,162	11,359	358
School level									
Elementary	—	932	3,581	6,357	4,646	2,452	6,346	7,246	—
Secondary	135	293	251	595	2,950	743	4,283	1,378	—
Combined	173	174	5,316	1,879	3,880	1,313	4,533	2,735	—
Minority enrollment									
Less than 20 percent	458	1,025	4,196	5,256	7,981	3,012	10,182	7,853	—
20 percent or more	—	374	4,951	3,576	3,496	1,497	4,980	3,506	198
School size									
Less than 150	—	—	3,991	3,960	2,204	1,674	2,877	3,014	—
150 to 499	227	747	4,252	4,103	6,070	2,198	7,774	6,746	—
500 to 749	224	206	555	526	1,613	331	2,150	724	—
750 or more	132	147	349	242	1,590	306	2,362	874	—
Rural/small town	319	2,089	4,056	4,999	6,241	3,536	9,530	8,113	360
School level									
Elementary	—	1,533	1,287	2,891	2,037	2,016	2,784	5,024	310
Secondary	—	144	792	—	1,816	244	3,823	786	—
Combined	—	—	1,978	2,054	2,388	1,275	2,924	2,302	—
Minority enrollment									
Less than 20 percent	256	1,942	2,842	4,685	4,943	3,322	7,281	7,224	—
20 percent or more	—	147	1,214	314	1,298	214	2,249	889	—
School size									
Less than 150	—	1,049	2,539	3,384	2,398	2,703	2,297	4,587	—
150 to 499	—	979	1,212	1,518	3,196	689	5,656	3,286	—
500 to 749	—	—	—	—	389	131	1,131	204	—
750 or more	—	—	233	—	259	—	446	—	—

—Too few cases for a reliable estimate

<sup>a</sup>May duplicate teacher aides or other employees counted elsewhere in this table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires).

**Table A6—Percentage of elementary and secondary school non-professional staff who are full-time, by employee type and selected school characteristics: 1993–94**

	Library/media aides Percent full-time	Teacher aides Percent full-time	Secretaries/clerical staff Percent full-time	Other employees Percent full-time
TOTAL	54.2	66.0	82.5	70.3
PUBLIC	57.9	67.8	84.7	71.7
Central city	61.4	70.7	85.7	74.3
School level				
Elementary	55.5	66.6	82.4	70.8
Secondary	78.4	81.9	90.8	82.5
Combined	84.6	92.6	88.9	77.5
Minority enrollment				
Less than 20 percent	59.7	64.0	82.8	66.9
20 percent or more	62.1	72.1	86.6	76.4
School size				
Less than 150	48.6	84.7	83.4	65.9
150 to 499	50.6	77.0	78.9	67.9
500 to 749	57.2	69.1	83.4	72.4
750 or more	75.3	64.8	90.4	80.2
Urban fringe/large town	56.4	57.2	84.0	69.0
School level				
Elementary	50.0	52.9	79.5	63.6
Secondary	71.6	68.6	88.7	77.3
Combined	76.3	88.4	95.1	88.2
Minority enrollment				
Less than 20 percent	52.5	54.3	82.9	67.8
20 percent or more	62.1	59.8	85.0	70.3
School size				
Less than 150	32.8	67.1	73.7	58.1
150 to 499	41.7	60.4	77.0	57.2
500 to 749	56.0	49.6	80.5	68.0
750 or more	72.7	60.8	89.3	77.1
Rural/small town	57.4	73.0	84.7	71.8
School level				
Elementary	54.4	72.6	82.5	68.7
Secondary	63.2	73.6	87.3	76.0
Combined	68.8	77.3	87.2	79.7
Minority enrollment				
Less than 20 percent	52.4	68.0	82.9	68.1
20 percent or more	69.6	80.3	88.6	79.6
School size				
Less than 150	31.7	56.1	64.9	52.2
150 to 499	52.1	72.9	83.4	69.1
500 to 749	67.1	75.0	88.5	75.3
750 or more	79.2	76.7	91.1	81.3

**Table A6—Percentage of elementary and secondary school non-professional staff who are full-time, by employee type and selected school characteristics: 1993–94—Continued**

	Library/media aides Percent full-time	Teacher aides Percent full-time	Secretaries/clerical staff Percent full-time	Other employees Percent full-time
PRIVATE	26.4	49.4	72.0	57.8
Central city	34.8	50.1	76.0	60.5
School level				
Elementary	22.2	45.5	69.6	53.0
Secondary	46.6	69.3	83.5	75.7
Combined	47.2	53.4	79.2	63.9
Minority enrollment				
Less than 20 percent	28.3	42.7	76.6	61.4
20 percent or more	43.2	60.2	75.4	59.4
School size				
Less than 150	42.5	61.5	60.7	44.9
150 to 499	33.4	42.4	76.6	55.5
500 to 749	33.8	47.5	84.5	80.1
750 or more	31.6	49.7	87.1	76.0
Urban fringe/large town	29.6	50.9	71.8	57.2
School level				
Elementary	23.1	36.0	65.5	46.7
Secondary	31.5	29.7	79.9	75.7
Combined	49.9	73.9	74.7	62.4
Minority enrollment				
Less than 20 percent	30.9	44.4	72.6	56.5
20 percent or more	25.8	58.1	70.0	58.7
School size				
Less than 150	1.6	50.2	56.8	48.8
150 to 499	23.3	50.9	73.4	53.5
500 to 749	52.1	51.3	83.0	74.8
750 or more	47.3	59.1	83.9	73.0
Rural/small town	13.2	44.8	63.8	54.0
School level				
Elementary	7.7	30.8	50.3	35.7
Secondary	34.5	93.6	88.2	82.9
Combined	21.8	49.1	65.2	56.0
Minority enrollment				
Less than 20 percent	11.6	37.8	59.8	50.2
20 percent or more	30.0	79.5	85.8	71.7
School size				
Less than 150	10.0	42.9	47.0	33.4
150 to 499	10.7	44.4	82.3	63.3
500 to 749	—	—	74.8	84.7
750 or more	—	80.9	95.2	92.3

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires).

**Table A7—Number of full-time and part-time private elementary and secondary school non-professional staff, by employee type, affiliation, and tuition amounts<sup>1</sup>: 1993–94**

	Library/media aides		Teacher aides		Secretaries/clerical staff		Other employees		Chapter I aides
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Total <sup>2</sup>
PRIVATE	1,917	5,322	20,279	24,976	31,940	12,167	42,222	30,753	1,560
Elementary schools	728	3,549	10,890	16,408	12,517	6,733	17,474	19,280	1,423
Other schools	1,190	1,774	9,389	8,568	19,423	5,434	24,747	11,474	—
Affiliation									
Catholic									
Elementary schools	631	2,551	5,742	7,080	7,146	2,791	10,885	11,415	1,314
Less than \$1,500	—	1,714	2,253	3,101	2,775	1,351	4,868	5,937	643
\$1,500 to \$3,499	—	825	3,361	3,845	4,199	1,425	5,756	5,360	671
\$3,500 or more	—	—	—	—	—	—	—	—	—
Other schools	322	447	638	187	5,118	1,228	7,443	2,566	—
Less than \$3,000	—	149	404	—	1,724	418	2,557	1,172	—
\$3,000 to \$7,999	225	281	—	—	3,064	749	4,056	1,344	—
\$8,000 or more	—	—	—	—	329	—	829	—	—
Other religious									
Elementary schools	—	737	2,687	6,223	3,661	3,108	4,543	6,229	—
Less than \$1,500	—	—	—	1,465	574	888	1,401	1,533	—
\$1,500 to \$3,499	—	525	1,424	3,324	2,211	1,717	2,375	4,167	—
\$3,500 or more	—	136	663	1,434	877	504	767	529	—
Other schools	330	926	2,950	6,484	7,439	2,986	7,437	6,764	—
Less than \$3,000	—	608	1,921	5,290	4,058	2,075	3,244	4,947	—
\$3,000 to \$7,999	80	234	832	737	2,201	782	2,479	1,458	—
\$8,000 or more	57	85	196	457	1,180	129	1,714	359	—
Non-sectarian									
Elementary schools	—	260	2,462	3,106	1,710	833	2,046	1,636	—
Less than \$1,500	—	—	—	—	—	—	—	—	—
\$1,500 to \$3,499	—	—	553	747	—	—	—	597	—
\$3,500 or more	—	—	1,589	2,118	1,173	580	1,477	939	—
Other schools	538	401	5,801	1,897	6,866	1,221	9,867	2,144	—
Less than \$3,000	—	—	—	—	572	—	1,015	—	—
\$3,000 to \$7,999	342	144	1,439	758	1,809	396	2,415	781	—
\$8,000 or more	173	188	4,003	1,011	4,486	717	6,438	1,137	—

—Too few cases for a reliable estimate

<sup>1</sup>Not every private school in the SASS sample provided tuition information.

<sup>2</sup>May duplicate teacher aides or other employees counted elsewhere in this table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Private School Questionnaire).

**Table A8—Percentage of private elementary and secondary school non-professional staff who are full-time, by employee type, affiliation, and tuition amounts\*: 1993–94**

	Library/media aides Percent full-time	Teacher aides Percent full-time	Secretaries/clerical staff Percent full-time	Other employees Percent full-time
PRIVATE	26.5	44.8	72.4	57.9
Elementary schools	17.0	39.9	65.0	47.5
Other schools	40.1	52.3	78.1	68.3
Affiliation				
Catholic				
Elementary schools	19.8	44.8	71.9	48.8
Less than \$1,500	19.3	42.1	67.3	45.1
\$1,500 to \$3,499	20.5	46.6	74.7	51.8
\$3,500 or more	—	—	—	68.8
Other schools	41.9	77.3	80.6	74.4
Less than \$3,000	37.7	81.5	80.5	68.6
\$3,000 to \$7,999	44.5	60.4	80.4	75.1
\$8,000 or more	—	—	84.4	94.3
Other religious				
Elementary schools	7.8	30.2	54.1	42.2
Less than \$1,500	—	29.1	39.3	47.8
\$1,500 to \$3,499	8.7	30.0	56.3	36.3
\$3,500 or more	8.1	31.6	63.5	59.2
Other schools	26.3	31.3	71.4	52.4
Less than \$3,000	24.0	26.6	66.2	39.6
\$3,000 to \$7,999	25.5	53.0	73.8	63.0
\$8,000 or more	40.1	30.0	90.1	82.7
Non-sectarian				
Elementary schools	11.9	44.2	67.2	55.6
Less than \$1,500	—	—	—	—
\$1,500 to \$3,499	—	42.5	65.4	43.7
\$3,500 or more	10.6	42.9	66.9	61.1
Other schools	57.3	75.4	84.9	82.1
Less than \$3,000	—	73.7	84.1	81.8
\$3,000 to \$7,999	70.4	65.5	82.0	75.6
\$8,000 or more	47.9	79.8	86.2	85.0

—Too few cases for a reliable estimate

\*Percentages are based on tuition estimates, which are incomplete due to item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Private School Questionnaire).



**Table A9—Number of full-time and part-time private elementary and secondary school non-professional staff, by employee type, locale, and tuition amounts<sup>1</sup>: 1993–94**

	Library/media aides		Teacher aides		Secretaries/clerical staff		Other employees		Chapter I aides
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Total <sup>2</sup>
PRIVATE	1,917	5,322	20,279	24,976	31,940	12,167	42,222	30,753	1,560
Elementary schools	728	3,549	10,890	16,408	12,517	6,733	17,474	19,280	1,423
Other schools	1,190	1,774	9,389	8,568	19,423	5,434	24,747	11,474	—
Central city									
Elementary schools	—	1,152	6,085	7,301	6,101	2,660	8,462	7,511	880
Less than \$1,500	—	348	1,453	1,874	1,507	828	2,369	2,360	407
\$1,500 to \$3,499	—	589	3,131	3,572	3,420	1,249	4,520	4,506	469
\$3,500 or more	—	214	1,501	1,855	1,174	583	1,573	645	—
Other schools	706	801	3,212	4,495	8,842	2,022	9,636	4,376	—
Less than \$3,000	—	367	1,165	3,096	2,897	853	2,851	2,438	—
\$3,000 to \$7,999	436	337	993	523	3,866	880	4,611	1,494	—
\$8,000 or more	110	97	1,054	876	2,079	289	2,174	443	—
Urban fringe/large town									
Elementary schools	—	932	3,560	6,285	4,613	2,294	6,235	7,074	—
Less than \$1,500	—	—	1,072	1,519	1,117	571	2,557	2,489	—
\$1,500 to \$3,499	—	644	1,649	3,076	2,507	1,268	2,771	3,737	—
\$3,500 or more	—	—	840	1,690	989	455	907	848	—
Other schools	301	467	3,820	1,973	6,516	1,894	8,493	4,026	—
Less than \$3,000	—	149	650	935	1,624	777	1,717	1,859	—
\$3,000 to \$7,999	157	208	712	526	2,457	652	3,174	1,442	—
\$8,000 or more	75	110	2,459	512	2,435	465	3,602	725	—
Rural/small town									
Elementary schools	—	1,465	1,245	2,822	1,804	1,779	2,777	4,694	294
Less than \$1,500	—	1,318	648	1,414	858	879	1,450	2,720	—
\$1,500 to \$3,499	—	—	558	1,268	888	839	1,302	1,881	—
\$3,500 or more	—	—	—	139	—	—	—	—	—
Other schools	182	505	2,356	2,100	4,065	1,518	6,619	3,072	—
Less than \$3,000	—	—	869	1,478	1,833	970	2,248	2,048	—
\$3,000 to \$7,999	—	—	698	—	751	395	1,166	646	—
\$8,000 or more	—	81	789	89	1,481	153	3,206	378	—

—Too few cases for a reliable estimate

<sup>1</sup>Percentages are based on tuition estimates, which are incomplete due to item nonresponse.

<sup>2</sup>May duplicate teacher aides or other employees counted elsewhere in this table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Private School Questionnaire).

**Table A10—Percentage of private elementary and secondary school non-professional staff who are full-time, by employee type, locale, and tuition amounts\*: 1993–94**

	Library/media aides Percent full-time	Teacher aides Percent full-time	Secretaries/clerical staff Percent full-time	Other employees Percent full-time
PRIVATE	26.5	44.8	72.4	57.9
Elementary schools	17.0	39.9	65.0	47.5
Other schools	40.1	52.3	78.1	68.3
Central city				
Elementary schools	22.2	45.5	69.6	53.0
Less than \$1,500	27.7	43.7	64.5	50.1
\$1,500 to \$3,499	22.0	46.7	73.2	50.1
\$3,500 or more	12.3	44.7	66.8	70.9
Other schools	46.8	41.7	81.4	68.8
Less than \$3,000	30.4	27.3	77.3	53.9
\$3,000 to \$7,999	56.4	65.5	81.5	75.5
\$8,000 or more	53.1	54.6	87.8	83.1
Urban fringe/large town				
Elementary schools	23.1	36.2	66.8	46.8
Less than \$1,500	—	41.4	66.2	50.7
\$1,500 to \$3,499	12.5	34.9	66.4	42.6
\$3,500 or more	—	33.2	68.5	51.7
Other schools	39.2	65.9	77.5	67.8
Less than \$3,000	31.7	41.0	67.6	48.0
\$3,000 to \$7,999	43.0	57.5	79.0	68.8
\$8,000 or more	40.5	82.8	84.0	83.2
Rural/small town				
Elementary schools	7.5	30.6	50.3	37.2
Less than \$1,500	7.2	31.4	49.4	34.8
\$1,500 to \$3,499	—	30.6	51.4	40.9
\$3,500 or more	—	21.9	—	21.2
Other schools	26.5	52.9	72.8	68.3
Less than \$3,000	19.7	37.0	65.4	52.3
\$3,000 to \$7,999	32.5	56.7	65.5	64.3
\$8,000 or more	38.6	89.9	90.6	89.5

—Too few cases for a reliable estimate

\*Percentages are based on tuition estimates, which are incomplete due to item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Private School Questionnaire).

**Table A11—Number of full-time and part-time elementary and secondary school non-professional staff, by employee type, locale, and free or reduced-price lunch<sup>1</sup>: 1993–94**

	Library/media aides		Teacher aides		Secretaries/clerical staff		Other employees		Chap. I aides
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Total <sup>2</sup>
<b>PUBLIC</b>	30,182	21,943	303,891	143,038	172,314	30,258	461,949	183,139	94,134
Central city									
Free or reduced-price lunch	6,589	4,110	105,820	43,304	48,479	7,861	136,527	46,835	34,635
Less than 20 percent	1,777	849	17,006	5,659	11,989	1,595	28,175	10,430	1,870
20 to 49 percent	2,246	1,754	25,700	12,503	16,058	2,796	42,115	16,495	5,031
50 percent or more	2,566	1,508	63,114	25,142	20,432	3,470	66,237	19,911	27,734
Urban fringe/large town									
Free or reduced-price lunch	9,024	6,917	69,392	53,421	56,663	10,427	128,036	57,277	19,702
Less than 20 percent	5,220	3,916	27,045	26,500	33,181	6,147	68,992	28,500	4,434
20 to 49 percent	2,385	2,093	23,909	14,714	15,195	2,959	37,539	17,127	7,268
50 percent or more	1,419	907	18,439	12,207	8,288	1,321	21,506	11,650	8,000
Rural/small town									
Free or reduced-price lunch	14,570	10,916	128,678	46,313	67,171	11,970	197,386	79,028	39,797
Less than 20 percent	4,568	3,917	27,414	12,280	24,767	4,450	60,587	26,448	4,865
20 to 49 percent	6,195	4,846	54,022	22,838	27,135	5,100	82,044	36,524	18,366
50 percent or more	3,807	2,154	47,242	11,194	15,270	2,420	54,755	16,056	16,565
<b>PRIVATE</b>	701	1,811	11,897	8,000	9,531	4,268	16,946	13,978	1,079
Central city									
Free or reduced-price lunch	260	459	5,799	3,462	4,740	1,549	7,253	5,266	644
Less than 20 percent	185	312	2,767	2,007	2,727	971	4,126	3,017	266
20 to 49 percent	—	—	484	533	639	—	1,097	953	—
50 percent or more	—	—	2,548	923	1,374	340	2,030	1,296	—
Urban fringe/large town									
Free or reduced-price lunch	272	342	3,608	2,354	2,846	1,468	5,626	4,424	202
Less than 20 percent	260	320	2,190	2,066	2,286	1,218	3,737	3,886	—
20 to 49 percent	—	—	495	—	228	—	282	201	—
50 percent or more	—	—	923	211	332	153	1,607	337	—
Rural/small town									
Free or reduced-price lunch	—	1,010	2,491	2,184	1,945	1,251	4,066	4,289	—
Less than 20 percent	—	—	1,602	1,733	1,456	918	2,823	3,130	—
20 to 49 percent	—	637	—	291	—	—	430	814	—
50 percent or more	—	—	788	—	300	—	813	344	—

—Too few cases for a reliable estimate

<sup>1</sup>Not every school in the SASS sample responded to the questions related to free or reduced-price lunches. Schools may choose not to participate in the free or reduced-price lunch program.

<sup>2</sup>May duplicate teacher aides or other employees counted elsewhere in this table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires).

**Table A12—Percentage of elementary and secondary school non-professional staff who are full-time, by employee type, locale, and free or reduced-price lunch\*: 1993–94**

	Library/media aides Percent full-time	Teacher aides Percent full-time	Secretaries/clerical staff Percent full-time	Other employees Percent full-time
PUBLIC	57.9	68.0	85.1	71.6
Central city				
Free or reduced-price lunch	61.6	71.0	86.0	74.5
Less than 20 percent	67.7	75.0	88.3	73.0
20 to 49 percent	56.2	67.3	85.2	71.9
50 percent or more	63.0	71.5	85.5	76.9
Urban fringe/large town				
Free or reduced-price lunch	56.6	56.5	84.5	69.1
Less than 20 percent	57.1	50.5	84.4	70.8
20 to 49 percent	53.3	61.9	83.7	68.7
50 percent or more	61.0	60.2	86.3	64.9
Rural/small town				
Free or reduced-price lunch	57.2	73.5	84.9	71.4
Less than 20 percent	53.8	69.1	84.8	69.6
20 to 49 percent	56.1	70.3	84.2	69.2
50 percent or more	63.9	80.8	86.3	77.3
PRIVATE	27.9	59.8	69.1	54.8
Central city				
Free or reduced-price lunch	36.2	62.6	75.4	57.9
Less than 20 percent	37.2	58.0	73.7	57.8
20 to 49 percent	—	47.6	72.9	53.5
50 percent or more	—	73.4	80.2	61.0
Urban fringe/large town				
Free or reduced-price lunch	44.3	60.5	66.0	56.0
Less than 20 percent	44.8	51.5	65.2	49.0
20 to 49 percent	—	86.5	70.4	58.4
50 percent or more	—	81.4	68.5	82.7
Rural/small town				
Free or reduced-price lunch	14.3	53.3	60.9	48.7
Less than 20 percent	24.6	48.0	61.3	47.4
20 to 49 percent	3.6	25.8	44.2	34.6
50 percent or more	—	83.0	76.1	70.3

—Too few cases for a reliable estimate

\*Percentages for public and private schools are based on free or reduced-price lunch estimates, which may underestimate eligibility of students in schools that do not participate in the program.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires).

**Table A13—Number of full-time and part-time elementary and secondary school non-professional staff, by employee type, locale, and limited English proficiency: 1993–94**

	Library/media aides		Teacher aides		Secretaries/clerical staff		Other employees		Chap. I aides
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Total <sup>†</sup>
<b>PUBLIC</b>	31,998	23,271	318,873	151,372	183,048	32,996	485,444	191,530	96,692
Central city									
Limited English proficiency	6,918	4,350	109,776	45,521	51,226	8,534	142,132	49,147	34,892
No LEP students	2,306	1,305	35,258	7,777	15,844	2,524	48,389	16,248	8,016
1 to 9 percent	3,080	2,049	41,538	16,702	21,849	3,574	57,057	19,468	10,217
10 percent or more	1,532	997	32,980	21,042	13,534	2,436	36,685	13,430	16,658
Urban fringe/large town									
Limited English proficiency	9,686	7,491	75,149	56,226	60,491	11,552	135,248	60,670	20,286
No LEP students	3,369	2,802	31,638	11,735	18,495	3,572	49,830	22,045	5,528
1 to 9 percent	5,384	3,868	35,361	29,078	34,405	6,659	72,142	30,366	8,630
10 percent or more	932	821	8,150	15,413	7,592	1,320	13,276	8,259	6,128
Rural/small town									
Limited English proficiency	15,394	11,430	133,948	49,625	71,331	12,910	208,065	81,714	41,514
No LEP students	9,100	7,808	79,624	27,253	42,438	9,055	132,390	54,779	25,479
1 to 9 percent	5,168	3,147	42,447	14,475	24,420	3,159	64,343	23,418	11,081
10 percent or more	1,126	474	11,878	7,897	4,472	696	11,331	3,516	4,955
<b>PRIVATE</b>	1,952	5,446	25,282	25,865	33,314	12,958	43,500	31,776	1,681
Central city									
Limited English proficiency	1,045	1,958	12,079	12,035	15,596	4,913	909	12,304	963
No LEP students	861	1,527	8,364	9,020	11,603	3,581	14,036	9,241	638
1 to 9 percent	—	363	3,543	2,716	3,454	1,124	4,391	2,387	267
10 percent or more	—	—	172	299	540	—	379	676	—
Urban fringe/large town									
Limited English proficiency	588	1,399	9,147	8,831	11,477	4,509	15,162	11,359	358
No LEP students	450	1,117	7,306	7,239	8,992	3,663	11,668	9,487	—
1 to 9 percent	—	257	1,408	1,478	2,084	714	2,825	1,639	—
10 percent or more	—	—	433	—	401	—	669	232	—
Rural/small town									
Limited English proficiency	319	2,089	4,056	4,999	6,241	3,536	9,530	8,113	360
No LEP students	264	1,999	3,388	4,725	5,237	3,120	7,077	7,263	360
1 to 9 percent	—	—	329	243	852	392	1,988	757	—
10 percent or more	—	—	—	—	153	—	465	—	—

—Too few cases for a reliable estimate

<sup>†</sup>May duplicate teacher aides or other employees counted elsewhere in this table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires).

