

## High School Staffing Analysis\*

School \_\_\_\_\_

(1) Classroom Teachers	No.	FTE	Analysis
Science			
Social Studies/History			
Math			
English			
Permanent substitutes in sci., soc. stud., math, Eng.			
Sub-total			
Special Education			
English Language Dev.			
Professional Technical			
World Languages			
Physical Education/Health			
Arts			
Other			
Permanent substitutes in non-core areas			
Total of (1)			
<b>% FTE dedicated to teaching core curriculum (67%)</b>			Sub-total/Total
<b>(2) Non-Classroom Certificated Staff</b> (if person also teaches, enter FTE not allocated above and do not recount here)			
Principal			
Assistant (Vice) Principals			
Counselors			
Deans (attendance, discipline)			
Department Heads			
Librarians			
TOSAs (curriculum, instruction, special program, technology support, etc.)			
Other			
Total of (2)			
<b>% faculty FTE dedicated to teaching</b>			(1)/(1) + (2)
<b>(3) Classified Staff</b>			
Secretaries			
Paraprofessional/Instructional Aides			
Security			
Other			
			Total of (3)
			Grand total= (1)+(2)+(3)
<b>% adults dedicated to teaching at least PT (100%)</b>			Total no. of (1)/Grand total
<b>% adult FTE dedicated to teaching FT (75%)</b>			Total FTE of (1)/Grand total
<b>% adults who serve as advisors (87%)</b>			# advisors/Grand total
<b>(4) Students</b>			
Total of (4)			
<b>Ratio of students to adults (10:1)</b>			(4)/Grand total
<b>Average class size</b>	(25 or fewer)		Sum of no. students in each class offered/no. of classes
<b>Average pupil load</b>	(90 or fewer)		Total # students instructed during a grading period

\*Guidelines (in parentheses) from Darling-Hammond, L. (1997). *The right to learn*; Hawley Miles & Darling-Hammond, (1997). *Rethinking the allocation of teaching resources*; NASSP. (1996). *Breaking Ranks*.