

Georgia's Non-Teaching Educator Workforce: A Profile of Administrative and Student Services Personnel in Georgia's Public School System

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Abstract: In the current study, we direct attention to the often neglected composition of and trends among the non-teaching educator workforce in Georgia's public school system. The non-teaching educator workforce includes administrative and student services personnel. These groups of educators help set the stage on which teachers and students perform. Usually teachers and students alone are the focus of school reform efforts. We argue that the nature, number and roles played by administrative and student services personnel may either facilitate or frustrate the teaching-learning process and, thus, deserves attention. Data were obtained on the non-teaching certified educators in Georgia's public school system from FY97 through FY02. The demographic profile, growth trends, rates of attrition, and mobility patterns of these educators were presented. The findings suggest the need to (1) diversify some personnel groups and (2) investigate the cause of high turnover rates among others in order to better support and serve teachers and students, respectively.

Introduction

Quite often, efforts to improve student achievement in the school system focus on teachers, in particular their quality and factors that influence their supply and demand. Usually not enough attention is paid to other school-level personnel that help set the stage on which teachers and students perform, namely, the administrative and student services personnel. In *No Dreams Denied* (2003), the National Commission on Teaching and America's Future (from now, the Commission) aptly stated the need to maintain a balance between the efforts spent recruiting and preparing high quality teachers and those in "ensuring that every school becomes a strong learning community in which teachers, as well as their students, can thrive." Non-teaching personnel are an integral part of the school learning community and, in fact, determine to a large extent if and how well that learning community flourishes (Drago-Severson & Pinto, 2003; McCreary, 2003).

Georgia's non-teaching educator workforce includes administrative and student services personnel. The administrative personnel are comprised of RESA Directors; Superintendents; Assistant Superintendents; Principals; Assistant Principals; and Directors of Human Resources, Technology, Vocational Education, Special Education, Kindergarten, Pre-Kindergarten,

Athletics, and Curriculum and Instruction. Student services personnel, on the other hand, are comprised of Counselors, Media Specialists, Speech and Language Pathologists, School Psychologists, and School Social Workers. These individuals perform roles that directly and indirectly either facilitate or frustrate the teaching-learning process.

The purpose of this paper is to examine the demographic profile and distribution of these two categories of personnel and point out trends that need to be watched. As state and federal legislation such as the federal No Child Left Behind Act point out, educator quality is a key factor for student and school success. The recruitment and retention of quality non-teaching personnel is paramount for all schools systems in the state. Moreover, this report is significant in that it provides baseline data on Georgia's non-teaching educator workforce. This baseline data will provide other researchers the opportunity to build and conduct research on this segment of Georgia's public education population. Further, the trend data presented in this report (e.g., educator turnover, retention, etc.) will provide a basis for policies and planning related to this population.

Review of the Literature

Most reforms aimed at improving public schools in general, and student achievement in particular, focus on teachers. Little or no attention is placed on the administrators and student services personnel who also play a major role in the lives of students. In the first wave of reform efforts, *A Nation at Risk* (National Commission on Educational Excellence, 1983) specifically recommended strong leadership as a means for facilitating student achievement. The effective school movement recognized the importance of quality leadership by consistently identifying strong instructional leadership as instrumental in creating a school climate conducive to student success (Grubbs, Leech, Gibbs, & Green 2002).

Nevertheless, many educational publications downplay or even ignore the presence and role of non-teaching personnel in creating and maintaining a conducive learning environment in the school. For instance, the 2000 and 2003 editions of *The Condition of Education*, a widely read and referenced document published by the National Center for Educational Statistics (NCES), omitted non-teaching personnel in their lists of factors that influence the "Quality of Elementary and Secondary Educational Environments," a list that, in 2000, included the "Age of School Buildings." Studies on teacher attrition and retention and job satisfaction have shown that one of the most frequent reasons teachers give for their dissatisfaction with teaching and for leaving is inadequate support from administrative personnel, (Ruben, 1993; U.S. Department of Education, 1997, p.15). Results like these should engender further investigation, or at least attention, on the characteristics of administrative and other non-teaching personnel and how they influence the learning environment.

The current study seeks to examine characteristics of administrative and student services personnel in Georgia public schools. This demographic data will provide baseline information on which future studies can build. It will also provide data that can be used when planning for school staffing needs and policy development.