**Table A14—Percentage of elementary and secondary school non-professional staff who are full-time, by employee type, locale, and limited English proficiency: 1993–94**

	Library/media aides	Teacher aides	Secretaries/clerical staff	Other employees
	Percent full-time	Percent full-time	Percent full-time	Percent full-time
PUBLIC	57.9	67.8	84.7	71.7
Central city				
Limited English proficiency	61.4	70.7	85.7	74.3
No LEP students	63.9	81.9	86.3	74.9
1 to 9 percent	60.1	71.3	85.9	74.6
10 percent or more	60.6	61.0	84.7	73.2
Urban fringe/large town				
Limited English proficiency	56.4	57.2	84.0	69.0
No LEP students	54.6	72.9	83.8	69.3
1 to 9 percent	58.2	54.9	83.8	70.4
10 percent or more	53.2	34.6	85.2	61.6
Rural/small town				
Limited English proficiency	57.4	73.0	84.7	71.8
No LEP students	53.8	74.5	82.4	70.7
1 to 9 percent	62.2	74.6	88.5	73.3
10 percent or more	70.4	60.1	86.5	76.3
PRIVATE	26.4	49.4	72.0	57.8
Central city				
Limited English proficiency	34.8	50.1	76.0	60.5
No LEP students	36.1	48.1	76.4	60.3
1 to 9 percent	33.5	56.6	75.4	64.8
10 percent or more	—	36.5	72.2	35.9
Urban fringe/large town				
Limited English proficiency	29.6	50.9	71.8	57.2
No LEP students	28.7	50.2	71.1	55.2
1 to 9 percent	33.1	48.8	74.5	63.3
10 percent or more	—	79.2	75.4	74.3
Rural/small town				
Limited English proficiency	13.3	44.8	63.8	54.0
No LEP students	11.7	41.8	62.7	49.4
1 to 9 percent	36.6	57.5	68.5	72.4
10 percent or more	—	—	86.9	83.3

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires).

**Table A15—Number of full-time and part-time elementary and secondary school non-professional staff, by employee type and selected school characteristics: 1993–94**

	Library/media aides		Teacher aides		Secretaries/clerical staff		Other employees		Chapter I aides
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Total*
PUBLIC	31,998	23,271	318,873	151,372	183,048	32,996	485,444	191,530	96,692
Region									
Northeast	5,111	3,989	59,963	24,037	34,645	5,482	87,550	35,954	14,025
Midwest	9,143	8,157	61,128	29,440	44,774	8,942	115,089	65,507	19,025
South	12,026	4,530	150,221	17,443	64,601	7,520	216,878	43,238	31,011
West	5,719	6,596	47,561	80,453	39,028	11,052	65,927	46,831	32,631
District size									
Less than 1,000	3,577	4,235	24,950	13,866	18,308	4,808	45,790	26,430	9,328
1,000 to 4,999	11,375	7,512	85,875	39,676	50,987	8,048	140,576	58,798	27,004
5,000 to 9,999	4,707	3,037	42,254	20,511	24,279	4,069	65,781	25,512	11,060
10,000 or more	9,910	6,170	136,536	61,388	73,095	12,176	189,107	61,231	40,118
PRIVATE	1,952	5,446	25,282	25,865	33,314	12,958	43,500	31,776	1,681
Region									
Northeast	769	1,060	9,460	5,104	9,797	2,567	13,991	6,428	427
Midwest	401	2,799	3,885	6,114	7,667	4,772	10,283	12,412	586
South	575	998	6,608	7,480	10,659	2,839	13,190	7,383	—
West	207	590	5,330	7,168	5,190	2,780	6,035	5,552	425

—Too few cases for a reliable estimate

\*May duplicate teacher aides or other employees counted elsewhere in this table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires).

**Table A16—Percentage of elementary and secondary school non-professional staff who are full-time, by employee type and selected school characteristics: 1993–94**

	Library/media aides Percent full-time	Teacher aides Percent full-time	Secretaries/clerical staff Percent full-time	Other employees Percent full-time
PUBLIC	57.9	67.8	84.7	71.7
Region				
Northeast	56.2	71.4	86.3	70.9
Midwest	52.8	67.5	83.4	63.7
South	72.6	89.6	89.6	83.4
West	46.4	37.2	77.9	58.5
District size				
Less than 1,000	45.8	64.3	79.2	63.4
1,000 to 4,999	60.2	68.4	86.4	70.5
5,000 to 9,999	60.8	67.3	85.6	72.1
10,000 or more	61.6	69.0	85.7	75.5
PRIVATE	26.4	49.4	72.0	57.8
Region				
Northeast	42.0	65.0	79.2	68.5
Midwest	12.5	38.9	61.6	45.3
South	36.6	46.9	79.0	64.1
West	26.0	42.6	65.1	52.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires).



**Table A17—Percentage of elementary and secondary school non-professional staff who are full-time, by employee type and state/affiliation: 1990–91 and 1993–94**

	Library/media aides		Teacher aides		Other employees*	
	1990–91	1993–94	1990–91	1993–94	1990–91	1993–94
TOTAL	60.7	54.2	72.9	66.0	81.3	73.5
PUBLIC	64.9	57.9	73.9	67.8	82.2	74.9
Alabama	66.5	73.2	95.4	86.9	93.6	90.2
Alaska	32.2	35.0	57.5	59.8	72.6	65.5
Arizona	72.6	59.9	66.1	54.3	73.9	63.6
Arkansas	62.5	50.6	88.5	87.6	91.7	81.0
California	43.0	39.1	35.1	21.9	70.0	61.2
Colorado	55.1	53.2	63.5	60.9	79.5	72.5
Connecticut	57.2	67.9	77.6	71.0	78.0	72.5
Delaware	—	50.0	93.0	85.7	94.6	86.0
District of Columbia	—	86.7	93.2	86.8	98.0	95.5
Florida	85.1	79.0	87.2	86.3	90.4	81.7
Georgia	78.2	75.8	95.2	92.2	91.3	86.0
Hawaii	71.9	69.3	72.7	66.8	77.3	63.4
Idaho	65.4	54.0	75.4	68.9	80.9	66.3
Illinois	66.7	55.0	84.0	81.0	76.3	72.6
Indiana	71.0	68.9	76.5	75.5	85.8	76.5
Iowa	63.2	47.0	70.1	56.4	66.0	61.3
Kansas	47.2	53.4	76.6	74.1	78.5	68.3
Kentucky	65.0	59.9	86.5	78.9	92.3	83.7
Louisiana	83.9	74.5	96.3	97.0	92.6	87.2
Maine	62.5	65.5	83.8	77.1	79.2	71.5
Maryland	79.2	64.0	93.3	78.6	85.6	78.5
Massachusetts	54.7	53.5	87.1	77.8	78.5	75.8
Michigan	64.4	49.5	73.9	57.6	72.5	63.3
Minnesota	58.7	46.8	46.8	41.3	67.7	62.5
Mississippi	79.0	82.4	99.5	98.3	95.1	91.9
Missouri	67.5	52.2	90.4	72.4	84.8	71.2
Montana	48.4	34.7	63.5	46.3	64.4	52.7
Nebraska	56.1	49.6	63.8	59.0	71.8	64.1
Nevada	66.8	61.9	73.4	59.6	84.9	78.5
New Hampshire	58.1	52.8	80.9	68.6	82.9	71.7
New Jersey	72.4	49.6	85.5	68.8	87.0	71.7
New Mexico	83.6	76.2	94.3	90.7	90.1	83.8
New York	76.0	60.8	87.8	75.7	84.0	78.6
North Carolina	70.0	59.5	95.7	95.2	90.6	81.1
North Dakota	48.2	40.8	67.1	60.2	61.9	53.7
Ohio	79.3	53.6	80.9	73.8	81.3	70.9
Oklahoma	75.6	60.1	87.6	75.2	89.8	78.7
Oregon	65.6	52.4	52.2	52.4	78.4	69.0
Pennsylvania	58.2	51.7	67.2	56.5	80.0	72.5
Rhode Island	61.4	17.2	80.1	68.0	83.3	72.0
South Carolina	77.6	77.8	95.3	92.4	95.3	88.8
South Dakota	48.0	40.8	74.7	74.1	53.4	53.5
Tennessee	69.1	69.0	82.9	73.4	88.5	82.4
Texas	78.8	81.0	95.5	93.5	93.3	87.9
Utah	36.0	35.0	39.7	28.6	63.4	51.2
Vermont	67.6	61.7	76.0	73.9	73.7	68.2
Virginia	67.1	77.0	92.6	90.4	89.5	81.4
Washington	54.9	46.0	59.1	62.1	72.8	70.2
West Virginia	—	—	92.2	91.4	88.8	84.7
Wisconsin	54.0	54.2	60.0	71.3	71.3	65.9
Wyoming	64.6	50.6	69.4	64.1	71.3	65.9

**Table A17—Percentage of elementary and secondary school non-professional staff who are full-time, by employee type and state/affiliation: 1990–91 and 1993–94—Continued**

	Library/media aides		Teacher aides		Other employees*	
	1990–91	1993–94	1990–91	1993–94	1990–91	1993–94
PRIVATE	32.0	26.4	62.3	49.4	74.0	63.2
9-Category NCES Typology						
Catholic	29.8	24.4	59.4	47.4	72.4	62.8
Parochial	22.8	28.7	57.3	46.2	72.0	55.8
Diocesan	40.1	17.7	56.2	41.9	68.6	66.7
Private	52.1	42.2	78.4	76.6	80.8	75.9
Other religious	28.1	18.1	43.2	30.4	67.7	53.9
Conservtv. Christian	34.3	20.7	42.0	27.6	62.6	46.6
Affiliated	19.5	13.4	37.9	30.0	68.5	61.8
Unaffiliated	44.0	21.7	54.7	37.4	74.3	54.7
Non-sectarian	54.2	47.1	80.2	70.2	82.7	77.7
Regular	48.7	36.0	71.0	51.2	82.6	80.6
Special emphasis	48.7	—	64.8	52.1	81.2	60.6
Special education	97.9	—	97.4	89.8	86.4	81.4
19 Affiliation Categories						
Catholic	29.8	24.4	59.4	47.4	72.4	62.8
Episcopal	24.1	29.0	41.1	31.4	88.2	78.8
Friends	—	—	56.5	34.5	87.2	69.5
Seventh-day Adventist	—	—	56.9	30.1	61.1	52.0
Hebrew Day	—	—	37.2	17.2	71.6	71.5
Solomon Schechter	—	—	54.8	38.0	76.6	71.1
Other Jewish	—	—	61.1	46.8	84.9	65.6
Christian Schools Intl	50.0	13.9	40.7	8.9	61.3	42.0
Assoc. of Christian Schools	—	18.0	34.9	23.0	58.0	47.4
International						
Lutheran, Missouri Synod	2.7	—	25.3	15.2	57.5	43.0
Lutheran, Wisconsin Synod	25.4	—	12.2	—	45.6	27.5
Evangelical Lutheran	—	—	56.1	56.8	77.2	51.0
Other Lutheran	—	—	12.8	22.2	62.8	23.3
Montessori	—	—	64.5	42.2	45.5	37.2
Schools for Exceptional	96.3	—	93.9	87.0	87.5	84.8
Children						
National Assoc. of	47.9	43.3	61.0	60.7	83.9	83.3
Independent Schools						
Military	—	—	—	35.4	98.4	93.9
Other Private Schools	45.3	38.2	73.6	62.3	75.3	61.5

—Too few cases for a reliable estimate

\*Categorized as “All other non-instructional staff (include maintenance, food service, and clerical staff)” in 1990–91, and the sum of “Secretaries and other clerical support staff,” and “Other employees (e.g., cafeteria workers, maintenance staff, etc.)” in 1993–94.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires)

**Table A18—Average number of full-time public non-professional staff per school and average number of students per full-time public non-professional staff, by state: 1993–94**

	Average full-time non-professional staff in schools				Average students/full-time non-professional staff			
	Library/ media aides	Teacher aides	Secretaries/ clerical staff	Other employees	Library/ media aides	Teacher aides	Secretaries/ clerical staff	Other employees
PUBLIC	0.4	3.9	2.3	6.0	1,300.8	130.5	227.4	85.7
Alabama	0.4	2.8	1.8	9.2	1,402.2	206.3	328.9	63.6
Alaska	0.2	2.6	1.5	2.3	1,651.0	101.6	178.1	115.0
Arizona	0.5	4.2	2.9	5.7	1,269.5	152.9	222.4	114.5
Arkansas	0.2	3.4	1.6	6.4	2,121.1	126.5	262.6	66.3
California	0.3	2.2	2.6	3.6	2,471.5	294.4	251.8	182.5
Colorado	0.5	3.1	2.4	4.5	973.8	147.6	191.8	103.1
Connecticut	0.5	4.5	2.5	5.6	1,038.9	108.5	200.0	87.9
Delaware	0.1	5.1	2.3	10.4	—	124.4	282.7	61.1
District of Columbia	0.2	5.6	2.0	11.2	1,947.4	84.8	235.9	42.3
Florida	0.6	7.9	4.3	10.0	1,337.7	101.8	186.0	80.6
Georgia	0.7	9.4	2.7	9.6	930.0	73.9	259.4	71.9
Hawaii	0.2	3.8	2.6	7.0	3,327.7	196.4	288.9	105.5
Idaho	0.5	2.8	1.3	3.8	796.3	137.9	290.9	99.7
Illinois	0.4	3.3	2.4	5.5	1,188.1	135.6	189.5	82.3
Indiana	0.6	4.5	2.2	7.3	883.7	114.5	232.8	71.5
Iowa	0.4	2.0	1.6	3.9	748.8	163.6	202.4	81.7
Kansas	0.4	2.4	1.5	4.4	794.1	123.4	193.6	68.4
Kentucky	0.4	5.3	2.1	8.6	1,305.7	98.7	244.9	60.6
Louisiana	0.2	5.5	1.8	9.2	3,613.3	99.4	306.4	59.3
Maine	0.6	3.1	1.3	3.8	516.1	93.4	215.7	75.1
Maryland	0.4	3.8	2.4	7.6	1,613.9	169.0	261.2	84.1
Massachusetts	0.3	4.2	2.1	5.7	1,531.4	108.4	223.2	80.9
Michigan	0.3	2.4	1.8	4.8	1,356.1	198.8	258.4	99.4
Minnesota	0.5	2.5	2.2	4.4	1,000.0	185.5	215.8	106.8
Mississippi	0.5	8.8	1.9	8.3	1,148.8	63.1	293.9	66.8
Missouri	0.3	2.4	2.1	5.5	1,691.6	186.1	215.4	82.3
Montana	0.2	1.1	1.0	2.3	1,045.3	171.8	201.4	84.9
Nebraska	0.3	1.6	1.1	3.0	597.6	120.8	176.6	64.0
Nevada	0.4	2.4	2.8	4.6	1,481.3	266.2	229.7	137.6
New Hampshire	0.4	4.8	1.7	4.1	964.4	82.6	230.6	96.0
New Jersey	0.3	3.5	3.0	6.0	1,520.6	143.8	168.7	82.9
New Mexico	0.5	5.7	2.0	6.1	990.8	85.0	244.1	79.8
New York	0.4	6.8	3.2	8.2	1,548.4	97.8	204.8	81.5
North Carolina	0.4	9.6	2.4	7.8	1,300.1	59.2	240.1	72.6
North Dakota	0.2	1.4	1.0	2.4	996.9	138.3	202.2	81.9
Ohio	0.4	1.5	1.9	5.4	1,341.4	328.4	269.5	93.2
Oklahoma	0.5	2.2	1.7	5.3	724.5	151.7	189.3	61.6
Oregon	0.5	2.8	2.0	3.1	814.4	146.8	199.1	128.8
Pennsylvania	0.3	2.3	2.2	6.6	1,768.1	250.4	260.6	87.3
Rhode Island	0.1	3.2	1.8	3.7	—	132.3	234.8	114.4
South Carolina	0.8	5.4	2.8	8.5	772.4	107.4	208.5	68.7
South Dakota	0.2	2.2	0.9	2.5	861.3	97.8	241.8	84.4
Tennessee	0.2	3.9	1.8	7.5	2,693.9	141.5	315.1	73.2
Texas	0.6	5.8	2.8	8.6	1,007.2	98.2	202.0	66.1
Utah	0.2	2.0	1.8	3.9	2,735.6	338.1	381.0	173.1
Vermont	0.4	5.7	1.4	3.6	758.6	50.6	200.8	80.5
Virginia	0.4	5.0	2.4	7.8	1,349.4	112.4	232.7	72.7
Washington	0.3	4.3	2.3	3.9	1,449.3	118.6	216.4	129.3
West Virginia	0.0	2.2	1.2	4.5	—	157.8	302.6	77.8
Wisconsin	0.5	3.5	2.0	4.2	907.2	124.4	217.2	102.9
Wyoming	0.4	2.1	1.4	3.7	621.1	117.0	181.1	68.0

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public School Questionnaire).

**Table A19—Average number of full-time private non-professional staff per school and average number of students per full-time private non-professional staff, by affiliation: 1993–94**

	Average full-time non-professional staff in schools				Average students/full-time non-professional staff			
	Library/ media aides	Teacher aides	Secretaries/ clerical staff	Other employees	Library/ media aides	Teacher aides	Secretaries/ clerical staff	Other employees
PRIVATE	0.1	1.0	1.3	1.7	2,546.4	196.6	149.2	114.3
9-Category NCES Typology								
Catholic	0.1	0.8	1.5	2.2	2,596.5	379.5	203.3	135.4
Parochial	0.1	0.8	1.1	1.7	3,407.0	332.2	251.7	163.3
Diocesan	0.2	0.7	1.7	2.4	2,133.7	495.1	188.7	132.8
Private	0.2	1.1	3.3	5.1	1,759.1	394.6	126.3	81.6
Other religious	0.0	0.5	0.9	1.0	4,279.4	296.8	148.8	140.3
Conservative Christian	0.0	0.5	0.9	0.8	—	263.7	145.5	174.0
Affiliated	0.0	0.5	1.2	1.5	5,093.6	316.8	135.6	115.7
Unaffiliated	0.0	0.3	0.6	0.8	3,650.2	328.1	175.7	139.9
Non-sectarian	0.1	2.3	1.7	2.3	1,306.9	59.2	80.0	59.6
Regular	0.1	1.1	2.5	3.7	1,671.2	201.5	87.7	59.0
Special emphasis	—	1.2	0.9	0.6	—	64.2	92.8	127.5
Special education	0.2	6.3	1.5	2.0	333.6	10.7	45.2	33.0
19 Affiliation Categories								
Catholic	0.1	0.8	1.5	2.2	2,596.7	379.6	203.3	135.4
Episcopal	0.1	0.8	3.7	4.8	—	329.8	73.3	57.5
Friends	0.1	0.5	2.7	3.1	—	328.2	67.3	58.5
Seventh-day Adventist	0.0	0.2	0.3	0.5	—	—	226.3	138.7
Hebrew Day	—	0.7	2.1	2.5	—	413.1	143.6	120.7
Solomon Schechter	0.2	1.8	2.4	1.6	—	138.6	102.2	152.2
Other Jewish	0.0	1.6	1.8	2.0	—	169.2	151.3	135.2
Christian Schools Intl	0.1	0.2	1.3	1.0	—	—	216.1	288.5
Association of Christian Schools	0.0	0.6	1.2	1.1	—	308.9	147.2	167.5
International	—	—	—	—	—	—	—	—
Lutheran, Missouri Synod	—	0.2	0.6	0.7	—	—	245.3	210.4
Lutheran, Wisconsin Synod	—	—	0.2	0.5	—	—	447.9	214.8
Evangelical Lutheran	—	1.6	0.9	0.8	—	92.2	160.4	185.6
Other Lutheran	—	0.5	0.2	0.2	—	137.4	317.2	—
Montessori	—	1.4	0.5	0.2	—	40.6	124.4	—
Schools for Exceptional Children	0.1	9.9	3.0	4.8	—	12.0	40.0	25.0
National Association of Independent	0.3	1.6	5.5	8.0	1,374.7	234.6	67.8	46.8
Schools	—	—	—	—	—	—	—	—
Military	—	—	—	—	—	—	41.6	11.0
National Independent Private Schools	—	3.7	1.9	2.9	—	72.3	140.8	93.5
Association	—	—	—	—	—	—	—	—
Other Private Schools	0.1	1.0	0.8	0.8	1,814.5	91.6	124.8	117.4

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Private School Questionnaire).