Method

Procedure

The data utilized in this study were extracted from the Certified Personnel Information files (CPI) which the Georgia Department of Education (DOE) provides annually on all certified public school educators in Georgia. There are three CPI reports respectively issued in the Fall, Spring, and Summer. For the purposes of this report, the Spring counts were utilized. The CPI files contain information on the educators' age, experience, certificate type and level, school and/or system of employment, job assignment, and employment status.

Analysis

Utilizing SPSS statistical software, the CPI data were analyzed using various techniques, in particular descriptive statistics. Further, the analyses were performed at the state, Regional Educational Service Agency (RESA), and school system levels.

Results and Discussion

The data showed that 7,475 administrative and 9,347 student services personnel were employed in the Georgia public school system in FY02. These groups of personnel constituted 6.4% and 8.0%, respectively, of the total educator workforce in FY02. From FY97 to FY02, the annual growth rate for administrators consistently remained between 2% and 4%. The annual growth rate for student services personnel has fluctuated between 2% and 9% over the same period (see Table 1).

Table 1: Georgia's Non-Teaching Educator Workforce, FY97-FY02

Category	FY97	FY98	FY99	FY00	FY01	FY02
Total Administrative Personnel	6,552	6,795	6,957	7,122	7,298	7,475
Annual Growth Rate		3.70	2.38	2.37	2.47	2.42
Total Student Services Personnel	7,245	7,525	8,200	8,419	8,797	9,347
Annual Growth Rate		3.86	8.97	2.67	4.49	6.25

Demographic Profile of Administrative Personnel

The following administrative categories have remained predominantly male: Superintendents, RESA Directors, and Athletic Directors while the Special Education Directors have been predominantly White and female. Personnel categories that are diverse in terms of ethnicity and gender include Assistant Principals, Principals, Assistant Superintendents, and Directors of Technology and Vocational Education (see Tables 1-10 in the Appendix).

An interesting trend is the increase in the number of female Principals, which surpassed the number of male Principals for the first time in FY00. As Figure 1 shows, 1,129 (55.1%) of the Principals were females in FY02 compared to 919 male Principals. This phenomenon will likely persist for the foreseeable future since over 54% of the Assistant Principals are female (see Figure 2). Further, it is expected that a similar situation will occur among Superintendents in the near future given that mainly females staff Assistant Superintendent positions. In contrast,

student services personnel have remained predominantly female, although the School Psychologists and High School Counselors groups are becoming more gender diverse.

Figure 1: Trends in Gender Composition of Georgia’s Principals, FY97-FY02

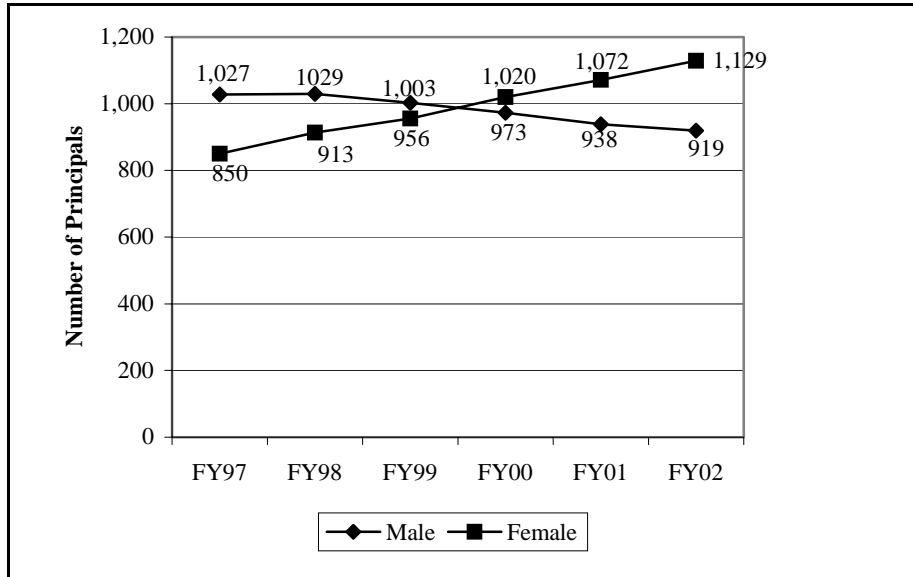
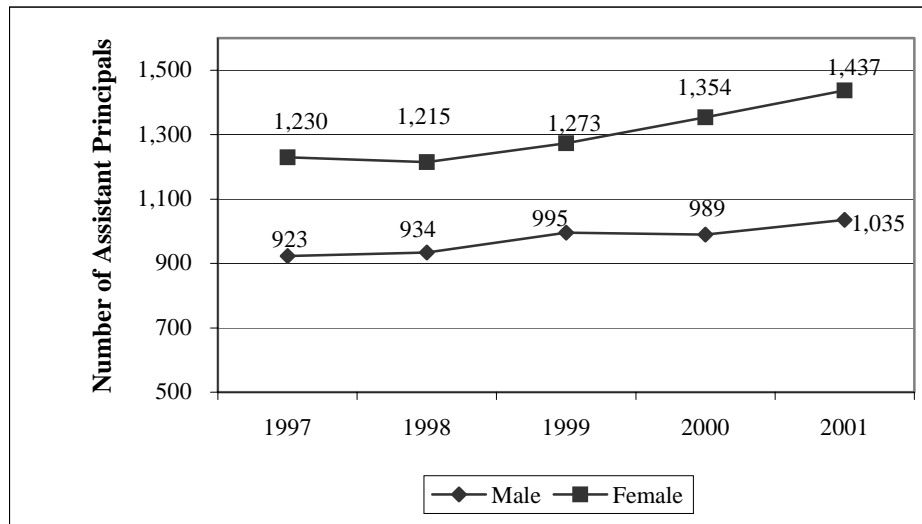


Figure 2: Trends in Gender Composition of Georgia’s Assistant Principals, FY97-FY02



With regard to age, about half (49.8%) of the Principals and one-third of the Assistant Principals (32.3%) are between 51 and 60 years old. This is noteworthy since Assistant Principals are not much younger than the Principals. Thus, the Assistant Principals may not be available to take over when this cohort of Principals retires in a few years.

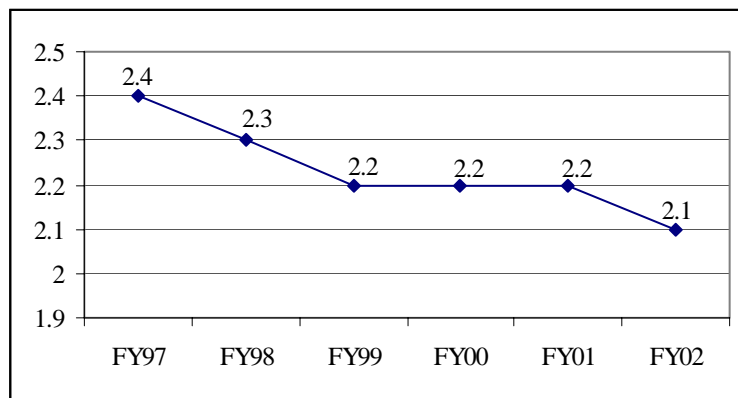
Overall, administrative personnel are highly educated, by design. The Georgia Professional Standards Commission (PSC) requires a graduate degree for most administrator

certifications. In FY02, more than 50% (specifically, 55.65%) held an Education Specialist degree, 28.01% had master's degree, and 14.8% had doctorate degrees.

Of interest is the composition of the Vocational Education Director position. Over the past five years, the composition has changed considerably. Whereas the typical Vocational Education Director was a White male in FY97, this personnel group has continued to attract female and Black candidates. In fact, the number of male Vocational Education Directors has been on the decline while the number of females has risen. A possible explanation for the trend is the fact that vocational education is characterized less, in recent times, by heavy machinery and more by computer-related and business programs. This change would make the area more attractive to females. A hopeful outcome of this increase in the number of female Vocational Education Directors is the entrance of more female high school students into vocational career paths.

Furthermore, although the actual number of Vocational Education Directors fluctuated between a low of 152 in FY99 and a high of 159 in FY97 and FY01, the true picture is the percentage of the workforce accounted for by this personnel group. Figure 3 shows a steady decline in the percentage of Vocational Education Directors over this period. This should be cause for concern considering both the decline in the percent of vocational education teachers and high student dropout rates in Georgia high schools (PSC Status Report, 2002). Vocational education programs need to be developed to provide adequate options or alternatives to non-college bound students and students who may choose vocational tracks in high school.