**Table A20—Average number of public Chapter I aides per school and per Chapter I teacher, and average number of Chapter I students per Chapter I aide, by state: 1993–94**

	Schools offering Chapter I programs	Chapter I aides	Chapter I teachers	Chapter I students	Average Chapter I aides		Average Chapter I students per Chapter I aide
					Per school	Per Chapter I teacher	
PUBLIC	49,700	96,692	122,616	5,949,829	1.9	0.8	61.5
Alabama	905	1,583	2,175	131,266	1.7	0.7	82.9
Alaska	214	237	214	10,691	1.1	1.1	45.1
Arizona	546	1,525	1,332	95,132	2.8	1.1	62.4
Arkansas	910	2,130	1,456	88,036	2.3	1.5	41.3
California	3,788	21,276	14,470	1,195,882	5.6	1.5	56.2
Colorado	646	759	1,096	39,707	1.2	0.7	52.3
Connecticut	602	943	1,139	37,978	1.6	0.8	40.3
Delaware	111	255	287	9,922	2.3	0.9	38.9
District of Columbia	91	246	172	19,862	2.7	1.4	80.7
Florida	1,087	3,923	5,780	222,710	3.6	0.7	56.8
Georgia	999	1,408	4,514	161,164	1.4	0.3	114.5
Hawaii	100	311	389	14,731	3.1	0.8	47.4
Idaho	433	639	438	21,311	1.5	1.5	33.4
Illinois	2,544	2,749	5,087	206,934	1.1	0.5	75.3
Indiana	1,136	3,282	1,687	76,232	2.9	1.9	23.2
Iowa	1,007	—	1,602	43,866	0.3	0.2	—
Kansas	796	598	1,090	36,685	0.8	0.5	61.3
Kentucky	854	1,862	2,273	103,418	2.2	0.8	55.5
Louisiana	778	2,135	2,021	124,158	2.7	1.1	58.2
Maine	530	1,061	568	25,182	2.0	1.9	23.7
Maryland	393	1,831	1,887	74,233	4.7	1.0	40.5
Massachusetts	1,140	985	2,318	83,219	0.9	0.4	84.5
Michigan	2,106	4,277	3,852	214,579	2.0	1.1	50.2
Minnesota	985	3,117	1,545	64,969	3.2	2.0	20.8
Mississippi	790	2,482	1,758	143,688	3.1	1.4	57.9
Missouri	1,164	1,204	2,369	106,984	1.0	0.5	88.9
Montana	621	557	788	21,345	0.9	0.7	38.3
Nebraska	651	493	907	20,256	0.8	0.5	41.1
Nevada	139	256	205	12,249	1.8	1.2	47.8
New Hampshire	314	430	475	15,580	1.4	0.9	36.2
New Jersey	1,510	1,783	4,539	152,497	1.2	0.4	85.5
New Mexico	472	748	1,105	51,533	1.6	0.7	68.9
New York	3,092	5,813	10,375	546,735	1.9	0.6	94.1
North Carolina	1,247	855	2,257	131,541	0.7	0.4	153.8
North Dakota	424	333	543	11,787	0.8	0.6	35.4
Ohio	2,366	1,432	5,628	167,846	0.6	0.3	117.2
Oklahoma	1,297	999	2,313	66,413	0.8	0.4	66.5
Oregon	846	1,284	1,188	45,786	1.5	1.1	35.7
Pennsylvania	2,329	2,661	6,713	235,269	1.1	0.4	88.4
Rhode Island	165	—	361	9,641	0.6	0.3	—
South Carolina	526	1,198	2,206	69,846	2.3	0.5	58.3
South Dakota	434	506	757	17,779	1.2	0.7	35.1
Tennessee	874	1,750	2,091	115,529	2.0	0.8	66.0
Texas	3,233	7,074	9,792	537,621	2.2	0.7	76.0
Utah	332	1,795	710	43,413	5.4	2.5	24.2
Vermont	258	245	364	9,253	0.9	0.7	37.8
Virginia	921	823	1,809	80,607	0.9	0.5	97.9
Washington	1,003	3,088	1,542	84,236	3.1	2.0	27.3
West Virginia	523	457	920	36,356	0.9	0.5	79.6
Wisconsin	1,291	695	3,283	107,472	0.5	0.2	154.6
Wyoming	176	156	226	6,699	0.9	0.7	42.9

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public School Questionnaire).

**Table A21—Average number of full-time non-professional staff per school and average number of students per full-time non-professional staff, by employee type and selected school characteristics: 1993–94**

	Average full-time non-professional staff in schools				Average students/full-time non-professional staff			
	Library/ media aides	Teacher aides	Secretaries/ clerical staff	Other employees	Library/ media aides	Teacher aides	Secretaries/ clerical staff	Other employees
PUBLIC	0.4	3.9	2.3	6.0	1,300.8	130.5	227.4	85.7
Central city	0.4	5.7	2.7	7.4	1,758.2	110.8	237.4	85.6
School level								
Elementary	0.3	5.4	2.0	6.2	1,762.2	101.5	279.9	88.3
Secondary	0.6	5.3	5.8	13.2	1,755.7	204.1	186.1	82.3
Combined	0.2	15.4	2.4	4.8	1,625.6	16.5	104.7	53.5
Minority enrollment								
Less than 20 percent	0.4	3.5	2.3	5.9	1,351.6	163.1	253.0	97.1
20 percent or more	0.3	6.5	2.8	7.9	1,928.8	101.3	233.2	82.7
School size								
Less than 150	0.1	3.7	1.2	2.0	—	21.2	65.9	39.4
150 to 499	0.2	5.2	1.6	4.9	1,490.2	70.2	234.0	74.4
500 to 749	0.3	5.8	2.1	6.9	1,758.2	104.7	285.8	87.4
750 or more	0.6	6.9	5.3	13.0	1,954.7	173.7	225.8	92.4
Urban fringe/large town	0.4	3.4	2.8	6.2	1,399.9	180.4	224.2	100.3
School level								
Elementary	0.4	3.3	1.8	4.7	1,434.1	160.0	287.0	112.4
Secondary	0.7	3.2	6.0	11.4	1,329.1	303.3	162.8	85.5
Combined	0.2	10.8	3.0	6.4	1,810.2	34.8	127.1	58.3
Minority enrollment								
Less than 20 percent	0.4	2.8	2.5	5.7	1,286.4	201.9	233.8	100.4
20 percent or more	0.4	4.1	3.1	6.7	1,540.7	162.6	214.9	100.1
School size								
Less than 150	0.1	2.5	0.9	1.6	—	32.9	93.9	52.0
150 to 499	0.3	2.9	1.5	3.4	1,311.5	124.3	246.4	103.6
500 to 749	0.4	3.2	2.2	5.6	1,403.1	188.2	270.2	108.8
750 or more	0.8	4.8	5.9	12.2	1,479.2	245.1	198.7	95.5
Rural/small town	0.4	3.4	1.8	5.2	1,032.8	118.7	222.9	76.4
School level								
Elementary	0.4	4.0	1.4	4.6	996.9	93.8	261.5	82.9
Secondary	0.4	1.8	2.6	6.8	1,097.7	267.2	178.5	69.2
Combined	0.3	4.1	1.8	5.8	1,110.2	78.8	181.2	55.9
Minority enrollment								
Less than 20 percent	0.4	2.7	1.7	4.8	1,065.0	142.9	223.6	79.5
20 percent or more	0.5	5.1	2.0	6.4	973.1	88.4	221.5	70.9
School size								
Less than 150	0.1	1.0	0.7	1.8	706.8	83.9	115.8	48.5
150 to 499	0.4	3.1	1.4	4.4	888.9	102.3	220.2	72.0
500 to 749	0.5	5.1	2.4	7.3	1,212.4	118.2	254.6	83.1
750 or more	0.8	5.7	4.4	11.9	1,244.8	176.1	227.1	84.5

**Table A21—Average number of full-time non-professional staff per school and average number of students per full-time non-professional staff, by employee type and selected school characteristics: 1993–94—Continued**

	Average full-time non-professional staff in schools				Average students/full-time non-professional staff			
	Library/ media aides	Teacher aides	Secretaries/ clerical staff	Other employees	Library/ media aides	Teacher aides	Secretaries/ clerical staff	Other employees
PRIVATE	0.1	1.0	1.3	1.7	2,546.4	196.6	149.2	114.3
Central city	0.1	1.2	1.6	1.9	2,163.8	187.2	145.0	120.2
School level								
Elementary	0.1	1.0	1.0	1.4	—	203.7	204.2	147.2
Secondary	0.2	1.1	3.5	4.1	2,515.7	366.6	112.3	96.5
Combined	0.2	1.8	2.1	2.2	1,086.4	123.9	103.5	99.3
Minority enrollment								
Less than 20 percent	0.1	1.2	1.7	2.0	2,693.7	216.7	150.3	130.4
20 percent or more	0.1	1.3	1.5	1.9	1,715.3	158.5	138.5	108.9
School size								
Less than 150	0.1	1.2	0.7	0.7	—	54.2	99.1	98.5
150 to 499	0.1	1.1	1.5	1.8	2,424.8	250.2	173.0	144.7
500 to 749	0.2	1.6	4.1	6.0	—	385.5	148.1	100.5
750 or more	0.5	2.9	8.5	9.9	2,105.0	343.3	118.7	101.9
Urban fringe/large town	0.1	1.1	1.4	1.8	3,078.6	197.9	157.7	119.4
School level								
Elementary	0.1	0.7	0.9	1.2	—	304.0	234.3	171.5
Secondary	0.1	0.3	3.1	4.5	2,171.2	1,167.8	99.4	68.4
Combined	0.1	2.4	1.8	2.1	2,476.8	80.6	110.4	94.5
Minority enrollment								
Less than 20 percent	0.1	0.7	1.3	1.7	2,908.5	317.5	166.9	130.8
20 percent or more	0.1	1.9	1.4	2.0	—	96.6	136.8	96.0
School size								
Less than 150	0.0	1.0	0.5	0.7	—	63.9	115.7	88.7
150 to 499	0.1	1.1	1.6	2.0	4,678.6	249.8	175.0	136.6
500 to 749	0.5	1.2	3.6	4.8	1,199.0	483.9	166.5	124.9
750 or more	0.6	1.6	7.2	10.7	1,701.1	643.4	141.2	95.1
Rural/small town	0.0	0.5	0.8	1.2	2,818.8	221.7	144.1	94.4
School level								
Elementary	0.0	0.3	0.5	0.7	—	364.0	230.0	168.3
Secondary	0.1	1.4	3.3	7.0	—	126.7	55.3	26.3
Combined	0.0	0.6	0.8	1.0	—	167.0	138.3	113.0
Minority enrollment								
Less than 20 percent	0.0	0.4	0.7	1.0	3,215.1	289.6	166.5	113.0
20 percent or more	0.1	1.6	1.7	2.9	—	62.7	58.7	33.9
School size								
Less than 150	0.0	0.4	0.4	0.4	—	141.0	149.3	155.8
150 to 499	0.1	0.7	1.9	3.3	—	368.4	139.7	78.9
500 to 749	—	—	—	—	—	—	129.4	44.5
750 or more	—	—	—	—	—	190.9	171.7	99.7

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires)

**Table A22—Average number of public Chapter I aides per school and per Chapter I teacher, and average number of Chapter I students per Chapter I aide, by selected school characteristics: 1993–94**

	Schools offering Chapter I programs	Chapter I aides	Chapter I Teachers	Chapter I students	Average Chapter I aides		Average Chapter I students per Chapter I aide
					Per school	Per Chapter I teacher	
PUBLIC	49,700	96,692	122,616	5,949,829	1.9	0.8	61.5
Central city	11,133	34,892	43,220	2,358,358	3.1	0.8	67.6
School level							
Elementary	9,753	32,787	37,439	1,989,204	3.4	0.9	60.7
Secondary	1,153	1,832	4,980	344,753	1.6	0.4	188.2
Combined	227	272	801	24,401	1.2	0.3	89.7
Minority enrollment							
Less than 20 percent	2,197	3,672	4,630	154,737	1.7	0.8	42.1
20 percent or more	8,936	31,220	38,590	2,203,622	3.5	0.8	70.6
School size							
Less than 150	502	423	522	16,666	0.8	0.8	39.4
150 to 499	4,813	9,943	13,433	602,243	2.1	0.7	60.6
500 to 749	3,432	11,855	14,093	776,425	3.5	0.8	65.5
750 or more	2,386	12,671	15,172	963,024	5.3	0.8	76.0
Urban fringe/large town	11,529	20,286	27,557	1,389,101	1.8	0.7	68.5
School level							
Elementary	9,840	18,277	23,703	1,152,100	1.9	0.8	63.0
Secondary	1,523	1,911	3,586	221,605	1.3	0.5	116.0
Combined	166	—	269	15,397	0.6	0.4	—
Minority enrollment							
Less than 20 percent	6,065	7,846	9,758	355,153	1.3	0.8	45.3
20 percent or more	5,464	12,440	17,799	1,033,946	2.3	0.7	83.1
School size							
Less than 150	580	—	701	13,334	0.6	0.5	—
150 to 499	5,615	6,511	10,319	392,450	1.2	0.6	60.3
500 to 749	3,329	7,962	8,789	469,624	2.4	0.9	59.0
750 or more	2,005	5,456	7,749	513,694	2.7	0.7	94.2
Rural/small town	27,039	41,514	51,839	2,202,370	1.5	0.8	53.1
School level							
Elementary	21,423	35,473	42,113	1,833,513	1.7	0.8	51.7
Secondary	4,323	3,741	7,685	275,362	0.9	0.5	73.6
Combined	1,292	2,300	2,040	93,494	1.8	1.1	40.6
Minority enrollment							
Less than 20 percent	18,688	23,940	30,897	1,064,472	1.3	0.8	44.5
20 percent or more	8,351	17,574	20,941	1,137,898	2.1	0.8	64.7
School size							
Less than 150	4,353	3,274	4,998	102,047	0.8	0.7	31.2
150 to 499	15,766	21,509	26,344	1,051,747	1.4	0.8	48.9
500 to 749	4,816	11,871	11,790	612,433	2.5	1.0	51.6
750 or more	2,104	4,860	8,707	436,141	2.3	0.6	89.7

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public School Questionnaire)



**Table A23—Number of FTE public non-professional staff, by state: 1993–94 Common Core of Data**

	Aides	Library support staff	Administration support	School administration support	Student support staff	Other support staff
TOTAL	450,359	37,898	145,812	191,656	123,821	1,013,410
Alabama	3,897	171	1,084	2,168	488	24,534
Alaska	2,146	176	524	908	382	3,012
Arizona	9,519	617	683	5,229	7,022	10,151
Arkansas	2,501	0	1,012	1,608	1,297	13,059
California	55,984	3,022	20,337	24,613	9,434	73,533
Colorado	4,995	1,082	2,059	3,216	1,421	11,596
Connecticut	6,178	653	1,586	2,498	2,864	9,089
Delaware	846	34	374	429	455	2,251
District of Columbia	366	4	298	446	68	1,952
Florida	22,238	705	11,659	10,879	6,517	48,926
Georgia	20,056	1,148	3,667	5,229	4,060	32,007
Hawaii	2,203	66	334	633	450	2,843
Idaho	1,709	177	433	597	348	3,263
Illinois	17,609	1,809	5,219	7,421	5,172	38,850
Indiana	13,633	1,423	417	6,313	1,590	27,807
Iowa	4,945	1,354	788	3,070	2,133	11,536
Kansas	4,178	469	2,142	1,943	1,784	10,688
Kentucky	9,322	472	1,630	2,722	2,911	20,869
Louisiana	9,431	106	1,836	2,815	3,258	22,782
Maine	3,452	285	669	962	991	4,919
Maryland	7,277	474	488	3,218	1,993	18,506
Massachusetts	10,611	291	5,395	2,457	1,667	18,556
Michigan	12,629	1,658	2,713	5,275	8,150	46,751
Minnesota	6,089	779	1,730	2,539	2,859	8,663
Mississippi	8,886	414	1,334	1,831	1,856	12,992
Missouri	6,047	1,312	4,460	6,393	1,482	31,743
Montana	1,725	152	515	725	481	3,875
Nebraska	3,325	265	770	1,106	949	8,054
Nevada	1,257	237	529	1,090	358	4,680
New Hampshire	2,902	299	442	553	384	3,585
New Jersey	12,806	657	6,923	7,555	8,556	26,592
New Mexico	4,066	311	910	1,940	851	7,666
New York	26,272	1,689	24,421	7,113	8,563	85,530
North Carolina	20,721	882	2,998	4,297	2,533	21,336
North Dakota	1,290	156	328	305	336	2,484
Ohio	9,804	2,102	8,991	12,012	1,310	43,941
Oklahoma	6,172	0	1,350	4,200	400	16,180
Oregon	5,236	836	1,372	2,544	1,370	7,951
Pennsylvania	12,676	1,937	5,926	7,961	9,666	39,015
Rhode Island	1,320	100	487	601	333	1,815
South Carolina	7,121	720	2,369	3,101	628	10,850
South Dakota	1,801	0	726	320	545	2,577
Tennessee	8,981	771	2,619	3,689	2,539	18,639
Texas	38,816	4,957	2,260	11,964	3,306	120,607
Utah	4,309	370	650	1,628	426	6,694
Vermont	2,139	156	167	605	410	2,201
Virginia	11,209	950	1,742	4,501	3,015	26,513
Washington	7,940	735	2,448	3,816	2,365	18,129
West Virginia	2,858	6	1,862	402	844	8,819
Wisconsin	7,565	727	1,662	3,662	2,662	12,126
Wyoming	1,301	182	474	554	339	2,673

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data survey: 1993–94.

APPENDIX B

TABLES OF STANDARD ERRORS

**Table B1—Standard errors for table A1: Number of full-time and part-time public elementary and secondary school non-professional staff, by employee type and state: 1993–94**

	Library/media aides		Teacher aides		Secretaries/clerical staff		Other employees		Chapter I aides
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Total*
PUBLIC	783.7	689.2	5,106.1	6,643.5	1,924.5	1,083.3	4,933.5	4,477.5	4,335.3
Alabama	54.7	30.5	324.2	152.3	84.9	42.7	457.4	146.0	235.3
Alaska	9.4	13.4	141.3	82.7	42.8	17.0	75.5	45.4	20.8
Arizona	37.7	37.5	412.7	632.4	146.1	85.7	332.2	320.9	201.2
Arkansas	31.3	33.5	259.5	88.0	94.8	46.4	394.8	243.0	199.3
California	210.1	380.8	1,771.6	5,834.5	868.0	475.7	1,276.8	2,101.1	3,331.7
Colorado	62.0	90.0	274.3	299.8	184.7	68.6	295.5	250.7	79.4
Connecticut	23.8	34.2	257.1	196.5	98.4	59.2	200.7	175.2	112.4
Delaware	—	4.6	154.3	32.8	19.2	—	76.7	34.6	30.7
District of Columbia	4.8	—	62.3	24.4	15.4	7.7	90.3	—	29.3
Florida	82.5	50.4	981.4	446.2	330.7	190.3	952.5	684.6	558.4
Georgia	49.1	45.7	970.1	306.2	122.3	62.9	470.0	323.7	182.3
Hawaii	8.2	—	90.2	55.0	26.8	22.3	126.1	74.9	61.4
Idaho	22.3	33.1	122.9	50.1	37.5	27.3	148.9	122.4	56.6
Illinois	134.9	104.0	708.7	426.7	527.6	158.3	902.1	755.5	354.6
Indiana	82.1	75.5	762.0	464.7	163.5	84.6	629.9	494.9	626.5
Iowa	73.2	74.5	287.0	281.8	135.9	124.6	378.1	435.8	—
Kansas	44.7	45.4	250.8	86.6	85.6	59.8	328.5	215.9	90.9
Kentucky	58.0	40.2	632.3	396.0	153.2	78.7	780.8	329.4	214.0
Louisiana	28.5	—	420.8	53.9	75.4	44.3	342.6	241.1	200.1
Maine	110.0	27.7	217.6	78.4	54.2	37.1	235.3	100.3	146.3
Maryland	38.9	38.0	333.7	220.2	68.5	61.2	209.3	189.1	237.6
Massachusetts	40.0	73.3	441.1	206.9	106.6	45.3	455.2	265.5	155.2
Michigan	129.3	146.6	848.6	780.0	345.3	189.8	1,017.1	1,346.8	610.8
Minnesota	58.0	90.2	485.3	542.7	216.1	97.6	413.6	338.2	331.9
Mississippi	40.6	—	564.0	56.1	87.6	—	360.4	149.6	343.3
Missouri	83.9	73.9	572.2	761.6	206.6	256.2	566.0	824.7	200.6
Montana	30.8	23.6	79.8	81.0	48.4	32.1	130.1	120.4	54.5
Nebraska	44.1	38.1	213.5	162.5	96.5	56.8	273.8	244.6	60.5
Nevada	13.1	11.5	70.0	48.2	34.3	28.0	64.8	43.1	32.5
New Hampshire	17.9	21.6	152.0	121.3	49.3	24.0	129.8	75.2	63.1
New Jersey	103.2	214.0	1,006.4	867.9	517.9	165.6	843.0	1,209.3	746.8
New Mexico	22.8	17.8	230.6	61.8	44.7	32.1	189.6	109.9	73.4
New York	135.9	169.4	2,131.8	1,454.5	351.8	261.7	1,767.3	1,077.2	863.8
North Carolina	81.5	72.5	1,311.3	168.2	155.3	72.0	593.1	378.9	121.2
North Dakota	13.7	21.7	72.5	55.1	33.4	24.7	101.1	123.3	30.2
Ohio	189.7	216.1	817.3	291.2	314.8	193.3	1,010.7	1,000.3	360.9
Oklahoma	54.9	59.2	224.3	222.6	123.4	74.5	484.1	247.4	124.9
Oregon	53.5	49.0	455.2	321.0	82.8	90.6	207.3	155.3	206.3
Pennsylvania	161.3	158.2	708.4	953.6	439.4	251.5	1,749.4	1,208.5	801.2
Rhode Island	—	24.6	62.5	46.6	43.3	20.6	88.8	56.3	—
South Carolina	364.5	—	448.5	81.1	188.0	58.0	480.1	139.7	169.8
South Dakota	20.2	28.6	114.7	63.1	36.9	21.0	106.2	136.1	58.0
Tennessee	42.1	—	563.2	396.1	101.6	84.5	524.8	273.0	346.3
Texas	257.7	146.2	2,005.7	474.3	795.6	213.3	2,658.4	1,107.2	1,082.7
Utah	22.9	19.2	112.4	225.7	50.3	42.9	149.1	110.2	146.0
Vermont	14.6	13.4	144.7	74.7	36.3	18.4	93.7	51.1	29.8
Virginia	89.8	—	681.0	180.1	188.5	113.8	668.2	392.8	111.5
Washington	52.8	81.4	758.0	605.2	361.4	139.0	587.4	368.3	524.0
West Virginia	—	—	216.1	—	51.9	—	212.1	86.0	78.4
Wisconsin	81.7	91.1	636.7	425.7	178.6	111.4	527.6	519.6	100.6
Wyoming	13.6	14.5	62.7	64.8	38.1	19.0	114.7	59.5	33.6

—Too few cases for a reliable estimate

\*May duplicate teacher aides or other employees counted elsewhere in this table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public School Questionnaire).

**Table B2—Standard errors for table A2: Number of full-time and part-time private elementary and secondary school non-professional staff, by employee type and private school affiliation: 1993–94**

	Library/media aides		Teacher aides		Secretaries/clerical staff		Other employees		Chapter I aides
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Total*
PRIVATE	229.3	704.5	1,333.6	1,646.6	722.2	525.7	1,321.6	1,192.2	115.0
Catholic	132.5	631.1	376.5	520.7	178.4	209.0	639.1	648.5	95.5
Parochial	87.4	159.0	286.5	465.4	184.4	205.2	470.7	447.0	95.1
Diocesan	94.6	595.5	184.7	215.5	208.3	93.0	423.2	406.4	62.4
Private	32.6	42.5	211.0	67.8	170.0	63.6	390.7	174.2	—
Other religious	56.3	202.9	543.8	1,285.6	415.2	467.2	813.1	853.3	—
Conservative Christian	—	117.8	294.3	1,264.7	290.2	259.6	599.5	577.5	—
Affiliated	20.6	111.7	313.2	473.2	205.0	171.8	366.2	343.9	—
Unaffiliated	31.8	118.6	285.4	337.7	295.1	285.1	437.3	378.6	—
Non-sectarian	180.7	112.2	1,088.3	540.1	544.2	184.8	993.5	342.4	31.7
Regular	45.7	111.1	335.7	397.7	443.2	132.1	956.4	223.4	—
Special emphasis	—	—	352.8	286.4	191.7	97.1	133.5	179.8	—
Special education	—	—	1,078.0	163.4	181.9	69.3	333.5	169.9	32.5
19 Affiliation Categories									
Catholic	132.5	631.1	376.5	520.4	178.4	209.0	639.1	648.0	95.5
Episcopal	—	17.7	54.8	82.0	90.1	26.4	178.5	94.8	—
Friends	—	3.4	5.4	10.0	28.1	8.8	28.8	16.4	—
Seventh-day Adventist	—	—	—	114.4	66.6	63.3	121.2	120.6	—
Hebrew Day	—	—	28.1	367.1	82.5	22.6	123.4	42.5	—
Solomon Schechter	—	—	8.4	13.8	11.4	2.5	7.6	5.2	—
Other Jewish	—	—	254.6	229.4	69.7	68.7	160.1	119.0	—
Christian Schools Intl	—	—	—	208.6	109.8	122.5	80.2	198.2	—
Assoc. of Christian	—	—	147.4	1,235.3	215.8	227.0	553.1	523.4	—
Schools International									
Lutheran, Missouri	—	—	—	138.1	68.1	89.9	134.6	171.8	—
Synod									
Lutheran, Wisconsin	—	—	—	27.4	9.2	16.3	25.8	51.5	—
Synod									
Evangelical Lutheran	—	—	7.6	7.9	2.9	2.7	3.1	10.3	—
Other Lutheran	—	—	1.7	6.1	0.8	1.5	—	2.7	—
Montessori	—	—	193.0	259.6	48.9	46.6	—	130.9	—
Schools for Exceptional	—	—	494.0	144.5	154.8	25.0	355.2	56.5	—
Children									
National Assoc. of	31.9	49.9	119.7	158.9	307.1	89.8	570.8	185.0	—
Independent Schools									
Military	—	—	—	—	30.0	—	154.7	—	—
Natl. Independent	—	—	289.7	83.3	76.4	21.9	127.3	41.0	—
Private Schls. Assoc.									
Other Private Schools	186.3	136.3	1,003.7	578.8	353.2	323.2	719.7	560.6	—

—Too few cases for a reliable estimate

\*May duplicate teacher aides or other employees counted elsewhere in this table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Private School Questionnaire).

**Table B3—Standard errors for table A3: Percentage of public elementary and secondary school non-professional staff who are full-time, by employee type and state: 1993–94**

	Library/media aides Percent full-time	Teacher aides Percent full-time	Secretaries/clerical staff Percent full-time	Other employees Percent full-time
PUBLIC	1.02	1.00	0.44	0.51
Alabama	3.87	3.19	1.64	1.02
Alaska	3.54	3.22	1.88	2.05
Arizona	3.41	4.73	2.18	2.07
Arkansas	5.43	2.20	2.26	2.59
California	3.73	2.49	1.61	2.65
Colorado	5.74	3.73	1.84	2.26
Connecticut	3.62	2.76	1.97	1.78
Delaware	6.92	4.33	1.21	1.64
District of Columbia	5.70	2.23	1.90	1.01
Florida	2.55	2.02	1.62	1.97
Georgia	2.56	1.67	1.13	1.61
Hawaii	8.85	4.15	2.26	2.14
Idaho	4.49	2.18	2.38	2.10
Illinois	3.18	2.20	1.52	1.90
Indiana	3.56	3.48	1.68	2.56
Iowa	4.83	3.85	3.52	3.09
Kansas	3.41	2.06	1.79	1.83
Kentucky	3.96	3.65	2.39	2.17
Louisiana	5.55	0.67	1.32	1.37
Maine	8.27	2.44	2.74	3.14
Maryland	4.57	3.84	1.53	1.44
Massachusetts	4.47	2.47	1.08	1.69
Michigan	4.57	4.08	2.35	3.39
Minnesota	3.98	4.50	2.30	2.42
Mississippi	4.39	0.64	1.04	1.65
Missouri	5.64	8.18	4.31	3.29
Montana	5.11	2.28	2.06	1.67
Nebraska	3.10	3.20	2.58	2.02
Nevada	3.92	2.49	2.12	1.67
New Hampshire	4.48	3.26	2.34	2.49
New Jersey	8.46	5.58	2.35	4.28
New Mexico	3.70	1.62	2.01	2.13
New York	4.23	3.85	1.60	2.34
North Carolina	4.19	0.85	1.12	1.77
North Dakota	4.13	2.91	2.86	1.89
Ohio	6.67	4.51	2.27	2.70
Oklahoma	3.20	3.62	1.82	2.01
Oregon	3.96	4.28	2.49	2.10
Pennsylvania	6.64	5.26	2.84	3.23
Rhode Island	5.64	2.92	2.99	2.75
South Carolina	8.22	1.36	1.76	1.30
South Dakota	4.13	2.85	2.27	2.87
Tennessee	7.05	4.02	2.31	1.63
Texas	3.31	1.20	1.15	1.86
Utah	3.48	2.11	1.64	1.72
Vermont	5.35	2.95	3.02	2.41
Virginia	5.35	1.84	2.16	2.00
Washington	4.00	4.33	2.40	3.45
West Virginia	—	2.08	2.76	1.31
Wisconsin	3.78	3.88	1.95	3.07
Wyoming	3.18	3.60	2.74	2.33

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public School Questionnaire).

**Table B4—Standard errors for table A4: Percentage of private elementary and secondary school non-professional staff who are full-time, by employee type and private school affiliation: 1993–94**

	Library/media aides Percent full-time	Teacher aides Percent full-time	Secretaries/clerical staff Percent full-time	Other employees Percent full-time
PRIVATE	3.54	2.03	0.94	1.19
Catholic	5.22	2.43	1.10	1.65
Parochial	5.13	3.05	2.07	1.91
Diocesan	8.34	3.41	1.50	2.84
Private	4.80	7.80	1.38	2.44
Other religious	2.81	3.03	1.83	2.19
Conservative Christian	4.83	5.09	3.20	4.00
Affiliated	2.80	4.65	2.07	2.85
Unaffiliated	7.53	4.37	3.82	4.10
Non-sectarian	8.01	2.73	1.29	1.89
Regular	5.50	4.56	1.46	1.76
Special emphasis	—	5.15	4.20	4.19
Special education	—	2.04	2.08	4.61
19 Affiliation Categories				
Catholic	4.96	2.40	1.11	1.70
Episcopal	6.69	5.10	1.90	3.48
Friends	—	0.15	4.01	1.80
Seventh-day Adventist	—	5.98	7.91	7.26
Hebrew Day	—	7.93	4.97	5.58
Solomon Schechter	—	0.00	0.00	0.00
Other Jewish	—	10.35	4.02	5.25
Christian Schools Intl	7.10	6.41	8.91	8.23
Assoc. of Christian Schools	5.93	5.97	3.53	5.08
International				
Lutheran, Missouri Synod	—	5.10	5.36	4.64
Lutheran, Wisconsin Synod	—	—	2.55	4.47
Evangelical Lutheran	—	1.79	1.47	2.41
Other Lutheran	—	0.00	2.13	0.01
Montessori	—	5.48	4.70	8.19
Schools for Exceptional	—	4.49	2.92	2.60
Children				
National Assoc. of	4.61	4.72	1.17	1.68
Independent Schools				
Military	—	0.00	2.79	0.00
Natl. Independent Private	—	15.73	5.97	7.55
Schls. Assoc.				
Other Private Schools	10.49	3.57	2.30	3.08

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Private School Questionnaire).

**Table B5—Standard errors for table A5: Number of full-time and part-time elementary and secondary school non-professional staff, by employee type and selected school characteristics: 1993–94**

	Library/media aides		Teacher aides		Secretaries/clerical staff		Other employees		Chapter I aides
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Total*
PUBLIC	783.7	689.2	5,106.1	6,643.5	1,924.5	1,083.3	4,933.5	4,477.5	4,335.3
Central city	271.3	271.4	3,364.6	3,735.0	1,341.9	543.5	3,977.5	2,801.0	2,878.7
School level									
Elementary	260.5	262.5	3,064.8	3,753.5	913.5	506.0	3,808.9	2,567.8	2,879.3
Secondary	106.3	47.1	980.7	477.3	826.6	173.9	1,999.9	532.2	172.4
Combined	18.0	—	1,037.7	173.3	140.2	55.3	285.6	203.3	67.4
Minority enrollment									
Less than 20 percent	157.1	145.1	1,185.8	1,459.9	519.8	334.2	1,491.5	1,239.5	813.7
20 percent or more	259.6	243.0	3,278.1	4,176.0	1,295.1	401.5	4,120.9	2,523.0	2,742.3
School size									
Less than 150	—	—	368.0	150.8	141.5	73.3	253.0	189.3	91.4
150 to 499	198.5	178.6	2,081.2	1,794.0	684.1	456.9	2,539.8	2,222.5	1,209.7
500 to 749	182.1	168.3	2,511.2	1,966.1	660.1	308.9	2,378.9	1,402.0	1,805.6
750 or more	193.7	175.4	2,510.9	3,885.3	1,307.7	254.6	3,787.8	1,565.5	2,478.9
Urban fringe/large town	406.9	488.7	2,553.2	3,815.7	1,734.9	664.4	3,650.9	2,195.8	2,250.8
School level									
Elementary	356.8	480.4	2,425.8	3,883.7	1,031.6	579.8	2,488.2	1,981.4	2,254.0
Secondary	147.6	142.1	745.0	669.2	1,075.8	308.7	1,953.9	928.7	281.8
Combined	17.1	—	452.0	154.3	198.8	14.4	437.1	45.0	—
Minority enrollment									
Less than 20 percent	286.0	413.1	1,683.3	2,124.6	970.6	486.1	2,332.9	1,574.4	898.6
20 percent or more	265.7	259.1	2,181.3	3,422.3	1,464.0	410.3	3,167.8	1,792.1	1,738.8
School size									
Less than 150	—	—	461.6	381.6	172.3	105.1	405.9	354.6	—
150 to 499	221.7	333.3	1,749.9	1,457.5	550.2	354.4	1,438.2	1,605.6	755.3
500 to 749	221.9	230.7	1,438.7	2,753.1	682.7	401.1	1,708.9	1,296.6	1,428.0
750 or more	244.4	202.8	1,704.2	2,804.0	1,661.8	382.6	3,371.0	1,699.5	1,088.3
Rural/small town	519.9	433.1	3,586.9	3,115.3	1,145.9	603.2	3,013.5	2,207.5	1,783.6
School level									
Elementary	510.4	408.1	3,741.1	3,067.3	1,031.0	494.7	3,128.2	1,986.2	1,814.0
Secondary	159.5	151.9	736.4	368.4	735.9	246.3	1,659.3	1,017.9	242.6
Combined	43.0	29.8	685.2	416.8	231.6	57.8	694.5	228.9	386.2
Minority enrollment									
Less than 20 percent	303.6	384.8	2,143.1	2,028.2	851.0	446.9	2,679.4	1,899.0	1,121.1
20 percent or more	453.8	211.0	2,683.4	2,159.4	805.5	400.6	2,075.6	1,162.2	1,123.0
School size									
Less than 150	100.5	161.3	476.5	434.3	263.9	200.1	692.9	713.9	364.3
150 to 499	460.5	365.0	2,833.8	1,798.9	778.7	378.9	2,355.2	1,976.8	1,411.8
500 to 749	228.5	165.5	2,746.0	1,849.3	857.0	170.9	2,478.4	1,572.4	1,256.2
750 or more	142.4	119.3	1,635.5	1,562.3	712.3	227.5	1,943.9	868.8	724.2

**Table B5—Standard errors for table A5: Number of full-time and part-time elementary and secondary school non-professional staff, by employee type and selected school characteristics: 1993–94—Continued**

	Library/media aides		Teacher aides		Secretaries/clerical staff		Other employees		Chapter I aides
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Total <sup>a</sup>
PRIVATE	229.3	704.5	1,333.6	1,646.6	722.2	525.7	1,321.6	1,192.2	115.0
Central city	209.2	218.1	1,059.0	1,367.1	525.9	290.5	909.0	638.4	97.1
School level									
Elementary	—	185.0	399.7	509.5	238.1	231.8	678.8	458.4	94.1
Secondary	19.9	20.1	518.5	362.6	208.6	58.2	310.9	140.7	—
Combined	181.6	103.1	793.4	1,103.3	389.7	160.0	575.2	371.8	—
Minority enrollment									
Less than 20 percent	89.4	163.4	752.8	1,423.7	392.2	204.6	585.4	471.9	—
20 percent or more	186.1	125.6	702.2	343.0	387.0	233.8	730.8	431.1	99.5
School size									
Less than 150	—	74.8	760.1	360.8	232.8	240.1	256.5	352.0	—
150 to 499	119.3	117.2	553.2	1,286.0	296.6	158.6	453.6	426.2	89.0
500 to 749	—	74.9	254.4	422.0	213.5	68.8	633.5	148.9	—
750 or more	22.6	118.0	269.7	463.9	216.2	80.0	352.4	159.4	—
Urban fringe/large town	106.2	180.9	775.9	695.4	410.8	309.3	889.1	764.8	67.9
School level									
Elementary	—	154.0	432.3	562.0	212.0	246.8	600.3	625.5	—
Secondary	22.4	49.9	53.2	305.8	199.6	58.6	451.8	128.1	—
Combined	29.4	35.4	732.1	400.7	289.1	195.1	355.1	365.9	—
Minority enrollment									
Less than 20 percent	97.0	155.0	554.7	448.2	408.8	242.3	692.2	529.0	—
20 percent or more	—	74.0	756.1	630.4	214.6	176.3	580.4	451.1	59.9
School size									
Less than 150	—	—	715.1	578.3	184.0	232.1	546.1	339.9	—
150 to 499	42.5	113.1	601.2	417.8	287.9	177.0	433.8	615.0	—
500 to 749	95.0	61.4	153.7	93.7	156.7	46.2	237.7	127.3	—
750 or more	17.1	36.5	53.7	68.2	194.0	55.8	434.8	130.6	—
Rural/small town	56.4	645.9	399.8	431.5	393.5	361.0	690.0	576.4	61.4
School level									
Elementary	—	625.3	159.6	208.6	189.9	272.9	221.5	380.0	50.2
Secondary	—	28.3	293.2	—	282.6	37.5	505.3	103.7	—
Combined	—	—	252.1	367.0	211.3	193.8	414.1	365.7	—
Minority enrollment									
Less than 20 percent	53.7	629.5	257.8	424.8	347.4	361.2	558.2	544.2	—
20 percent or more	—	45.5	312.4	82.9	162.4	53.7	371.1	136.0	—
School size									
Less than 150	—	398.1	324.6	362.3	225.4	343.4	262.8	449.9	—
150 to 499	—	415.3	166.9	173.0	322.4	70.9	481.2	269.5	—
500 to 749	—	—	—	—	122.1	55.3	317.7	67.0	—
750 or more	—	—	107.9	—	97.1	—	182.7	—	—

—Too few cases for a reliable estimate

<sup>a</sup>May duplicate teacher aides or other employees counted elsewhere in this table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires).



**Table B6—Standard errors for table A6: Percentage of elementary and secondary school non-professional staff who are full-time, by employee type and selected school characteristics: 1993–94**

	Library/media aides Percent full-time	Teacher aides Percent full-time	Secretaries/clerical staff Percent full-time	Other employees Percent full-time
PUBLIC	1.02	1.00	0.44	0.51
Central city	1.71	1.84	0.77	1.16
School level				
Elementary	2.23	2.29	1.17	1.51
Secondary	1.45	1.90	0.70	0.89
Combined	6.87	1.40	2.31	2.82
Minority enrollment				
Less than 20 percent	2.98	3.89	1.95	1.88
20 percent or more	2.33	2.50	0.65	1.28
School size				
Less than 150	9.26	2.31	3.08	3.09
150 to 499	3.33	3.02	2.05	2.78
500 to 749	3.40	2.70	1.49	1.99
750 or more	3.19	4.91	0.71	1.52
Urban fringe/large town	1.89	1.72	0.73	0.82
School level				
Elementary	2.65	2.09	1.20	1.22
Secondary	2.16	2.27	0.79	0.98
Combined	5.07	2.05	0.99	1.68
Minority enrollment				
Less than 20 percent	2.37	2.13	1.05	0.98
20 percent or more	2.52	3.26	0.94	1.54
School size				
Less than 150	9.44	5.61	5.40	3.79
150 to 499	3.37	2.59	1.63	1.59
500 to 749	3.05	2.95	1.50	1.41
750 or more	2.22	4.35	0.81	1.12
Rural/small town	1.40	1.31	0.65	0.61
School level				
Elementary	2.02	1.57	1.00	0.96
Secondary	1.47	1.12	0.69	0.66
Combined	2.67	3.29	1.41	1.22
Minority enrollment				
Less than 20 percent	1.40	1.35	0.61	0.79
20 percent or more	2.50	2.50	1.39	0.94
School size				
Less than 150	3.07	2.31	1.97	1.74
150 to 499	2.35	1.40	0.85	1.09
500 to 749	2.03	2.73	0.79	1.22
750 or more	2.41	4.10	1.04	1.10

**Table B6—Standard errors for table A6: Percentage of elementary and secondary school non-professional staff who are full-time, by employee type and selected school characteristics: 1993–94—Continued**

	Library/media aides Percent full-time	Teacher aides Percent full-time	Secretaries/clerical staff Percent full-time	Other employees Percent full-time
PRIVATE	3.54	2.03	0.94	1.19
Central city	5.03	3.26	1.24	1.38
School level				
Elementary	6.38	2.32	1.95	2.05
Secondary	3.42	17.54	1.29	1.70
Combined	8.59	7.58	1.96	2.79
Minority enrollment				
Less than 20 percent	4.96	5.42	1.45	2.09
20 percent or more	8.25	3.36	2.27	2.24
School size				
Less than 150	22.31	4.33	3.32	2.87
150 to 499	6.37	5.48	1.37	1.76
500 to 749	8.52	8.24	1.89	2.55
750 or more	7.82	11.49	2.05	2.41
Urban fringe/large town	4.36	2.81	1.55	2.04
School level				
Elementary	6.29	3.12	2.56	2.52
Secondary	4.36	18.36	1.42	1.89
Combined	5.76	4.91	2.91	3.48
Minority enrollment				
Less than 20 percent	5.22	3.30	1.86	2.18
20 percent or more	5.43	5.96	2.57	3.52
School size				
Less than 150	0.78	6.16	4.04	4.97
150 to 499	4.24	4.00	1.63	2.67
500 to 749	13.24	8.92	1.62	3.27
750 or more	6.08	6.97	2.51	3.83
Rural/small town	4.75	3.42	2.40	2.57
School level				
Elementary	5.09	3.07	2.79	2.30
Secondary	6.09	3.20	2.27	1.99
Combined	7.05	5.94	3.87	5.24
Minority enrollment				
Less than 20 percent	4.75	3.23	2.55	2.71
20 percent or more	7.53	5.25	3.31	4.18
School size				
Less than 150	5.83	4.24	3.38	3.76
150 to 499	6.54	4.36	1.91	2.53
500 to 749	—	—	7.15	4.44
750 or more	—	11.62	4.55	7.25

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires).

**Table B7—Standard errors for table A7: Number of full-time and part-time private elementary and secondary school non-professional staff, by employee type, affiliation, and tuition amounts: 1993–94**

	Library/media aides		Teacher aides		Secretaries/clerical staff		Other employees		Chapter I aides
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Total <sup>a</sup>
PRIVATE	228.6	689.9	1,017.6	1,566.2	696.4	395.5	1,305.2	1,172.1	113.5
Elementary schools	133.4	655.9	612.1	822.3	300.5	319.0	912.5	861.7	105.8
Other schools	194.5	146.4	754.8	1,157.4	609.7	295.9	1,115.8	603.9	—
Affiliation									
Catholic									
Elementary schools	129.8	625.1	280.3	519.0	150.6	208.5	441.3	593.1	96.1
Less than \$1,500	—	615.1	243.5	522.1	140.2	118.9	391.0	442.8	87.0
\$1,500 to \$3,499	—	110.4	239.9	264.7	138.8	195.4	298.7	400.7	97.9
\$3,500 or more	—	—	—	—	—	—	—	—	—
Other schools	33.7	34.2	176.7	42.0	144.8	85.1	339.3	188.5	—
Less than \$3,000	—	20.3	162.7	—	104.6	43.9	223.0	140.2	—
\$3,000 to \$7,999	31.7	30.5	—	—	132.3	67.0	299.7	122.4	—
\$8,000 or more	—	—	—	—	80.6	—	243.1	—	—
Other religious									
Elementary schools	—	148.8	278.9	432.7	228.1	229.9	586.2	662.4	—
Less than \$1,500	—	—	—	199.5	103.3	161.6	526.8	276.1	—
\$1,500 to \$3,499	—	141.0	195.4	371.0	203.4	181.4	267.6	575.6	—
\$3,500 or more	—	25.9	74.5	259.2	77.7	70.5	99.1	90.2	—
Other schools	49.2	135.3	421.0	1,129.9	327.9	263.2	555.9	518.1	—
Less than \$3,000	—	118.5	281.5	1,173.1	251.3	253.0	368.0	400.7	—
\$3,000 to \$7,999	15.7	54.2	281.3	121.9	159.6	94.1	287.9	249.7	—
\$8,000 or more	12.1	18.6	55.4	357.6	148.0	20.2	234.6	66.3	—
Non-sectarian									
Elementary schools	—	93.8	352.6	336.7	166.1	98.8	486.7	189.2	—
Less than \$1,500	—	—	—	—	—	—	—	—	—
\$1,500 to \$3,499	—	—	139.0	170.3	—	—	—	114.4	—
\$3,500 or more	—	—	244.7	330.3	149.8	86.6	478.8	147.4	—
Other schools	178.5	69.8	604.0	326.7	481.6	131.3	850.1	252.7	—
Less than \$3,000	—	—	—	—	97.4	—	178.1	—	—
\$3,000 to \$7,999	174.8	40.2	365.5	250.0	200.3	82.3	275.7	139.1	—
\$8,000 or more	28.7	42.8	459.6	191.8	392.4	81.5	706.3	200.9	—

—Too few cases for a reliable estimate

<sup>a</sup>May duplicate teacher aides or other employees counted elsewhere in this table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Private School Questionnaire).