Figure 3: Vocational Education Directors as a Percentage of Georgia's Total Administrative Workforce, FY97-FY02

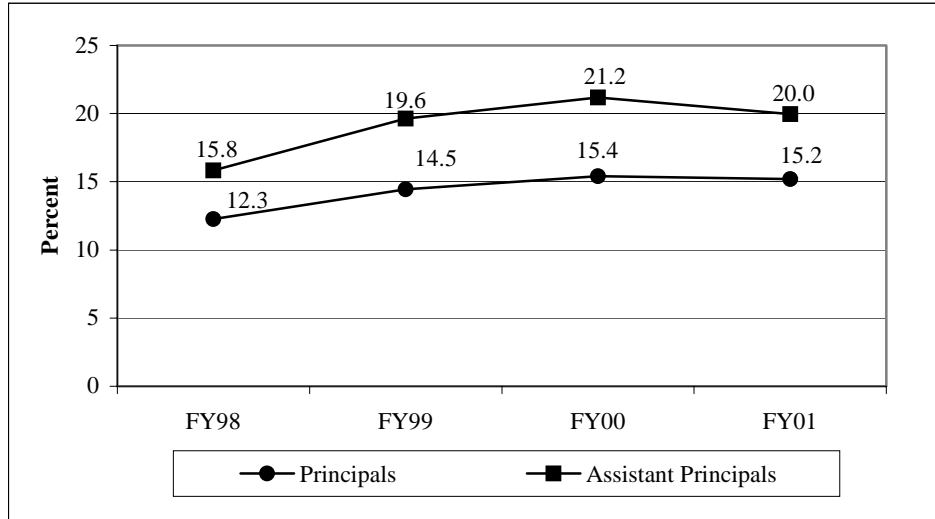


Attrition Among Principals and Assistant Principals

As shown in Figure 4, the attrition rates among Principals and Assistant Principals are high: between 12% and 16% for Principals and 15% and 22% for Assistant Principals. The age and experience levels of Principals and Assistant Principals who left suggest that they are not all leaving due to retirement. Many are lost due to promotions, but many others are unaccounted for. It is becoming increasingly clear that “the real school staffing problem is...retention” (NCTAF, 2003, p. 8). As the national Commission argues, it is not how many teachers (in this case

administrators) are hired, but how many are retained each year. If the number of administrators hired continues to grow at current rates, it is projected that nearly 8,559 will be needed in FY07.

Figure 4: Principals' and Assistant Principals' Attrition



Mobility Among Principals and Assistant Principals

Most administrative positions were filled from within each RESA at the rate of 94.5% in FY02. Thus, administrative personnel mobility is low (1-4%, per year). In terms of percentages, Southwest Georgia, Griffin, Chattahoochee-Flint, and Middle Georgia RESAs tend to have the highest attrition rates among Principals and Assistant Principals.

Sources of Supply of Administrative Personnel

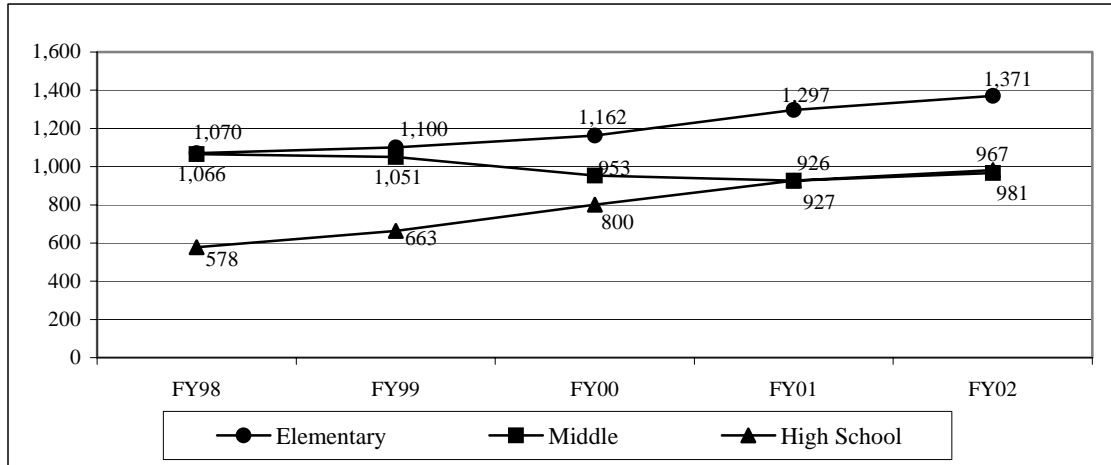
The largest source of supply of administrative personnel is retention, accounting for as much as 84.5% in FY02. At 13.1%, the next highest source of supply is promotion from other personnel categories. Only 1-3% of administrators are hired from outside the Georgia public school system. On one level this may be an advantage in terms of familiarity with the system. On another level, it may be a disadvantage in terms of perpetuating policies and practices that may not pass for best practices.