**Table B8—Standard errors for table A8: Percentage of private elementary and secondary school non-professional staff who are full-time, by employee type, affiliation, and tuition amounts: 1993–94**

	Library/media aides Percent full-time	Teacher aides Percent full-time	Secretaries/clerical staff Percent full-time	Other employees Percent full-time
PRIVATE	3.56	1.98	0.82	1.17
Elementary schools	4.29	1.70	1.34	1.50
Other schools	3.93	3.92	1.04	1.27
Affiliation				
Catholic				
Elementary schools	5.22	2.28	1.60	1.72
Less than \$1,500	8.19	4.77	2.18	3.43
\$1,500 to \$3,499	4.09	2.76	2.45	2.09
\$3,500 or more	—	—	—	6.30
Other schools	2.98	8.50	0.80	1.54
Less than \$3,000	5.90	12.95	1.59	2.83
\$3,000 to \$7,999	3.49	11.13	1.39	1.68
\$8,000 or more	—	—	6.55	2.41
Other religious				
Elementary schools	3.12	2.42	2.66	3.21
Less than \$1,500	—	7.14	7.30	10.23
\$1,500 to \$3,499	4.52	4.02	3.37	3.12
\$3,500 or more	3.08	3.53	2.38	4.45
Other schools	3.60	4.81	2.42	3.12
Less than \$3,000	4.89	5.39	3.88	3.95
\$3,000 to \$7,999	5.05	8.17	2.89	4.31
\$8,000 or more	4.52	16.25	1.39	2.08
Non-sectarian				
Elementary schools	7.40	4.34	2.91	6.14
Less than \$1,500	—	—	—	—
\$1,500 to \$3,499	—	7.96	8.53	5.99
\$3,500 or more	9.95	5.31	3.61	7.25
Other schools	8.95	3.84	1.25	1.91
Less than \$3,000	—	9.93	5.02	4.39
\$3,000 to \$7,999	16.58	9.49	2.91	3.49
\$8,000 or more	5.40	3.15	1.58	2.11

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Private School Questionnaire).

**Table B9—Standard errors for table A9: Number of full-time and part-time private elementary and secondary school non-professional staff, by employee type, locale, and tuition amounts: 1993–94**

	Library/media aides		Teacher aides		Secretaries/clerical staff		Other employees		Chapter I aides
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Total <sup>a</sup>
PRIVATE	228.6	689.9	1,017.6	1,566.2	696.4	395.5	1,305.2	1,172.1	113.5
Elementary schools	133.4	655.9	612.1	822.3	300.5	319.0	912.5	861.7	105.8
Other schools	194.5	146.4	754.8	1,157.4	609.7	295.9	1,115.8	603.9	—
Central city									
Elementary schools	—	185.0	399.8	509.4	238.0	231.7	678.8	458.8	94.1
Less than \$1,500	—	113.9	218.4	495.0	85.9	159.2	288.4	252.9	75.0
\$1,500 to \$3,499	—	107.5	249.4	311.1	158.7	118.8	324.5	425.0	86.9
\$3,500 or more	—	73.4	230.6	319.9	127.9	91.6	478.3	104.0	—
Other schools	187.1	92.8	450.1	1,073.3	429.4	155.8	615.9	359.6	—
Less than \$3,000	—	78.4	244.9	1,112.2	244.6	113.5	340.9	305.9	—
\$3,000 to \$7,999	182.5	51.1	303.0	105.9	214.1	111.7	399.7	163.6	—
\$8,000 or more	25.3	16.1	222.0	396.3	201.7	46.9	266.8	64.3	—
Urban fringe/large town									
Elementary schools	—	154.0	431.6	557.8	215.5	182.6	604.4	615.7	—
Less than \$1,500	—	—	350.0	272.3	108.7	85.6	520.8	333.7	—
\$1,500 to \$3,499	—	143.4	183.7	373.2	165.5	184.9	288.2	503.3	—
\$3,500 or more	—	—	151.9	286.7	116.5	49.6	137.7	122.0	—
Other schools	38.5	63.0	489.3	335.4	348.9	188.2	620.0	370.4	—
Less than \$3,000	—	34.9	192.4	237.3	150.4	150.2	260.6	320.6	—
\$3,000 to \$7,999	25.8	31.7	162.5	144.4	196.2	75.6	283.9	183.7	—
\$8,000 or more	14.3	35.7	434.4	137.2	236.2	66.8	469.2	158.6	—
Rural/small town									
Elementary schools	—	611.2	160.1	204.7	130.2	190.1	221.4	382.9	50.5
Less than \$1,500	—	604.7	112.3	150.1	85.4	81.6	177.1	252.9	—
\$1,500 to \$3,499	—	—	126.0	149.4	126.8	161.5	174.7	245.3	—
\$3,500 or more	—	—	—	66.5	—	—	—	—	—
Other schools	38.3	102.0	394.7	368.6	329.6	194.7	661.9	393.6	—
Less than \$3,000	—	—	167.2	329.1	146.9	158.9	296.6	306.2	—
\$3,000 to \$7,999	—	—	282.3	—	135.5	132.3	263.4	163.1	—
\$8,000 or more	—	27.3	140.1	14.1	276.9	34.2	547.7	85.9	—

—Too few cases for a reliable estimate

<sup>a</sup>May duplicate teacher aides or other employees counted elsewhere in this table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Private School Questionnaire).

**Table B10—Standard errors for table A10: Percentage of private elementary and secondary school non-professional staff who are full-time, by employee type, locale, and tuition amounts: 1993–94**

	Library/media aides Percent full-time	Teacher aides Percent full-time	Secretaries/clerical staff Percent full-time	Other employees Percent full-time
PRIVATE	3.56	1.98	0.82	1.17
Elementary schools	4.29	1.70	1.34	1.50
Other schools	3.93	3.92	1.04	1.27
Central city				
Elementary schools	6.38	2.33	1.95	2.05
Less than \$1,500	14.86	7.34	4.77	4.60
\$1,500 to \$3,499	5.07	2.65	1.91	2.26
\$3,500 or more	7.50	4.77	3.48	6.24
Other schools	6.99	5.86	1.28	1.99
Less than \$3,000	4.96	10.49	2.60	4.53
\$3,000 to \$7,999	11.07	8.32	1.88	1.86
\$8,000 or more	5.55	9.74	1.63	2.05
Urban fringe/large town				
Elementary schools	6.29	3.12	2.01	2.55
Less than \$1,500	—	8.09	3.64	4.76
\$1,500 to \$3,499	4.19	3.75	3.29	3.30
\$3,500 or more	—	4.65	3.36	3.95
Other schools	3.41	4.24	1.76	2.08
Less than \$3,000	6.12	7.24	4.07	6.49
\$3,000 to \$7,999	4.19	7.53	1.81	3.03
\$8,000 or more	7.69	3.80	1.81	2.45
Rural/small town				
Elementary schools	5.44	3.16	3.13	2.42
Less than \$1,500	6.70	4.33	3.73	3.35
\$1,500 to \$3,499	—	5.35	4.98	4.21
\$3,500 or more	—	12.41	—	8.60
Other schools	4.54	6.97	2.79	3.30
Less than \$3,000	8.00	8.26	4.20	4.58
\$3,000 to \$7,999	8.43	13.17	7.16	6.96
\$8,000 or more	9.28	3.68	2.97	2.00

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Private School Questionnaire).

**Table B11—Standard errors for table A11: Number of full-time and part-time elementary and secondary school non-professional staff, by employee type, locale, and free or reduced-price lunch: 1993–94**

	Library/media aides		Teacher aides		Secretaries/clerical staff		Other employees		Chap. I aides
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Total*
PUBLIC	762.0	663.5	5,174.7	6,547.8	1,823.9	966.9	4,708.8	4,124.4	4,391.2
Central city									
Free or reduced-price lunch	264.9	261.3	3,281.2	3,778.8	1,260.0	486.3	3,967.1	2,531.3	2,867.7
Less than 20 percent	119.4	104.0	1,434.7	825.0	690.0	164.3	1,654.4	946.1	319.6
20 to 49 percent	176.0	166.9	1,191.6	1,816.0	696.2	269.3	1,981.4	1,689.2	880.0
50 percent or more	217.5	214.6	3,217.7	4,151.7	883.5	423.1	3,458.2	1,957.2	2,831.4
Urban fringe/large town									
Free or reduced-price lunch	392.7	484.7	2,489.8	3,831.1	1,668.8	550.9	3,556.0	2,135.1	2,249.6
Less than 20 percent	294.2	475.9	1,429.3	2,634.5	1,336.9	445.2	2,840.1	1,491.6	637.5
20 to 49 percent	158.1	225.2	1,517.1	1,523.8	829.5	259.9	1,761.3	1,235.1	802.2
50 percent or more	179.5	167.7	1,895.7	3,033.1	804.4	216.5	1,826.4	1,734.1	1,818.5
Rural/small town									
Free or reduced-price lunch	505.9	423.6	3,744.6	3,022.9	1,198.0	594.6	2,856.2	2,244.1	1,761.1
Less than 20 percent	255.2	332.7	1,599.8	849.4	998.6	301.3	2,077.0	1,607.5	388.2
20 to 49 percent	366.3	314.6	1,960.9	1,922.3	674.2	383.2	2,149.0	1,938.6	1,248.0
50 percent or more	436.4	189.3	2,824.7	2,073.9	605.5	217.1	2,064.2	950.4	1,241.7
PRIVATE	108.3	419.3	1,040.4	669.3	316.7	249.2	826.1	709.6	98.1
Central city									
Free or reduced-price lunch	43.6	64.1	980.6	447.2	299.1	154.1	543.3	404.5	79.1
Less than 20 percent	33.4	52.0	579.9	433.7	209.5	106.0	426.2	282.8	44.8
20 to 49 percent	—	—	95.7	144.9	78.4	—	172.2	160.7	—
50 percent or more	—	—	647.7	154.2	196.7	97.8	308.7	247.9	—
Urban fringe/large town									
Free or reduced-price lunch	93.8	45.7	494.8	357.0	149.3	162.3	571.1	419.4	46.4
Less than 20 percent	92.6	45.3	387.6	353.9	135.2	149.9	321.1	375.5	—
20 to 49 percent	—	—	248.1	—	51.5	—	71.0	46.6	—
50 percent or more	—	—	393.7	61.2	67.1	48.8	518.9	113.3	—
Rural/small town									
Free or reduced-price lunch	—	410.1	326.3	286.4	155.0	130.1	430.3	333.7	—
Less than 20 percent	—	—	264.5	282.7	141.4	132.8	363.9	303.0	—
20 to 49 percent	—	392.2	—	65.6	—	—	125.6	166.8	—
50 percent or more	—	—	148.1	—	61.0	—	265.2	85.2	—

—Too few cases for a reliable estimate

\*May duplicate teacher aides or other employees counted elsewhere in this table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires).

**Table B12—Standard errors for table A12: Percentage of elementary and secondary school non-professional staff who are full-time, by employee type, locale, and free or reduced-price lunch: 1993–94**

	Library/media aides Percent full-time	Teacher aides Percent full-time	Secretaries/clerical staff Percent full-time	Other employees Percent full-time
PUBLIC	1.06	1.02	0.44	0.52
Central city				
Free or reduced-price lunch	1.76	1.96	0.76	1.13
Less than 20 percent	2.69	2.94	1.00	1.63
20 to 49 percent	2.78	3.08	1.16	2.24
50 percent or more	3.64	3.53	1.53	1.87
Urban fringe/large town				
Free or reduced-price lunch	1.95	1.76	0.67	0.84
Less than 20 percent	3.01	2.43	0.87	0.99
20 to 49 percent	2.93	2.75	1.22	1.60
50 percent or more	4.90	5.69	1.92	3.57
Rural/small town				
Free or reduced-price lunch	1.48	1.29	0.67	0.65
Less than 20 percent	2.42	1.57	0.79	1.29
20 to 49 percent	2.15	1.74	1.06	1.13
50 percent or more	3.38	2.99	1.07	1.02
PRIVATE	6.34	2.90	1.39	1.74
Central city				
Free or reduced-price lunch	4.47	4.78	2.11	2.20
Less than 20 percent	5.95	7.07	2.43	3.00
20 to 49 percent	—	6.37	4.86	4.92
50 percent or more	—	6.54	4.88	4.66
Urban fringe/large town				
Free or reduced-price lunch	8.60	5.21	2.49	2.62
Less than 20 percent	8.91	6.27	2.96	2.88
20 to 49 percent	—	12.21	7.73	5.19
50 percent or more	—	9.77	5.91	2.43
Rural/small town				
Free or reduced-price lunch	8.53	4.30	3.03	3.24
Less than 20 percent	9.23	5.51	4.05	3.62
20 to 49 percent	13.05	10.12	8.49	8.11
50 percent or more	—	6.66	6.45	9.72

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires).



**Table B13—Standard errors for table A13: Number of full-time and part-time elementary and secondary school non-professional staff, by employee type, locale, and limited English proficiency: 1993–94**

	Library/media aides		Teacher aides		Secretaries/clerical staff		Other employees		Chap. I aides
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Total*
<b>PUBLIC</b>	720.1	660.5	4,801.3	6,404.3	1,848.7	964.7	4,663.0	3,752.5	4,138.6
Central city									
Limited English proficiency	271.3	271.4	3,364.6	3,735.0	1,341.9	543.5	3,977.5	2,801.0	2,878.7
No LEP students	162.0	119.9	1,636.7	923.3	606.6	298.5	1,871.9	935.7	695.4
1 to 9 percent	193.9	202.8	2,252.5	2,446.0	1,048.5	332.2	2,749.2	1,509.8	1,500.6
10 percent or more	180.2	149.0	2,846.0	3,198.2	890.6	280.8	2,802.8	2,037.4	2,731.8
Urban fringe/large town									
Limited English proficiency	406.9	488.7	2,553.2	3,815.7	1,734.9	664.4	3,650.9	2,195.8	2,250.8
No LEP students	210.3	312.6	1,538.5	981.0	579.1	397.4	1,789.5	1,373.9	523.9
1 to 9 percent	307.5	313.8	1,743.5	2,146.0	1,224.7	411.0	2,418.5	1,418.2	1,151.4
10 percent or more	120.7	152.6	1,220.5	3,395.2	835.4	233.2	1,526.6	1,172.1	1,795.1
Rural/small town									
Limited English proficiency	519.9	433.1	3,586.9	3,115.3	1,145.9	603.2	3,013.5	2,207.5	1,783.6
No LEP students	415.4	411.3	2,017.1	1,359.9	760.7	403.9	2,436.8	2,088.6	1,079.4
1 to 9 percent	330.4	310.3	2,058.6	1,357.9	920.2	285.3	2,573.1	1,744.1	1,089.1
10 percent or more	176.2	126.6	2,063.6	2,584.8	567.8	181.6	1,467.6	554.0	1,028.3
<b>PRIVATE</b>	108.3	418.9	1,033.8	667.4	313.3	251.7	836.2	700.5	97.4
Central city									
Limited English proficiency	209.2	218.1	1,059.0	1,367.1	525.9	290.5	909	638.4	97.1
No LEP students	196.7	188.2	832.2	1,313.3	459.2	190.0	675.3	494.4	100.0
1 to 9 percent	—	107.4	692.2	464.9	239.3	193.7	547.5	307.2	45.5
10 percent or more	—	—	57.3	79.3	96.3	—	95.6	146.1	—
Urban fringe/large town									
Limited English proficiency	106.2	180.9	775.9	695.4	410.8	309.3	889.1	764.8	67.9
No LEP students	111.9	174.7	718.4	682.6	420.6	311.8	822.4	746	—
1 to 9 percent	—	40.0	300.0	267.8	168.5	70.3	236.6	219.2	—
10 percent or more	—	—	213.8	—	74.4	—	169.5	69.2	—
Rural/small town									
Limited English proficiency	56.4	645.9	399.8	431.5	393.5	361.0	690	576.4	61.4
No LEP students	49.6	641.0	305.3	417.2	404.7	333.7	543.8	560.5	61.4
1 to 9 percent	—	—	84.7	46.8	121.9	131.9	313.4	126.6	—
10 percent or more	—	—	—	—	42.2	—	124.4	—	—

—Too few cases for a reliable estimate

\*May duplicate teacher aides or other employees counted elsewhere in this table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires).

**Table B14—Standard errors for table A14: Percentage of elementary and secondary school non-professional staff who are full-time, by employee type, locale, and limited English proficiency: 1993–94**

	Library/media aides	Teacher aides	Secretaries/clerical staff	Other employees
	Percent full-time	Percent full-time	Percent full-time	Percent full-time
PUBLIC	1.05	1.04	0.45	0.48
Central city				
Limited English proficiency	1.71	1.84	0.77	1.16
No LEP students	2.07	1.85	1.42	1.16
1 to 9 percent	2.33	3.06	0.88	1.57
10 percent or more	4.77	4.42	1.53	2.64
Urban fringe/large town				
Limited English proficiency	1.89	1.72	0.73	0.82
No LEP students	3.49	2.01	1.44	1.30
1 to 9 percent	2.16	2.22	0.75	1.09
10 percent or more	5.70	5.32	2.27	3.57
Rural/small town				
Limited English proficiency	1.40	1.31	0.65	0.61
No LEP students	1.67	1.03	0.64	0.86
1 to 9 percent	3.02	1.85	0.94	1.31
10 percent or more	6.15	9.08	3.16	2.95
PRIVATE	6.36	2.91	1.38	1.76
Central city				
Limited English proficiency	5.03	3.26	1.24	1.38
No LEP students	5.88	3.88	1.16	1.37
1 to 9 percent	9.25	6.31	2.82	3.04
10 percent or more	—	9.16	8.65	7.78
Urban fringe/large town				
Limited English proficiency	4.36	2.81	1.55	2.04
No LEP students	5.83	3.47	1.99	2.39
1 to 9 percent	5.39	3.86	1.52	3.16
10 percent or more	—	9.99	5.99	6.48
Rural/small town				
Limited English proficiency	4.75	3.42	2.40	2.57
No LEP students	4.38	3.13	2.60	2.68
1 to 9 percent	11.80	8.13	7.56	3.87
10 percent or more	—	—	11.88	8.33

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires).

**Table B15—Standard errors for table A15: Number of full-time and part-time elementary and secondary school non-professional staff, by employee type and selected school characteristics: 1993–94**

	Library/media aides		Teacher aides		Secretaries/clerical staff		Other employees		Chapter I aides
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Total*
PUBLIC	783.7	689.2	5,106.1	6,643.5	1,924.5	1,083.3	4,933.5	4,477.5	4,335.3
Region									
Northeast	271.9	378.4	2,414.0	2,038.2	830.0	421.6	2,678.5	2,059.5	1,420.1
Midwest	335.4	374.8	2,369.2	1,615.6	943.0	454.8	1,880.1	1,967.2	1,097.3
South	512.5	206.5	3,225.7	926.1	1,037.3	369.0	3,458.6	1,558.5	1,316.6
West	229.9	376.1	2,260.5	5,711.4	937.3	568.7	1,398.5	2,270.2	3,544.3
District size									
Less than 1,000	202.2	244.0	1,537.6	1,253.7	751.6	300.3	2,013.4	1,552.0	816.8
1,000 to 4,999	531.5	406.5	3,430.2	2,774.9	1,306.1	374.6	3,256.4	2,891.7	1,603.5
5,000 to 9,999	284.9	318.6	2,057.3	2,709.1	1,132.0	317.4	3,195.0	2,192.6	1,052.5
10,000 or more	379.6	343.5	3,795.6	5,188.0	1,543.4	615.7	5,119.9	2,101.3	3,527.9
PRIVATE	229.3	704.5	1,333.6	1,646.6	722.2	525.7	1,321.6	1,192.2	115.0
Region									
Northeast	209.9	150.7	930.6	709.3	429.7	272.8	755.3	434.8	75.0
Midwest	54.1	636.4	433.1	416.3	278.4	336.4	590.8	580.1	73.0
South	64.2	132.5	490.8	1,143.7	408.9	200.8	687.9	444.0	—
West	50.2	101.2	958.3	729.3	276.1	215.8	796.4	650.1	84.4

—Too few cases for a reliable estimate

\*May duplicate teacher aides or other employees counted elsewhere in this table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires).

**Table B16—Standard errors for table A16: Percentage of elementary and secondary school non-professional staff who are full-time, by employee type and selected school characteristics: 1993–94**

	Library/media aides Percent full-time	Teacher aides Percent full-time	Secretaries/clerical staff Percent full-time	Other employees Percent full-time
PUBLIC	1.02	1.00	0.44	0.51
Region				
Northeast	2.86	2.02	0.97	1.32
Midwest	1.70	1.59	0.84	0.88
South	1.27	0.54	0.48	0.58
West	1.66	1.92	0.90	1.29
District size				
Less than 1,000	2.01	2.27	1.24	1.49
1,000 to 4,999	1.81	1.57	0.54	0.95
5,000 to 9,999	2.95	2.75	0.79	1.32
10,000 or more	1.76	1.97	0.70	0.67
PRIVATE	3.54	2.03	0.94	1.19
Region				
Northeast	7.20	3.31	1.81	1.86
Midwest	3.18	2.90	1.89	1.88
South	3.83	4.39	1.24	1.70
West	5.88	5.82	2.14	4.47

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires).

**Table B17—Standard errors for table A17: Percentage of elementary and secondary school non-professional staff who are full-time, by employee type and state/affiliation: 1990–91 and 1993–94**

	Library/media aides		Teacher aides		Other employees*	
	1990–91	1993–94	1990–91	1993–94	1990–91	1993–94
PUBLIC	1.23	1.02	0.80	1.00	0.44	0.42
Alabama	5.63	3.87	1.41	3.19	1.04	0.91
Alaska	5.10	3.54	4.52	3.22	2.81	1.74
Arizona	4.14	3.41	4.73	4.73	2.34	1.84
Arkansas	7.09	5.43	2.61	2.20	1.38	2.37
California	7.48	3.73	3.21	2.49	2.22	2.12
Colorado	6.14	5.74	5.45	3.73	1.86	2.05
Connecticut	5.26	3.62	4.17	2.76	2.08	1.53
Delaware	—	6.92	4.01	4.33	1.55	1.41
District of Columbia	—	5.70	2.62	2.23	0.75	1.03
Florida	2.77	2.55	2.42	2.02	0.98	1.71
Georgia	4.75	2.56	1.29	1.67	1.10	1.40
Hawaii	6.91	8.85	4.77	4.15	2.55	1.69
Idaho	4.83	4.49	2.70	2.18	3.09	1.93
Illinois	5.25	3.18	3.91	2.20	2.32	1.55
Indiana	5.40	3.56	5.19	3.48	2.39	2.25
Iowa	5.39	4.83	4.85	3.85	4.85	2.93
Kansas	5.71	3.41	4.09	2.06	2.48	1.52
Kentucky	7.51	3.96	3.12	3.65	2.09	1.97
Louisiana	7.36	5.55	1.28	0.67	0.98	1.21
Maine	6.22	8.27	3.64	2.44	2.64	2.66
Maryland	5.23	4.57	2.19	3.84	2.04	1.17
Massachusetts	7.13	4.47	3.18	2.47	2.70	1.40
Michigan	4.86	4.57	8.32	4.08	3.17	2.70
Minnesota	4.22	3.98	4.51	4.50	2.35	2.15
Mississippi	4.85	4.39	0.26	0.64	1.07	1.48
Missouri	5.49	5.64	3.29	8.18	2.01	3.39
Montana	5.84	5.11	4.63	2.28	3.64	1.50
Nebraska	6.82	3.10	5.77	3.20	2.41	1.62
Nevada	7.19	3.92	4.69	2.49	2.86	1.52
New Hampshire	12.18	4.48	4.26	3.26	1.82	2.10
New Jersey	6.99	8.46	3.53	5.58	2.59	3.42
New Mexico	4.36	3.70	1.29	1.62	1.68	1.88
New York	5.26	4.23	2.68	3.85	2.04	1.83
North Carolina	4.85	4.19	1.81	0.85	1.39	1.47
North Dakota	5.66	4.13	5.09	2.91	3.92	1.83
Ohio	4.12	6.67	4.39	4.51	2.27	2.39
Oklahoma	5.00	3.20	3.52	3.62	1.48	1.76
Oregon	5.43	3.96	4.86	4.28	2.77	1.66
Pennsylvania	6.13	6.64	4.41	5.26	1.83	2.72
Rhode Island	6.51	5.64	3.05	2.92	2.28	2.51
South Carolina	5.12	8.22	2.03	1.36	1.03	1.12
South Dakota	5.06	4.13	5.39	2.85	4.00	2.65
Tennessee	7.22	7.05	2.69	4.02	1.36	1.49
Texas	3.42	3.31	0.72	1.20	1.18	1.51
Utah	5.02	3.48	4.31	2.11	2.38	1.51
Vermont	5.14	5.35	3.56	2.95	2.82	1.96
Virginia	5.22	5.35	1.68	1.84	1.32	1.66
Washington	6.07	4.00	4.39	4.33	3.19	2.90
West Virginia	—	—	1.96	2.08	1.48	1.35
Wisconsin	5.08	3.78	5.61	3.88	2.52	2.44
Wyoming	4.48	3.18	4.36	3.60	2.81	2.19

**Table B17—Standard errors for table A17: Percentage of elementary and secondary school non-professional staff who are full-time, by state and state/affiliation: 1990–91 and 1993–94—Continued**

	Library/media aides		Teacher aides		Other employees*	
	1990–91	1993–94	1990–91	1993–94	1990–91	1993–94
PRIVATE	3.65	3.54	2.02	2.03	1.24	0.87
9-Category NCES Typology						
Catholic	4.80	5.22	3.60	2.43	1.53	1.30
Parochial	5.81	5.13	3.94	3.05	2.16	1.57
Diocesan	8.52	8.34	7.24	3.41	3.12	2.27
Private	8.29	4.80	9.44	7.80	2.67	1.82
Other religious	6.04	2.81	2.60	3.03	2.08	1.60
Conservtv. Christian	9.93	4.83	6.10	5.09	3.77	2.89
Affiliated	5.80	2.80	2.83	4.65	2.32	2.05
Unaffiliated	14.29	7.53	5.34	4.37	4.88	3.37
Non-sectarian	6.37	8.01	2.46	2.73	2.25	1.34
Regular	7.97	5.50	6.53	4.56	2.73	1.40
Special emphasis	11.89	—	5.92	5.15	5.91	2.71
Special education	2.43	—	1.02	2.04	4.26	3.13
19 Affiliation Categories						
Catholic	4.84	4.96	3.61	2.40	1.56	1.33
Episcopal	7.17	6.69	7.36	5.10	5.00	2.24
Friends	—	—	0.00	0.15	0.00	1.45
Seventh-day Adventist	—	—	12.69	5.98	5.50	5.58
Hebrew Day	—	—	9.99	7.93	6.03	4.30
Solomon Schechter	—	—	3.22	0.00	0.86	0.00
Other Jewish	—	—	7.18	10.35	3.18	3.29
Christian Schools Intl	17.54	7.10	10.06	6.41	3.72	7.16
Assoc. of Christian Schools	—	5.93	8.67	5.97	4.91	3.20
International						
Lutheran, Missouri Synod	4.16	—	8.30	5.10	4.81	4.08
Lutheran, Wisconsin Synod	10.91	—	9.83	—	6.24	3.18
Evangelical Lutheran	—	—	6.60	1.79	11.48	1.80
Other Lutheran	—	—	12.16	0.00	22.97	0.73
Montessori	—	—	4.71	5.48	7.07	5.67
Schools for Exceptional	2.76	—	5.00	4.49	6.37	2.49
Children						
National Assoc. of	6.08	4.61	8.92	4.72	3.50	1.21
Independent Schools						
Military	—	—	—	0.00	0.93	1.00
Other Private Schools	7.91	10.18	3.53	3.38	2.92	2.00

—Too few cases for a reliable estimate

\*Categorized as “All other non-instructional staff (include maintenance, food service, and clerical staff)” in 1990–91, and the sum of “Secretaries and other clerical support staff,” and “Other employees (e.g., cafeteria workers, maintenance staff, etc.)” in 1993–94.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public and Private School Questionnaires)

**Table B18—Standard errors for table A18: Average number of full-time public non-professional staff per school and average number of students per full-time public non-professional staff, by state: 1993–94**

	Average full-time non-professional staff in schools				Average students/full-time non-professional staff			
	Library/ media aides	Teacher aides	Secretaries/ clerical staff	Other employees	Library/ media aides	Teacher aides	Secretaries/ clerical staff	Other employees
PUBLIC	0.01	0.06	0.02	0.06	29.36	1.99	1.56	0.71
Alabama	0.04	0.26	0.06	0.36	120.54	17.01	8.73	1.70
Alaska	0.02	0.29	0.09	0.15	202.92	10.73	7.54	5.18
Arizona	0.04	0.39	0.13	0.32	87.50	14.64	10.38	6.32
Arkansas	0.03	0.24	0.09	0.35	300.70	7.97	12.94	2.92
California	0.03	0.24	0.11	0.17	254.53	28.34	6.75	7.41
Colorado	0.05	0.21	0.14	0.22	79.81	10.18	6.18	6.25
Connecticut	0.03	0.26	0.11	0.22	44.38	5.85	5.54	1.98
Delaware	0.02	0.87	0.11	0.47	—	26.97	14.54	2.19
District of Columbia	0.03	0.38	0.12	0.60	198.63	6.13	10.83	1.23
Florida	0.04	0.40	0.12	0.39	69.62	5.50	4.99	2.30
Georgia	0.03	0.56	0.07	0.29	31.27	4.59	6.02	2.32
Hawaii	0.03	0.38	0.11	0.54	504.01	20.91	12.86	7.79
Idaho	0.04	0.22	0.06	0.26	53.34	9.89	11.63	5.13
Illinois	0.03	0.17	0.14	0.22	100.45	6.75	10.14	2.80
Indiana	0.04	0.40	0.09	0.34	71.12	10.24	6.99	3.25
Iowa	0.05	0.19	0.09	0.24	79.54	14.52	11.64	4.87
Kansas	0.03	0.17	0.06	0.22	58.57	8.32	5.25	3.01
Kentucky	0.04	0.42	0.11	0.57	140.48	8.20	8.60	3.65
Louisiana	0.02	0.29	0.05	0.24	444.07	5.24	7.88	1.30
Maine	0.15	0.29	0.07	0.32	195.60	7.24	8.84	5.48
Maryland	0.03	0.28	0.06	0.16	146.53	12.24	6.74	1.59
Massachusetts	0.02	0.26	0.07	0.30	115.16	6.47	7.28	2.79
Michigan	0.04	0.27	0.11	0.32	164.43	23.01	10.90	6.11
Minnesota	0.04	0.31	0.14	0.25	74.39	23.08	11.74	6.21
Mississippi	0.04	0.57	0.09	0.35	114.62	3.94	12.09	2.14
Missouri	0.04	0.28	0.10	0.27	278.23	20.76	8.52	4.26
Montana	0.03	0.09	0.05	0.14	215.01	11.48	9.48	4.24
Nebraska	0.04	0.17	0.08	0.19	49.08	10.33	6.67	4.18
Nevada	0.04	0.20	0.08	0.16	134.33	21.18	7.81	5.49
New Hampshire	0.04	0.34	0.11	0.29	79.83	5.18	9.17	3.24
New Jersey	0.05	0.46	0.25	0.38	239.32	15.70	12.41	4.06
New Mexico	0.03	0.34	0.07	0.28	67.85	4.26	8.26	2.79
New York	0.03	0.54	0.09	0.44	130.45	8.34	8.15	4.24
North Carolina	0.04	0.60	0.07	0.28	113.00	3.96	6.69	1.93
North Dakota	0.02	0.12	0.06	0.17	104.06	8.44	10.26	4.88
Ohio	0.05	0.22	0.09	0.27	218.06	51.71	10.63	5.34
Oklahoma	0.03	0.13	0.07	0.28	45.84	9.34	5.61	3.45
Oregon	0.04	0.38	0.07	0.18	75.93	21.70	6.20	6.44
Pennsylvania	0.05	0.23	0.13	0.53	313.40	22.89	11.90	5.29
Rhode Island	0.02	0.20	0.14	0.29	—	8.38	11.93	6.08
South Carolina	0.34	0.42	0.16	0.42	321.21	9.02	8.35	2.26
South Dakota	0.03	0.16	0.06	0.16	116.18	6.10	10.50	3.14
Tennessee	0.03	0.37	0.07	0.36	369.57	13.19	10.51	3.29
Texas	0.04	0.34	0.12	0.44	73.53	5.98	5.59	3.23
Utah	0.03	0.16	0.06	0.20	338.42	23.84	7.82	5.55
Vermont	0.05	0.46	0.12	0.30	76.80	3.20	9.36	4.42
Virginia	0.05	0.37	0.09	0.33	152.71	8.44	6.63	2.68
Washington	0.03	0.42	0.20	0.32	104.92	10.92	15.26	9.24
West Virginia	0.01	0.23	0.05	0.21	—	12.89	11.73	1.75
Wisconsin	0.04	0.31	0.09	0.27	71.77	10.86	8.05	5.89
Wyoming	0.03	0.15	0.08	0.25	48.90	7.13	7.30	4.59

— Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public School Questionnaire).

**Table B19—Standard errors for table A19: Average number of full-time private non-professional staff per school and average number of students per full-time private non-professional staff, by affiliation: 1993–94**

	Average full-time non-professional staff in schools				Average students/full-time non-professional staff			
	Library/ media aides	Teacher aides	Secretaries/ clerical staff	Other employees	Library/ media aides	Teacher aides	Secretaries/ clerical staff	Other employees
PRIVATE	0.01	0.05	0.03	0.05	291.58	10.93	2.48	3.23
9-Category NCES Typology								
Catholic	0.02	0.05	0.02	0.08	373.14	23.77	2.48	4.44
Parochial	0.02	0.05	0.02	0.08	717.83	24.63	5.61	8.50
Diocesan	0.04	0.07	0.06	0.14	632.71	50.56	4.85	7.42
Private	0.04	0.26	0.19	0.47	252.30	153.08	4.59	6.41
Other religious	0.00	0.05	0.03	0.07	554.62	23.77	4.12	8.33
Conservative Christian	0.01	0.06	0.07	0.13	—	32.20	6.29	28.80
Affiliated	0.01	0.09	0.05	0.12	818.87	55.20	4.44	8.60
Unaffiliated	0.01	0.07	0.08	0.13	720.38	56.16	14.79	12.30
Non-sectarian	0.03	0.21	0.03	0.19	450.62	5.80	3.03	3.65
Regular	0.02	0.14	0.24	0.44	183.28	22.10	4.09	4.79
Special emphasis	—	0.20	0.09	0.07	—	10.63	8.89	12.16
Special education	0.13	0.94	0.12	0.29	966.27	1.37	3.75	4.69
19 Affiliation Categories								
Catholic	0.02	0.05	0.02	0.08	375.86	24.43	2.54	4.72
Episcopal	0.03	0.16	0.24	0.47	—	80.18	3.56	6.90
Friends	0.03	0.07	0.37	0.38	—	36.47	2.49	3.58
Seventh-day Adventist	0.01	0.06	0.07	0.12	—	—	25.97	23.44
Hebrew Day	—	0.14	0.35	0.48	—	96.86	16.00	21.10
Solomon Schechter	0.00	0.00	0.00	0.00	—	0.00	0.00	0.00
Other Jewish	0.00	0.59	0.14	0.40	—	68.54	16.85	18.10
Christian Schools Intl	0.03	0.06	0.19	0.15	—	—	29.27	40.40
Association of Christian Schools	0.01	0.06	0.09	0.23	—	33.49	7.84	37.77
International	—	0.06	0.06	0.13	—	—	18.73	35.40
Lutheran, Missouri Synod	—	—	0.02	0.07	—	—	44.07	32.21
Lutheran, Wisconsin Synod	—	0.07	0.03	0.03	—	3.98	2.49	7.34
Evangelical Lutheran	—	0.03	0.01	0.01	—	10.09	22.90	—
Other Lutheran	—	0.03	0.01	0.01	—	10.09	22.90	—
Montessori	—	0.24	0.07	0.09	—	5.97	15.77	—
Schools for Exceptional Children	0.03	1.54	0.56	1.29	—	2.46	5.03	5.47
National Association of Independent	0.04	0.14	0.33	0.67	182.02	16.97	2.47	3.51
Schools	—	—	—	—	—	—	5.21	2.60
Military	—	—	—	—	—	—	5.21	2.60
National Independent Private Schools	—	1.55	0.23	0.48	—	81.82	21.02	12.63
Association	—	—	—	—	—	—	—	—
Other Private Schools	0.02	0.11	0.04	0.08	1,043.57	10.42	7.02	9.71

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Private School Questionnaire).



**Table B20—Standard errors for table A20: Average number of public Chapter I aides per school and per Chapter I teacher, and average number of Chapter I students per Chapter I aide, by state: 1993–94**

	Schools offering Chapter I programs	Chapter I aides	Chapter I Teachers	Chapter I students	Average Chapter I aides		Average Chapter I students per Chapter I aide
					Per school	Per Chapter I teacher	
PUBLIC	397.3	4,335.3	4,831.9	182,126.4	0.09	0.03	2.3
Alabama	44.1	235.3	240.8	12,345.5	0.24	0.11	10.4
Alaska	12.2	20.8	21.2	1,227.2	0.10	0.14	4.8
Arizona	45.2	201.2	345.6	12,318.0	0.34	0.34	10.3
Arkansas	25.7	199.3	210.4	7,887.7	0.22	0.23	3.8
California	226.1	3,331.7	3,052.3	129,785.3	0.78	0.24	6.7
Colorado	46.1	79.4	101.7	3,869.2	0.13	0.08	6.2
Connecticut	31.5	112.4	120.5	2,700.9	0.16	0.11	5.2
Delaware	5.7	30.7	73.3	878.1	0.28	0.15	3.8
District of Columbia	8.0	29.3	40.2	2,193.9	0.34	0.37	13.2
Florida	72.3	558.4	1,220.9	29,923.9	0.41	0.15	7.5
Georgia	58.9	182.3	953.9	16,241.1	0.17	0.07	8.1
Hawaii	11.8	61.4	50.1	1,896.9	0.44	0.17	6.7
Idaho	19.2	56.6	43.0	1,862.7	0.12	0.16	3.2
Illinois	115.7	354.6	330.1	15,739.2	0.12	0.05	7.6
Indiana	79.1	626.5	329.8	13,081.8	0.50	0.35	3.1
Iowa	55.9	—	133.0	3,820.5	0.09	0.05	—
Kansas	45.4	90.9	95.7	5,954.0	0.10	0.08	8.6
Kentucky	50.4	214.0	377.9	11,417.1	0.24	0.15	6.8
Louisiana	37.0	200.1	235.1	10,149.5	0.24	0.16	5.8
Maine	19.4	146.3	80.1	2,402.5	0.25	0.44	2.3
Maryland	41.8	237.6	391.4	10,433.1	0.40	0.19	2.7
Massachusetts	55.1	155.2	203.3	6,306.0	0.14	0.07	14.5
Michigan	136.4	610.8	680.6	36,550.8	0.25	0.26	10.0
Minnesota	53.6	331.9	165.8	6,932.7	0.29	0.25	1.8
Mississippi	25.9	343.3	141.2	11,998.6	0.41	0.15	7.6
Missouri	69.8	200.6	187.2	11,464.2	0.18	0.08	19.7
Montana	29.2	54.5	45.3	1,537.7	0.09	0.08	4.4
Nebraska	56.3	60.5	97.6	2,225.4	0.09	0.07	5.3
Nevada	14.4	32.5	25.7	1,405.4	0.21	0.14	3.7
New Hampshire	14.9	63.1	57.5	1,835.0	0.19	0.17	3.8
New Jersey	99.0	746.8	511.6	23,678.6	0.50	0.18	33.7
New Mexico	23.4	73.4	204.8	6,364.2	0.15	0.15	9.7
New York	112.9	863.8	2,060.1	54,062.2	0.26	0.08	11.0
North Carolina	63.4	121.2	132.6	11,697.5	0.09	0.05	21.6
North Dakota	23.3	30.2	34.0	852.7	0.07	0.06	2.8
Ohio	133.1	360.9	1,081.2	21,361.1	0.16	0.05	25.1
Oklahoma	49.4	124.9	169.4	4,470.4	0.09	0.05	9.2
Oregon	45.4	206.3	200.8	4,763.4	0.21	0.13	5.8
Pennsylvania	91.1	801.2	1,282.9	37,647.6	0.34	0.13	33.5
Rhode Island	14.9	—	41.4	1,143.1	0.16	0.08	—
South Carolina	40.0	169.8	418.9	7,450.9	0.30	0.11	6.8
South Dakota	19.6	58.0	67.0	2,016.9	0.11	0.08	3.3
Tennessee	47.7	346.3	423.1	14,049.3	0.37	0.19	15.0
Texas	169.2	1,082.7	1,669.4	56,554.5	0.31	0.19	11.7
Utah	17.7	146.0	131.0	3,856.1	0.37	0.57	1.3
Vermont	13.1	29.8	33.7	599.8	0.11	0.09	4.4
Virginia	77.6	111.5	219.7	12,038.0	0.11	0.06	16.2
Washington	74.7	524.0	210.3	11,891.7	0.39	0.33	2.9
West Virginia	43.1	78.4	90.1	4,192.2	0.15	0.09	12.7
Wisconsin	65.9	100.6	521.2	18,120.8	0.07	0.03	32.5
Wyoming	17.1	33.6	32.2	883.2	0.15	0.10	6.7

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public School Questionnaire).