Student Services Personnel

More than 9,000 student services personnel (9,347) were employed in the Georgia public school system in FY02. This personnel group maintained a healthy average annual growth rate of nearly 5% over the past five years, culminating in a 6.1% increase from FY01 to FY02. This growth rate possibly reflects the need for student services personnel engendered by increasing violence and other discipline problems in the public schools in recent years. Contrary to this growth is the downward trend among Middle Grades Counselors. It was discovered that the number of Middle Grades Counselors declined from 1,066 in FY98 to 926 in FY01. However,

the number of Middle Grades Counselors appeared to be on the rise again in FY02 to 967. During this period, the corresponding numbers of counselors at the high school and elementary grades levels increased to 981 and 1,371, respectively (see Figure 5).

Figure 5: The Trend among Grade School Counselors



Demographic Profile of Student Services Personnel

According to Table 2, in FY02 student services personnel were predominantly White (77.8%) and female (88.7%). Detailed ethnic distribution of each personnel category is provided in Tables 11-19 in the Appendix. Also, student services personnel were highly educated, in compliance with PSC requirements. In FY02, the modal level of education was a master’s degree (62%), while over 29% held an Education Specialist degree and nearly 4% held a doctorate. On average, the student services personnel tend to be younger (45.2 years in FY02) than the administrative personnel (48.8 years in FY02), yet they do not remain in the workforce as long as the administrative group. A possible explanation to their shorter tenure might be burnout due to increased workloads, student discipline problems, and increased violence in the schools.

Table 2: Ethnicity and Gender of Student Services Personnel, FY02

Characteristics	FY02	
	#	%
Ethnicity		
American Indian	7	0.1
Asian	14	0.1
Black	2,012	21.5
Hispanic	36	0.4
Multiracial	7	0.1
White	7,271	77.8
TOTAL	9,347	100
Gender		
Female	8,290	88.7
Male	1,057	11.3
TOTAL	9,347	100

Attrition Student Services Personnel

Overall, attrition among student services personnel increased from 11.35% in FY98 to 11.90% in FY00. It then declined to 9.37% in FY01. The highest attrition rate occurred in the Speech and Language Pathologists personnel group. This group accounted for 21.1% of all student services personnel attrition in FY01 and 25.6% of all new hires in FY02. The causes of such high turnover need to be investigated since this contributes to high operating costs for the systems because of the ensuing need to recruit and hire new personnel. It is projected that if the demand for student services personnel continues at the current rates, about 11,709 student services personnel will be needed in Georgia by FY07.

Mobility Student Services Personnel

Student services personnel, like their administrative counterparts, tend not to be very mobile. In FY02, for example, 89.4% remained in the RESA they were in during FY01, 1.7% moved to a new RESA, and 8.8% left the public school system to retire, assume another position, or move out of state. Knowing the mobility trends of these personnel groups is important in that such information aids in policy development and planning for recruitment, hiring and retention.

Sources of Student Services Personnel

More than 90% of Georgia's student services personnel are retained from year to year, the exceptions being Speech and Language Pathologists, Media Specialists, and Elementary Grades Counselors where only 80% to 85% are retained. About 6% of student services personnel are promoted from other personnel categories through lateral career moves, while about 9% are hired from outside of Georgia.

Conclusion and Recommendations

In conclusion, the demographic profile of Georgia's non-teaching educator workforce presented in this study shows that the numbers of both administrative and student services personnel have continued to grow over the past five years. This increase has kept pace with, and sometimes surpassed the increasing numbers of teachers and students in Georgia's public school system. The largest source of supply is retention from previous years. One group whose ranks are growing smaller, however, is Vocational Education Directors. It is recommended that attention be paid to Vocational Education Director positions. The data indicate that some school systems do not have such a position. These may be the systems that need such a position the most.