**Table B21—Standard errors for table A21: Average number of full-time non-professional staff per school and average number of students per full-time non-professional staff, by employee type and selected school characteristics: 1993–94**

	Average full-time non-professional staff in schools				Average students/full-time non-professional staff			
	Library/ media aides	Teacher aides	Secretaries/ clerical staff	Other employees	Library/ media aides	Teacher aides	Secretaries/ clerical staff	Other employees
PUBLIC	0.01	0.06	0.02	0.06	29.36	1.99	1.56	0.71
Central city	0.01	0.17	0.06	0.17	70.27	3.24	3.29	1.82
School level								
Elementary	0.02	0.19	0.05	0.21	100.34	3.82	4.91	2.79
Secondary	0.03	0.23	0.16	0.46	76.34	8.80	3.17	2.53
Combined	0.03	1.38	0.12	0.32	253.54	1.82	6.10	3.95
Minority enrollment								
Less than 20 percent	0.03	0.23	0.06	0.22	84.91	9.88	4.93	3.23
20 percent or more	0.02	0.23	0.07	0.22	93.82	3.49	3.77	2.02
School size								
Less than 150	0.03	0.35	0.07	0.20	—	2.55	6.51	5.23
150 to 499	0.02	0.30	0.05	0.21	113.54	4.40	6.41	3.16
500 to 749	0.03	0.33	0.05	0.25	164.08	5.97	6.46	3.25
750 or more	0.03	0.41	0.14	0.47	86.18	10.19	4.17	3.25
Urban fringe/large town	0.02	0.09	0.06	0.14	51.38	5.35	3.28	1.79
School level								
Elementary	0.02	0.11	0.05	0.12	76.91	5.77	6.26	2.80
Secondary	0.02	0.14	0.16	0.33	41.37	11.54	3.32	2.06
Combined	0.04	1.04	0.25	0.73	496.79	6.57	10.89	6.38
Minority enrollment								
Less than 20 percent	0.02	0.12	0.06	0.18	57.66	8.33	5.18	2.57
20 percent or more	0.02	0.16	0.11	0.22	77.32	7.26	4.36	2.60
School size								
Less than 150	0.04	0.32	0.07	0.25	—	5.44	6.67	9.06
150 to 499	0.02	0.15	0.04	0.13	115.07	6.33	7.13	3.83
500 to 749	0.03	0.17	0.05	0.16	92.27	10.62	6.39	3.02
750 or more	0.03	0.22	0.14	0.32	59.52	11.91	3.96	2.35
Rural/small town	0.01	0.09	0.03	0.06	32.43	2.86	2.63	0.76
School level								
Elementary	0.02	0.14	0.03	0.09	46.95	2.81	4.76	1.32
Secondary	0.01	0.05	0.05	0.12	31.02	6.79	2.01	0.99
Combined	0.03	0.31	0.06	0.24	104.37	5.79	5.72	1.34
Minority enrollment								
Less than 20 percent	0.01	0.08	0.02	0.07	30.02	3.95	2.53	1.11
20 percent or more	0.04	0.19	0.06	0.12	73.38	2.95	5.55	1.40
School size								
Less than 150	0.01	0.05	0.03	0.08	77.73	4.85	5.00	1.89
150 to 499	0.02	0.12	0.03	0.08	53.52	3.80	3.66	1.33
500 to 749	0.02	0.25	0.06	0.15	50.94	5.61	6.07	1.68
750 or more	0.03	0.32	0.15	0.30	47.14	10.98	5.97	1.88

**Table B21—Standard errors for table A21: Average number of full-time non-professional staff per school and average number of students per full-time non-professional staff, by employee type and selected school characteristics: 1993-94—Continued**

	Average full-time non-professional staff in schools				Average students/full-time non-professional staff			
	Library/ media aides	Teacher aides	Secretaries/ clerical staff	Other employees	Library/ media aides	Teacher aides	Secretaries/ clerical staff	Other employees
PRIVATE	0.01	0.05	0.03	0.05	291.58	10.93	2.48	3.23
Central city	0.02	0.11	0.05	0.09	429.20	17.93	3.41	5.01
School level								
Elementary	0.02	0.05	0.03	0.10	—	12.53	5.40	10.23
Secondary	0.02	0.47	0.16	0.29	302.91	397.28	3.84	5.59
Combined	0.07	0.29	0.13	0.18	428.23	24.44	5.15	7.25
Minority enrollment								
Less than 20 percent	0.02	0.15	0.08	0.12	454.16	30.37	5.10	6.08
20 percent or more	0.04	0.15	0.07	0.15	694.58	19.79	4.61	7.55
School size								
Less than 150	0.04	0.18	0.05	0.06	—	10.04	7.13	8.09
150 to 499	0.03	0.12	0.04	0.09	655.98	29.31	4.71	7.41
500 to 749	0.04	0.29	0.18	0.81	—	78.00	6.14	13.77
750 or more	0.06	0.63	0.48	0.69	252.42	81.16	6.25	6.76
Urban fringe/large town	0.01	0.09	0.06	0.12	578.41	15.75	3.94	6.73
School level								
Elementary	0.02	0.08	0.05	0.11	—	40.02	8.56	16.37
Secondary	0.03	0.05	0.35	0.72	290.13	275.60	4.50	6.04
Combined	0.01	0.33	0.16	0.22	394.14	10.26	5.13	6.67
Minority enrollment								
Less than 20 percent	0.02	0.09	0.08	0.12	681.69	40.26	5.19	6.99
20 percent or more	0.01	0.31	0.09	0.24	—	16.04	5.87	10.95
School size								
Less than 150	0.00	0.16	0.05	0.14	—	11.13	8.63	18.26
150 to 499	0.01	0.15	0.05	0.12	893.34	35.39	5.30	7.98
500 to 749	0.21	0.34	0.20	0.33	858.87	197.07	9.14	8.18
750 or more	0.08	0.24	0.87	1.91	222.20	109.45	14.06	15.79
Rural/small town	0.01	0.05	0.05	0.09	473.39	22.59	8.01	6.56
School level								
Elementary	0.01	0.04	0.04	0.06	—	52.46	21.41	13.12
Secondary	0.03	0.51	0.61	1.24	—	65.66	7.87	3.04
Combined	0.01	0.09	0.08	0.15	—	24.19	9.26	12.24
Minority enrollment								
Less than 20 percent	0.01	0.04	0.05	0.08	640.06	27.99	9.87	7.42
20 percent or more	0.02	0.43	0.33	0.76	—	17.98	9.18	8.41
School size								
Less than 150	0.01	0.05	0.04	0.04	—	20.23	14.26	18.45
150 to 499	0.02	0.10	0.15	0.26	—	48.82	11.08	6.23
500 to 749	—	—	—	—	—	—	34.87	10.37
750 or more	—	—	—	—	—	75.40	34.93	19.97

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993-94 (Public and Private School Questionnaires)

**Table B22—Standard errors for table A22: Average number of public Chapter I aides per school and per Chapter I teacher, and average number of Chapter I students per Chapter I aide, by selected school characteristics: 1993–94**

	Schools offering Chapter I programs	Chapter I aides	Chapter I Teachers	Chapter I students	Average Chapter I aides		Average Chapter I students per Chapter I aide
					Per school	Per Chapter I teacher	
PUBLIC	397.3	4,335.3	4,831.9	182,126.4	0.09	0.03	2.26
Central city	308.7	2,878.7	3,292.6	114,352.2	0.24	0.07	4.92
School level							
Elementary	318.1	2,879.3	3,156.1	117,009.5	0.28	0.08	4.88
Secondary	49.6	172.4	767.4	38,526.3	0.14	0.07	18.86
Combined	32.3	67.4	308.1	4,920.8	0.22	0.10	10.97
Minority enrollment							
Less than 20 percent	199.9	813.7	712.2	18,412.2	0.33	0.17	8.56
20 percent or more	274.4	2,742.3	3,262.0	114,202.9	0.30	0.07	5.35
School size							
Less than 150	85.4	91.4	81.4	4,829.0	0.11	0.19	6.57
150 to 499	300.1	1,209.7	1,988.2	60,232.5	0.18	0.08	5.18
500 to 749	247.4	1,805.6	2,038.8	71,140.2	0.42	0.18	9.63
750 or more	205.2	2,478.9	2,787.9	16,187.1	0.90	0.14	11.79
Urban fringe/large town	374.3	2,250.8	2,769.4	18,037.4	0.17	0.06	5.53
School level							
Elementary	386.2	2,254.0	2,743.5	17,146.6	0.20	0.07	5.50
Secondary	78.5	281.8	344.2	28,684.6	0.17	0.08	15.35
Combined	37.4	—	70.4	4,090.3	0.22	0.16	—
Minority enrollment							
Less than 20 percent	322.0	898.6	716.7	22,242.4	0.12	0.07	4.35
20 percent or more	282.3	1,738.8	2,514.5	12,298.5	0.30	0.07	7.79
School size							
Less than 150	125.1	—	228.8	2,974.7	0.18	0.15	—
150 to 499	284.1	755.3	719.3	30,583.8	0.13	0.07	6.80
500 to 749	270.5	1,428.0	1,764.9	56,860.3	0.37	0.14	8.39
750 or more	177.6	1,088.3	2,011.3	77,573.9	0.41	0.12	12.42
Rural/small town	387.1	1,783.6	2,371.8	12,600.8	0.06	0.05	2.31
School level							
Elementary	391.0	1,814.0	2,406.4	99,588.4	0.08	0.06	2.48
Secondary	117.1	242.6	422.9	16,076.8	0.05	0.03	3.21
Combined	126.5	386.2	149.3	6,660.1	0.24	0.16	6.39
Minority enrollment							
Less than 20 percent	356.2	1,121.1	1,173.9	30,603.4	0.06	0.05	2.01
20 percent or more	301.4	1,123.0	2,227.9	88,164.4	0.11	0.10	4.50
School size							
Less than 150	235.0	364.3	305.2	7,641.2	0.07	0.06	2.68
150 to 499	424.1	1,411.8	1,206.2	36,436.8	0.08	0.06	2.88
500 to 749	281.3	1,256.2	1,410.6	61,919.8	0.16	0.10	3.54
750 or more	186.9	724.2	1,542.2	62,723.2	0.23	0.12	8.87

—Too few cases for a reliable estimate

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Public School Questionnaire)

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APPENDIX C  
TECHNICAL NOTES

## Introduction

The Schools and Staffing Survey (SASS) continues to be the largest and most thorough national integrated survey of districts, schools, principals, and teachers ever undertaken in this country. The target populations for the SASS surveys include elementary and secondary schools, principals and classroom teachers in these schools, former teachers, and the LEAs that are responsible for administering the public schools. The 1993–94 sample consisted of approximately 9,000 public schools and 3,000 private schools.

Funded by the National Center for Education Statistics (NCES) of the U.S. Department of Education, SASS was first conducted during the 1987–88 school year. SASS is designed to provide periodic data on public and private schools in the United States. Since the 1990–91 school year, SASS has also included Indian schools supported by the Bureau of Indian Affairs, U.S. Department of the Interior.

## Sample Selection<sup>1</sup>

For the Schools and Staffing Survey (SASS), schools were sampled first. Each school selected in the sample received a school questionnaire and an administrator questionnaire. Next, a sample of teachers was selected within each sampled school, and each received a teacher questionnaire. A “Teacher Demand and Shortage” (TDS) questionnaire was sent to the local education agency (LEA) associated with each selected public school. An additional sample of public school districts not operating schools received the TDS questionnaire. The private school questionnaire included TDS questions for the school. Copies of the questionnaires are available on the SASS Web site or in various NCES publications.

The initial sample for the SASS conducted during the 1993–94 school year included 13,271 schools and administrators, 68,284 teachers, and 5,459 local education agencies. To improve estimates of changes between 1991 and 1994, the sample selection process controlled the amount of overlap between the 1991 and 1994 school samples, setting it at 30 percent for public schools and for private schools belonging to associations with high response rates in 1991. The overlap for associations that did not have high

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<sup>1</sup>For a detailed description of the sample design and the differences between the designs in 1990–91 and 1993–94, see Abramson, R., Cole, C., Jackson, B., Parmer, R., and Kaufman, S. (1996). *1993–94 Schools and Staff Survey: Sample Design and Estimation*, NCES 96-089, Washington, DC: GPO.

response rates was set by a sliding scale, and below a point it was minimized.

SASS was designed to provide national estimates for public and private schools; state estimates for public schools; state elementary, state secondary, and national combined estimates for public schools; association and grade-level estimates for private schools; estimates of change from 1991 to 1994 in school-level characteristics; and national estimates for schools with greater than 19.5 percent American Indian enrollment. The teacher survey was designed to support comparisons between new and experienced teachers. Comparisons between bilingual/ESL and other teachers are possible at the national level.

### *Selection of Schools*

The public school sample of 9,956 schools was selected from the 1991–92 school year Common Core of Data (CCD) file. The CCD is based on survey data collected annually by NCES from all state education agencies, and is believed to be the most complete list of public schools available. The frame includes regular public schools, Department of Defense-operated military base schools, and nonregular schools such as special education, vocational, and alternative schools.

The schools in the sampling frame were stratified first into one of four types: A) BIA (Bureau of Indian Affairs) schools; B) Native American schools (schools with 19.5 percent or more Native American students); C) schools in Delaware, Nevada, and West Virginia (where it was necessary to implement a different sampling strategy to ensure at least one school from each LEA in the state was included); and D) all other schools. Type B schools were stratified by Arizona, California, Montana, New Mexico, North Dakota, Oklahoma, Washington, and all other states (except Alaska, since most Alaskan schools have high Native American enrollment); type C schools were stratified by state first and then by LEA; and Type D schools were stratified by state (all states and the District of Columbia except Delaware, Nevada, and West Virginia). The next level of stratification was by grade level (elementary, secondary, or combined).

Before sampling, non-BIA schools were sorted within each stratum by state, LEA metro status (central city of a Metropolitan Statistical Area [MSA]; MSA, not central city; and outside MSA), LEA zip code (first three digits), CCD LEA ID number (a unique number assigned to each school district by NCES), school percent minority enrollment (less than 5.5 percent, between 5.5 and 20.5 percent, between 20.5 and 50.5 percent, or more than 50.5 percent), highest grade in school, school enrollment, and CCD School ID. Schools were systematically selected with probability



proportional to the square root of the number of teachers within a school as reported on the CCD file.

The private school sample of 3,315 schools was selected primarily from the 1991–92 Private School Survey (PSS) list frame, which was based on the 1989–90 PSS universe, updated with 24 private school association lists provided to the Bureau of the Census in the spring of 1991. The list frame was stratified first by school association membership (19 categories), then within association membership by grade level (elementary, secondary, and combined), and within association and grade level by four Census geographic regions (Northeast, Midwest, South, and West). Within each stratum, private schools were sorted by state, urbanicity (seven categories), zip code (first two digits), 1991–92 PSS enrollment, and PSS PIN number (an identifier assigned by the QED list<sup>2</sup> or the Bureau of the Census). Within each stratum, private schools were systematically selected using a probability proportionate to the square root of the 1990–91 PSS number of teachers in the school.

To improve private school coverage, an area frame of schools was developed in 1990–91 consisting of 123 sampling units (PSUs) selected with probability proportional to the square root of the PSU population. The PSUs, each of which consisted of a county or group of counties, were stratified by Census geographic region (Northeast, Midwest, South, and West), metro/nonmetro status, and high or low percent of enrollment in private schools.

Within each PSU, a telephone search was conducted to find all in-scope private schools. Sources included yellow pages, religious institutions (except for Roman Catholic religious institutions, because the National Catholic Education Association provides a complete list of parochial Catholic schools), local education agencies, chambers of commerce, and local government offices. All schools providing instruction in any of grades 1–12 and not exclusively in the home and that had a normal school day of at least 4 hours in length were eligible to be selected for the area sample.

Of the 355 schools found in the area frame, 197 were in counties selected with certainty, and were included as part of the list frame before sampling. Fourteen of these schools were selected for the 1993–94 SASS. The remaining 158 schools in the area frame were all included in the sample.

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<sup>2</sup>A list of all the nation's public and private parochial and non-parochial schools, compiled by Quality Education Data, Inc. (QED) of Denver, Colorado.

The private school sample was designed to support estimates at the national and association level. The association groups for private schools were determined by the school's association or affiliation group listed on the 1991–92 Private School Survey (the frame) and updated with 1992–93 association lists. The association groups were determined in the following order<sup>3</sup>:

- 1) Catholic—affiliation as Catholic or membership in the National Catholic Education Association or the Jesuit Secondary Education Association;
- 2) Military—membership in the Association of American Military Colleges and Schools;
- 3) Friends—affiliation as Friends or membership in the Friends Council on Education;
- 4) Episcopal—affiliation as Episcopal or membership in the National Association of Episcopal Schools association;
- 5) Hebrew Day—membership in the National Society for Hebrew Day Schools association;
- 6) Solomon Schechter—membership in the Solomon Schechter Day Schools association;
- 7) other Jewish—other Jewish affiliation;
- 8) Missouri Synod—affiliation in the Lutheran Church, Missouri Synod school association;
- 9) Wisconsin Synod—affiliation as Evangelical Lutheran, Wisconsin Synod;
- 10) Evangelical Lutheran—affiliation as Evangelical Lutheran Church in America;
- 11) Other Lutheran—other Lutheran affiliation;
- 12) Seventh-day Adventist—affiliation as Seventh-day Adventist or membership in the General Conference of Seventh-day Adventists;
- 13) Christian Schools International—membership in Christian Schools International;
- 14) Association of Christian Schools International—membership in the Association of Christian Schools International;
- 15) National Association of Private Schools for Exceptional Children—membership in the National Association of Private Schools for Exceptional Children;
- 16) Montessori—membership in the American Montessori Society or other Montessori associations;
- 17) National Association of Independent Schools—member of the National Association of Independent Schools;
- 18) National Independent Private School Association—member of the National Independent Private School Association;

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<sup>3</sup>This order varies from those previously published (e.g., McLaughlin, D. H. (1997). *Private Schools in the United States: A Statistical Profile, 1993–94*, NCES 97-459. Washington, DC: GPO) in that the first two categories are reversed. Only by using this revision was it possible to replicate school and student counts previously published. Minor revisions were also made in this list to reflect more accurately the affiliation and membership criteria.

- 19) and all else—member of any other association specified in the PSS or affiliated with a group not listed above or not a member of any association.

Comparisons between public and private schools are possible only at the national and regional levels, because private schools are selected for sampling by association groups and not by geographic location, such as state.

### *Selection of LEAs*

All LEAs that had at least one school selected for the school sample were included in the LEA sample for the TDS Survey. Some LEAs do not operate schools, but hire teachers who teach in schools for other LEAs. To ensure representation of these teachers, a sample of 109 LEAs without eligible schools was selected. Only 5 of the 109 were actually in scope (that is, were an operating public school agency that reported hiring teachers), and these were added to the initial sample. All LEAs in Delaware, Nevada, and West Virginia were included to reduce high standard errors in these states. The total LEA sample was 5,464.

### *Selection of Teachers*

All 56,736 public and 11,548 private school teachers in the teacher samples were selected from the sampled public and private schools.

### *Changes in the SASS Design from 1990–91 to 1993–94*

Based on an evaluation of the 1990–91 SASS, the following changes were made in the 1993–94 sample design:

- The 1991–92 Private School Survey (PSS) was used as a sampling frame for private schools. Private school stratum definitions were based on the 1991–92 PSS school reports of association and membership.
- Private school weights were adjusted so that 1993–94 SASS school totals would agree with 1993–94 PSS school totals.
- The private sector sample was reallocated to publish estimates for one additional association, for a total of 19 associations.
- A library/librarian survey was initiated, as well as a student administrative record survey.
- The cutoff for Native American Schools was changed to an enrollment greater than 19.5 percent rather than 25 percent.
- All eligible BIA schools were included in the sample.
- Computer-assisted telephone interview (CATI) facilities were used extensively for the nonresponse follow-up of the teacher survey, librarian survey, library survey, public school survey, and administrator survey.
- Entire teacher lists from sample schools were keyed, not only teachers selected.
- Administrators who also taught were eligible for the teacher sample; they also received an administrator questionnaire.

## Data Collection Procedures

The data were collected for the National Center for Education Statistics (NCES) by the U.S. Bureau of the Census. Questionnaires were mailed to school districts and administrators in December 1993 and to schools and teachers in January and February 1994. Six weeks later, a second questionnaire was sent to each nonrespondent. A telephone followup of nonrespondents was conducted between March and June.

## Weighting<sup>4</sup>

Weights of the sample units were developed to produce national and state estimates for public schools, teachers, administrators, and LEAs. The private-sector data were weighted to produce national estimates and affiliation group estimates for the 19 groups identified above. The basic weights were the inverse of the probability of selection, and were adjusted for nonresponse and to adjust the sample totals (based on responding, nonresponding, and out-of-scope cases) to the frame totals in order to reduce sampling variability. Weights for private schools included an adjustment factor which equalized their estimates with those from the 1993–94 Private School Survey. For teachers, the weight adjusted the estimated number of teachers on the school file to match the teacher count on the teacher file. Weights for the library and student surveys were more complicated.

## Standard Errors

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

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<sup>4</sup>For a detailed description of the weighting processes, see Abramson et al., 69–89.

## Accuracy of Estimates

The accuracy of any statistic is determined by the joint effects of nonsampling and sampling errors. Both types of error affect the estimates presented in this report.<sup>5</sup>

### *Nonsampling Error*

Both universe and sample surveys are subject to nonsampling errors, which are difficult to estimate. Nonsampling errors are of two kinds—nonobservation error and measurement error.

Nonobservation error may be due to noncoverage, which occurs when members of the population of interest are excluded from the sampling frame, and therefore are not included in the survey sample. Nonobservation error also occurs when sampled units (for example, schools, teachers, or students) refuse to answer some or all of the survey questions. These types of errors are referred to as questionnaire or unit nonresponse (where the entire questionnaire is missing) and item nonresponse (where only some items of the questionnaire are missing). Weighting procedures (for units) and imputation procedures (for items) were used to compensate for nonresponse.

Measurement error occurs when mistakes are made when data are edited, coded, or entered into computers (processing errors), when the responses that subjects provide differ from the “true” responses (response errors), and when measurement instruments such as tests or questionnaires fail to measure the characteristics they are intended to measure. Sources of response errors include differences in the ways that respondents interpret questions, faulty respondent memory, and mistakes that respondents make when recording their answers. Because estimating the magnitude of these various types of nonsampling errors would require special experiments, access to independent data, or reinterviewing of respondents, information on these magnitudes is seldom available.

### *Sampling Error*

Sampling error occurs when members of a population are selected (sampled), and only sample members respond to survey questions. Estimates that are based on a sample will differ somewhat from the data that would have been obtained if a complete census of the relevant population had been taken using the same survey instruments, instructions, and procedures. The estimated standard error of a statistic is a measure of the variation due to sampling and can be used to examine the precision obtained in a particular sample.

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<sup>5</sup>See Jabine, T. (1994). *Quality Profile for SASS: Aspects of the Quality of Data in the Schools and Staffing Survey*, NCES 94-340. U.S. Department of Education. Washington, DC: GPO for detailed information regarding the quality of the SASS data.

The standard errors of statistics that are discussed in the text of this report and other selected standard errors are provided in appendix B.

## Suppression of Small Sample Data

Some of the figures presented in this paper are based on thousands of respondents, others on a few. Estimates based on very small sample sizes are highly sensitive to sampling and measurement error and tend to have large standard errors. Since many of the crosstabular presentations in this paper include cells based on small numbers of respondents, we have suppressed estimates based on very small sample sizes and footnote each cell with the note “Too few cases for a reliable estimate.” To protect respondent confidentiality, we also suppressed cells with fewer than three responses.<sup>6</sup>

## Response Rates and Imputation

Response rates for the various SASS questionnaires are published elsewhere.<sup>7</sup> Values were imputed for items with missing data by 1) using data from other items on the questionnaire or a related component of the SASS (a school record to impute district data, for example); 2) extracting data from the sample file, such as CCD or PSS; or 3) extracting data from a respondent with similar characteristics.<sup>8</sup>

## Variable Definitions

### *Chapter I*

The School Questionnaires sought information regarding Chapter I services. Chapter I is a federally-funded program which provides educational services, such as remedial reading or remedial math, to children who live in areas with a high concentration of low-income families.

Students receiving Chapter I services were counted separately for prekindergarten and other students (kindergarten level or higher).

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<sup>6</sup>The decision rates for estimate suppression that were used were published in Fiore, T. A. and Curtin, T. R. (1997). *Public and Private School Principals in the United States: A Statistical Profile, 1987–88 to 1993–94*, NCES 97–455. Washington, DC: GPO, p. C-10.

<sup>7</sup>Gruber, K. J., Rohr, C. L., and Fondelier, S. E. (1996). *1993–94 Schools and Staffing Survey Data File User’s Manual, Volume I: Survey Documentation*, NCES 96–142. U.S. Department of Education. Washington, DC: GPO.

<sup>8</sup>For a detailed description of the imputation procedures, see Abramson et al., 94–144.

Chapter I staff were counted separately as teachers and teacher aides.

*Community Type*

Community type was derived from the seven-category “urbanicity” code (locale) developed by Johnson.<sup>9</sup> The locale code was based on the school’s mailing address matched to Bureau of the Census data files containing population density data, Standard Metropolitan Statistical Area (SMSA) codes, and a Census code defining urban and rural areas. This code, also used in the 1990–91 SASS Statistical Profile, is believed to provide a more accurate description of the community than the respondent’s reported community type used in the analyses of the 1987–88 SASS and 1989–90 Teacher Followup Study (TFS). For this report, the locale codes were aggregated into three community types.

*Central city*—A large central city (a central city of an SMSA with population greater than or equal to 400,000 or a population density greater than or equal to 6,000 per square mile) or a mid-size central city (a central city of an SMSA, but not designated as a large central city).

*Urban fringe/large town*—Urban fringe of a large or mid-size city (a place within an SMSA of a large or mid-size central city and defined as urban by the U.S. Bureau of the Census) or a large town (a place not within an SMSA, but with a population greater than or equal to 25,000 and defined as urban by the U.S. Bureau of the Census).

*Rural/small town*—Rural area (a place with a population of less than 2,500 and defined as rural by the U.S. Bureau of the Census) or a small town (a place not within an SMSA, with a population of less than 25,000, but greater than or equal to 2,500, and defined as urban by the U.S. Bureau of the Census).

*District Size*

Size categories were based on the number of students (in head count) who were enrolled in the district on or about October 1, 1993 (as reported on the Teacher Demand and Shortage Questionnaire).

*Free or reduced-price lunch*

Categories based on the percent of students eligible to participate in the National School Lunch Program were based on the combined ratio of prekindergarten and other students who received free or reduced-price lunches through the Program to the total number of K–12 students enrolled in the school.

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<sup>9</sup>Johnson, F. (1989). *Assigning Type of Locale Codes to the 1987–88 CCD Public School Universe*, Data Series: SP-CCD-87188-7.4, CS 89-194. Washington, DC: GPO; Johnson, F. (1994). *Comparisons of School Locale Setting: Self-Reported Versus Assigned* (NCES 94-01). Washington, DC: NCES.

*Limited  
English  
proficiency*

Categories were based on the response to questions on the School Questionnaires related to English as a Second Language (ESL). If a school provided no intensive instruction in English, it was categorized as having “No LEP students.” Percent categories were based on the ratio of students receiving intensive instruction in English in an ESL program to the school’s total enrollment.

*Minority  
Enrollment*

Minority enrollment categories were based on the percent of the students who were American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other culture or origin); and Black (not of Hispanic origin).

*Non-  
professional  
staff*

For the purpose of this paper, non-professional staff are considered to be the support staff at the school level (SASS does not gather information about support staff at the LEA level) whose assignment does not require professional training at the baccalaureate level or above. Typically, these would include aides, secretaries and other clerical staff, cafeteria workers, maintenance staff, bus drivers, etc.

Information was gathered with the 1993–94 School Questionnaires (both public and private) regarding the number of part-time and full-time staff in the following four categories: library media center aides, teacher aides, secretaries and other clerical support staff, and other employees (e.g., cafeteria workers, maintenance staff, etc.).

Chapter I aides were counted separately in a section of the School Questionnaire related to programs and services. It is likely that these aides were also included in the teacher aides described above.

*Private School  
Typologies and  
Affiliations*

Private schools can be broadly divided into those that are religiously oriented and those that are not (non-sectarian schools). Both religiously oriented and non-sectarian schools can be further meaningfully differentiated. By far the largest category of religiously oriented schools are those affiliated with the Catholic Church, and Catholic schools can be divided into parochial (associated with a parish), diocesan (associated with a diocese), and private orders. Other religiously oriented schools can be differentiated as conservative Christian, those affiliated with national church organizations, and unaffiliated schools. Among non-sectarian schools, two special types can be differentiated from the majority: schools focusing on the provision of special education and schools with a special programmatic emphasis (the largest group of which are the Montessori schools).



Each private school can also be assigned to one (or more) of the 19 affiliation categories previously described. The hierarchy described previously was used to limit this assignment to a particular affiliation.

*Public and  
Private  
Schools*

A public school was defined as an institution that provides educational services for at least one of grades 1–12 (or comparable ungraded), has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, has an assigned administrator, and is operated by an education agency. Schools in juvenile detention centers and schools located on military bases and operated by the Department of Defense were included. A private school was defined as a school not in the public system that provides instruction for any of grades 1–12 where the instruction was not given exclusively in a private home. If it could not be determined whether or not it operated in a private home, the school had to have at least 10 students or more than one teacher. Schools that taught only prekindergarten, kindergarten, or adult education were not included.

*Public School  
District*

A public school district (or LEA) was defined as a government agency administratively responsible for providing public elementary and/or secondary instruction and educational support services. The agency or administrative unit was required to operate under a public board of education. Districts that did not operate schools but that hired teachers were included. A district was considered out of scope if it did not employ elementary or secondary teachers of any kind, including special education and itinerant teachers.

*Region*

*Northeast*—Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania.

*Midwest*—Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas.

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

*West*—Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, Hawaii.

<i>School Level</i>	<p><i>Elementary</i>—A school that had grade 6 or lower, or “ungraded” and no grade higher than the 8th.</p> <p><i>Secondary</i>—A school that had no grade lower than the 7th, or “ungraded” and had grade 7 or higher.</p> <p><i>Combined</i>—A school that had grades higher than the 8th and lower than the 7th.</p>
<i>School Size</i>	<p>Size categories were based on the number of students (in head count) who were enrolled in grades K–12 in the school on or about October 1, 1993 (as reported on the School Questionnaire).</p>
<i>Students</i>	<p>The number of students (in head count) were reported as being enrolled in grades K–12 in the school on or about October 1, 1993 (as reported on the School Questionnaires).</p>
<i>Teachers</i>	<p>For the purposes of SASS, a teacher was any full- or part-time teacher whose primary assignment was to teach in any of grades K–12. Part-time teachers were those who reported working less than full time as a teacher at their school. Itinerant teachers and long-term substitutes who were filling the role of a regular teacher on an indefinite basis were also included. An itinerant teacher was defined as a teacher who taught at more than one school. Beginning in 1993–94, anyone in the school who taught grades K–12 but whose primary assignment was something else (e.g., a principal) was also defined as a teacher. The following individuals were not considered teachers: short-term substitutes, student teachers, nonteaching specialists (such as guidance counselors, librarians, nurses, or psychologists), administrators (except for those who were also teachers), teacher aides, or other professional or support staff.</p>
<i>Tuition Levels</i>	<p>Tuition level categories were based on the responses to the question, “What is the highest ANNUAL tuition charged by this school for a full-time student?” Because tuition is typically lower for elementary students, different tuition ranges were used for elementary schools than for the secondary and combined schools.</p>

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## Listing of NCES Working Papers to Date

Working papers can be downloaded as pdf files from the NCES Electronic Catalog (<http://nces.ed.gov/pubsearch/>). You can also contact Sheilah Jupiter at (202) 502-7444 (sheilah\_jupiter@ed.gov) if you are interested in any of the following papers.

### Listing of NCES Working Papers by Program Area

No.	Title	NCES contact
<b>Baccalaureate and Beyond (B&amp;B)</b>		
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
<b>Beginning Postsecondary Students (BPS) Longitudinal Study</b>		
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96-98) Field Test Report	Aurora D'Amico
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico
<b>Common Core of Data (CCD)</b>		
95-12	Rural Education Data User's Guide	Samuel Peng
96-19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
97-15	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-03	Evaluation of the 1996-97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
2000-12	Coverage Evaluation of the 1994-95 Common Core of Data: Public Elementary/Secondary School Universe Survey	Beth Young
2000-13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber
<b>Decennial Census School District Project</b>		
95-12	Rural Education Data User's Guide	Samuel Peng
96-04	Census Mapping Project/School District Data Book	Tai Phan
98-07	Decennial Census School District Project Planning Report	Tai Phan
<b>Early Childhood Longitudinal Study (ECLS)</b>		
96-08	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96-18	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
97-24	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-36	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West
1999-01	A Birth Cohort Study: Conceptual and Design Considerations and Rationale	Jerry West
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
<b>Education Finance Statistics Center (EDFIN)</b>		
94-05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
96-19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
97-43	Measuring Inflation in Public School Costs	William J. Fowler, Jr.
98-04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
1999-16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.
<b>High School and Beyond (HS&amp;B)</b>		
95-12	Rural Education Data User's Guide	Samuel Peng
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson

No.	Title	NCES contact
<b>HS Transcript Studies</b>		
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
<b>International Adult Literacy Survey (IALS)</b>		
97-33	Adult Literacy: An International Perspective	Marilyn Binkley
<b>Integrated Postsecondary Education Data System (IPEDS)</b>		
97-27	Pilot Test of IPEDS Finance Survey	Peter Stowe
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
<b>National Assessment of Adult Literacy (NAAL)</b>		
98-17	Developing the National Assessment of Adult Literacy: Recommendations from Stakeholders	Sheida White
1999-09a	1992 National Adult Literacy Survey: An Overview	Alex Sedlacek
1999-09b	1992 National Adult Literacy Survey: Sample Design	Alex Sedlacek
1999-09c	1992 National Adult Literacy Survey: Weighting and Population Estimates	Alex Sedlacek
1999-09d	1992 National Adult Literacy Survey: Development of the Survey Instruments	Alex Sedlacek
1999-09e	1992 National Adult Literacy Survey: Scaling and Proficiency Estimates	Alex Sedlacek
1999-09f	1992 National Adult Literacy Survey: Interpreting the Adult Literacy Scales and Literacy Levels	Alex Sedlacek
1999-09g	1992 National Adult Literacy Survey: Literacy Levels and the Response Probability Convention	Alex Sedlacek
2000-05	Secondary Statistical Modeling With the National Assessment of Adult Literacy: Implications for the Design of the Background Questionnaire	Sheida White
2000-06	Using Telephone and Mail Surveys as a Supplement or Alternative to Door-to-Door Surveys in the Assessment of Adult Literacy	Sheida White
2000-07	“How Much Literacy is Enough?” Issues in Defining and Reporting Performance Standards for the National Assessment of Adult Literacy	Sheida White
2000-08	Evaluation of the 1992 NALS Background Survey Questionnaire: An Analysis of Uses with Recommendations for Revisions	Sheida White
2000-09	Demographic Changes and Literacy Development in a Decade	Sheida White
<b>National Assessment of Educational Progress (NAEP)</b>		
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97-29	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Steven Gorman
97-30	ACT’s NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Steven Gorman
97-31	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Steven Gorman
97-32	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questionnaires)	Steven Gorman
97-37	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Steven Gorman
97-44	Development of a SASS 1993–94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
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<b>National Education Longitudinal Study of 1988 (NELS:88)</b>		
95-04	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors	Jeffrey Owings
95-06	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95-07	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
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95-14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
96-03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
98-06	National Education Longitudinal Study of 1988 (NELS:88) Base Year through Second Follow-Up: Final Methodology Report	Ralph Lee
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
1999-15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D'Amico

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96-14	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman
96-20	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-21	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler
96-22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96-29	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96-30	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-02	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-03	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97-04	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-05	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-06	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-08	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler
97-19	National Household Education Survey of 1995: Adult Education Course Coding Manual	Peter Stowe
97-20	National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide	Peter Stowe
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
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97-39	Undercoverage Bias in Estimates of Characteristics of Households and Adults in the 1996 National Household Education Survey	Kathryn Chandler
97-40	Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey	Kathryn Chandler
98-03	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe

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98-10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
<b>National Longitudinal Study of the High School Class of 1972 (NLS-72)</b>		
95-12	Rural Education Data User's Guide	Samuel Peng
<b>National Postsecondary Student Aid Study (NPSAS)</b>		
96-17	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
<b>National Study of Postsecondary Faculty (NSOPF)</b>		
97-26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimpler
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimpler
<b>Postsecondary Education Descriptive Analysis Reports (PEDAR)</b>		
2000-11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D'Amico
<b>Private School Universe Survey (PSS)</b>		
95-16	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-17	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
96-16	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96-26	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96-27	Intersurvey Consistency in NCES Private School Surveys for 1993-94	Steven Kaufman
97-07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
<b>Recent College Graduates (RCG)</b>		
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<b>Schools and Staffing Survey (SASS)</b>		
94-01	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-06	Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
95-01	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95-02	QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk
95-08	CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12	Rural Education Data User's Guide	Samuel Peng
95-14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95-15	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95-16	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman

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95-18	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96-01	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk
96-02	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96-05	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96-06	The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96-07	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96-09	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS	Dan Kasprzyk
96-10	1998-99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96-11	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96-12	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96-15	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96-23	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96-24	National Assessments of Teacher Quality	Dan Kasprzyk
96-25	Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey	Dan Kasprzyk
96-28	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
97-01	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97-07	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97-10	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993-94 School Year	Dan Kasprzyk
97-11	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-12	Measuring School Reform: Recommendations for Future SASS Data Collection	Mary Rollefson
97-14	Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis	Steven Kaufman
97-18	Improving the Mail Return Rates of SASS Surveys: A Review of the Literature	Steven Kaufman
97-22	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman
97-23	Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form	Dan Kasprzyk
97-41	Selected Papers on the Schools and Staffing Survey: Papers Presented at the 1997 Meeting of the American Statistical Association	Steve Kaufman
97-42	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
97-44	Development of a SASS 1993-94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
98-02	Response Variance in the 1993-94 Schools and Staffing Survey: A Reinterview Report	Steven Kaufman
98-04	Geographic Variations in Public Schools' Costs	William J. Fowler, Jr.
98-05	SASS Documentation: 1993-94 SASS Student Sampling Problems; Solutions for Determining the Numerators for the SASS Private School (3B) Second-Stage Factors	Steven Kaufman
98-08	The Redesign of the Schools and Staffing Survey for 1999-2000: A Position Paper	Dan Kasprzyk
98-12	A Bootstrap Variance Estimator for Systematic PPS Sampling	Steven Kaufman
98-13	Response Variance in the 1994-95 Teacher Follow-up Survey	Steven Kaufman
98-14	Variance Estimation of Imputed Survey Data	Steven Kaufman
98-15	Development of a Prototype System for Accessing Linked NCES Data	Steven Kaufman
98-16	A Feasibility Study of Longitudinal Design for Schools and Staffing Survey	Stephen Broughman
1999-02	Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results	Dan Kasprzyk
1999-04	Measuring Teacher Qualifications	Dan Kasprzyk
1999-07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman



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1999-08	Measuring Classroom Instructional Processes: Using Survey and Case Study Fieldtest Results to Improve Item Construction	Dan Kasprzyk
1999-10	What Users Say About Schools and Staffing Survey Publications	Dan Kasprzyk
1999-12	1993–94 Schools and Staffing Survey: Data File User’s Manual, Volume III: Public-Use Codebook	Kerry Gruber
1999-13	1993–94 Schools and Staffing Survey: Data File User’s Manual, Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebook	Kerry Gruber
1999-14	1994–95 Teacher Followup Survey: Data File User’s Manual, Restricted-Use Codebook	Kerry Gruber
1999-17	Secondary Use of the Schools and Staffing Survey Data	Susan Wiley
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
2000-10	A Research Agenda for the 1999–2000 Schools and Staffing Survey	Dan Kasprzyk
2000-13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber

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<b>Adult education</b>		
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96-22	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
98-03	Adult Education in the 1990s: A Report on the 1991 National Household Education Survey	Peter Stowe
98-10	Adult Education Participation Decisions and Barriers: Review of Conceptual Frameworks and Empirical Studies	Peter Stowe
1999-11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
<b>Adult literacy—see Literacy of adults</b>		
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1999-13	1993–94 Schools and Staffing Survey: Data File User’s Manual, Volume IV: Bureau of Indian Affairs (BIA) Restricted-Use Codebook	Kerry Gruber
<b>Assessment/achievement</b>		
95-12	Rural Education Data User’s Guide	Samuel Peng
95-13	Assessing Students with Disabilities and Limited English Proficiency	James Houser
97-29	Can State Assessment Data be Used to Reduce State NAEP Sample Sizes?	Larry Ogle
97-30	ACT’s NAEP Redesign Project: Assessment Design is the Key to Useful and Stable Assessment Results	Larry Ogle
97-31	NAEP Reconfigured: An Integrated Redesign of the National Assessment of Educational Progress	Larry Ogle
97-32	Innovative Solutions to Intractable Large Scale Assessment (Problem 2: Background Questions)	Larry Ogle
97-37	Optimal Rating Procedures and Methodology for NAEP Open-ended Items	Larry Ogle
97-44	Development of a SASS 1993–94 School-Level Student Achievement Subfile: Using State Assessments and State NAEP, Feasibility Study	Michael Ross
98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
<b>Beginning students in postsecondary education</b>		
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D’Amico
<b>Civic participation</b>		
97-25	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
<b>Climate of schools</b>		
95-14	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
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94-05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
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98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson
<b>Crime</b>		
97-09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
<b>Curriculum</b>		
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98-09	High School Curriculum Structure: Effects on Coursetaking and Achievement in Mathematics for High School Graduates—An Examination of Data from the National Education Longitudinal Study of 1988	Jeffrey Owings
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2000-02	Coordinating NCES Surveys: Options, Issues, Challenges, and Next Steps	Valena Plisko
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
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2000-03	Strengths and Limitations of Using SUDAAN, Stata, and WesVarPC for Computing Variances from NCES Data Sets	Ralph Lee
<b>Dropout rates, high school</b>		
95-07	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
<b>Early childhood education</b>		
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97-24	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-36	Measuring the Quality of Program Environments in Head Start and Other Early Childhood Programs: A Review and Recommendations for Future Research	Jerry West
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98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D’Amico

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96-19	Assessment and Analysis of School-Level Expenditures	William J. Fowler, Jr.
98-01	Collection of Public School Expenditure Data: Development of a Questionnaire	Stephen Broughman
1999-07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
1999-16	Measuring Resources in Education: From Accounting to the Resource Cost Model Approach	William J. Fowler, Jr.
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97-17	International Education Expenditure Comparability Study: Final Report, Volume II, Quantitative Analysis of Expenditure Comparability	Shelley Burns
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1999-09c	1992 National Adult Literacy Survey: Weighting and Population Estimates	Alex Sedlacek
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1999-11	Data Sources on Lifelong Learning Available from the National Center for Education Statistics	Lisa Hudson
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2000-07	“How Much Literacy is Enough?” Issues in Defining and Reporting Performance Standards for the National Assessment of Adult Literacy	Sheida White
2000-08	Evaluation of the 1992 NALS Background Survey Questionnaire: An Analysis of Uses with Recommendations for Revisions	Sheida White
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1999-15	Projected Postsecondary Outcomes of 1992 High School Graduates	Aurora D’Amico
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1999-02	Tracking Secondary Use of the Schools and Staffing Survey Data: Preliminary Results	Dan Kasprzyk
2000-12	Coverage Evaluation of the 1994–95 Public Elementary/Secondary School Universe Survey	Beth Young
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96-03	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
<b>Response rates</b>		
98-02	Response Variance in the 1993–94 Schools and Staffing Survey: A Reinterview Report	Steven Kaufman
<b>School districts</b>		
2000-10	A Research Agenda for the 1999–2000 Schools and Staffing Survey	Dan Kasprzyk
<b>School districts, public</b>		
98-07	Decennial Census School District Project Planning Report	Tai Phan
1999-03	Evaluation of the 1996–97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
<b>School districts, public – demographics of</b>		
96-04	Census Mapping Project/School District Data Book	Tai Phan

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<b>Schools</b>		
97-42	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
98-08	The Redesign of the Schools and Staffing Survey for 1999–2000: A Position Paper	Dan Kasprzyk
1999-03	Evaluation of the 1996–97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
2000-10	A Research Agenda for the 1999–2000 Schools and Staffing Survey	Dan Kasprzyk
<b>Schools – safety and discipline</b>		
97-09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
<b>Science</b>		
2000-11	Financial Aid Profile of Graduate Students in Science and Engineering	Aurora D’Amico
<b>Software evaluation</b>		
2000-03	Strengths and Limitations of Using SUDAAN, Stata, and WesVarPC for Computing Variances from NCES Data Sets	Ralph Lee
<b>Staff</b>		
97-42	Improving the Measurement of Staffing Resources at the School Level: The Development of Recommendations for NCES for the Schools and Staffing Survey (SASS)	Mary Rollefson
98-08	The Redesign of the Schools and Staffing Survey for 1999–2000: A Position Paper	Dan Kasprzyk
<b>Staff – higher education institutions</b>		
97-26	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
<b>Staff – nonprofessional</b>		
2000-13	Non-professional Staff in the Schools and Staffing Survey (SASS) and Common Core of Data (CCD)	Kerry Gruber
<b>State</b>		
1999-03	Evaluation of the 1996–97 Nonfiscal Common Core of Data Surveys Data Collection, Processing, and Editing Cycle	Beth Young
<b>Statistical methodology</b>		
97-21	Statistics for Policymakers or Everything You Wanted to Know About Statistics But Thought You Could Never Understand	Susan Ahmed
<b>Students with disabilities</b>		
95-13	Assessing Students with Disabilities and Limited English Proficiency	James Houser
<b>Survey methodology</b>		
96-17	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
97-15	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-35	Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey	Kathryn Chandler
98-06	National Education Longitudinal Study of 1988 (NELS:88) Base Year through Second Follow-Up: Final Methodology Report	Ralph Lee
98-11	Beginning Postsecondary Students Longitudinal Study First Follow-up (BPS:96–98) Field Test Report	Aurora D’Amico
98-16	A Feasibility Study of Longitudinal Design for Schools and Staffing Survey	Stephen Broughman
1999-07	Collection of Resource and Expenditure Data on the Schools and Staffing Survey	Stephen Broughman
1999-17	Secondary Use of the Schools and Staffing Survey Data	Susan Wiley
2000-01	1999 National Study of Postsecondary Faculty (NSOPF:99) Field Test Report	Linda Zimbler
2000-02	Coordinating NCES Surveys: Options, Issues, Challenges, and Next Steps	Valena Plisko
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
2000-12	Coverage Evaluation of the 1994–95 Public Elementary/Secondary School Universe Survey	Beth Young

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<b>Teachers</b>		
98-13	Response Variance in the 1994–95 Teacher Follow-up Survey	Steven Kaufman
1999-14	1994–95 Teacher Followup Survey: Data File User’s Manual, Restricted-Use Codebook	Kerry Gruber
2000-10	A Research Agenda for the 1999–2000 Schools and Staffing Survey	Dan Kasprzyk
<b>Teachers – instructional practices of</b>		
98-08	The Redesign of the Schools and Staffing Survey for 1999–2000: A Position Paper	Dan Kasprzyk
<b>Teachers – opinions regarding safety</b>		
98-08	The Redesign of the Schools and Staffing Survey for 1999–2000: A Position Paper	Dan Kasprzyk
<b>Teachers – performance evaluations</b>		
1999-04	Measuring Teacher Qualifications	Dan Kasprzyk
<b>Teachers – qualifications of</b>		
1999-04	Measuring Teacher Qualifications	Dan Kasprzyk
<b>Teachers – salaries of</b>		
94-05	Cost-of-Education Differentials Across the States	William J. Fowler, Jr.
<b>Variance estimation</b>		
2000-03	Strengths and Limitations of Using SUDAAN, Stata, and WesVarPC for Computing Variances from NCES Data Sets	Ralph Lee
2000-04	Selected Papers on Education Surveys: Papers Presented at the 1998 and 1999 ASA and 1999 AAPOR Meetings	Dan Kasprzyk
<b>Violence</b>		
97-09	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
<b>Vocational education</b>		
95-12	Rural Education Data User’s Guide	Samuel Peng
1999-05	Procedures Guide for Transcript Studies	Dawn Nelson
1999-06	1998 Revision of the Secondary School Taxonomy	Dawn Nelson