Moreover, the high rates of attrition among Principals and Assistant Principals, especially in Southwest Georgia, Griffin, Chattahoochee-Flint, and Middle Georgia RESAs, and the high turnover rate among Speech and Language Pathologists should be thoroughly examined to determine which factors lead to their departure and what would keep these individuals longer in their positions.

Finally, while much progress has been made in the gender composition of many administrative and student services personnel groups, some groups still need to be more

ethnically diverse. An increasingly ethnically diverse educator workforce is important in light of the increasing ethnic diversity found within Georgia's public school K-12 student population. It is hoped that this study will be useful to school systems as they plan to meet their No Child Left Behind goals. It is clear that it will take the cooperation of the teaching and non-teaching educator workforces to ensure that no child is left behind.

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APPENDIX

Year	Personnel Category															
	Assistant Principal		Assistant Superintendent		Athletic Director		Curriculum Director		Human Resources Director		Instructional Supervisor		Kindergarten Director		Other Administrators	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
1997	1,230	923	68	115	2	41	187	43	25	28	606	115	3	0	464	272
1998	1,215	934	75	115	2	49	186	46	29	29	687	119	4	0	489	308
1999	1,273	995	79	119	3	45	182	47	32	29	699	117	2	0	507	299
2000	1,354	989	90	111	3	47	173	48	32	30	743	115	2	0	518	291
2001	1,437	1,035	105	111	3	54	164	55	31	27	732	130	1	0	547	258
2002	1,551	1,080	106	121	2	39	164	59	30	25	685	130	1	1	587	253

Table 1. Gender of Administrative Personnel, 1997-2002

Year	Personnel Category													
	Pre-K Director		Principal		RESA Director		Special Education Director		Superintendent		Technology Director		Vocational Education Director	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M
1997	0	0	850	1,027	7	10	119	37	17	160	15	32	50	109
1998	8	0	913	1,029	6	10	124	33	19	160	16	33	49	108
1999	12	2	956	1,003	5	11	121	34	24	156	16	37	47	105
2000	18	2	1,020	973	5	10	127	31	26	152	19	39	56	98
2001	22	2	1,072	938	5	11	132	33	35	144	20	35	67	92
2002	19	1	1,129	919	5	11	134	25	35	149	22	35	69	88

Table 1. Gender of Administrative Personnel, 1997-2002, continued

Ethnicity	School Year					
	FY97	FY98	FY99	FY00	FY01	FY02
American Indian	1	0	4	1	2	10
Asian	2	2	0	0	0	1
Black	486	484	511	528	535	571
Hispanic	2	3	2	3	5	0
Multiracial	0	0	0	0	1	1
White	1,386	1,431	1,442	1,461	1,467	1,459
Total	1,877	1,920	1,959	1,993	2,010	2,042

Table 2. Ethnicity of Principals, FY97-FY02

Ethnicity	School Year					
	FY97	FY98	FY99	FY00	FY01	FY02
American Indian	1	17	3	1	3	13
Asian	3	2	3	2	3	3
Black	563	585	635	673	739	833
Hispanic	2	3	7	7	7	14
Multiracial	0	0	0	1	1	1
White	1,584	1,542	1,620	1,659	1,719	1,767
Total	2,153	2,149	2,268	2,343	2,472	2,631

Table 3. Ethnicity of Assistant Principals, FY97-FY02

Ethnicity	School Year					
	FY97	FY98	FY99	FY00	FY01	FY02
American Indian	2	3	1	1	0	0
Asian	1	1	1	1	1	1
Black	16	20	19	18	26	30
Hispanic	0	0	0	0	0	0
Multiracial	0	0	0	0	0	0
White	140	133	131	134	132	126
Total	159	157	152	154	159	157

Table 4. Ethnicity of Vocational Education Directors, FY97-FY02

Personnel Category	American Indian	White	Hispanic	Black	Asian	Multiracial	Total
Assistant Superintendent	0	141	0	42	0	0	183
Athletic Director	0	38	0	5	0	0	43
Curriculum Director	0	209	0	21	0	0	230
Human Resources Director	0	43	0	10	0	0	53
Instructional Supervisor	17	485	1	218	0	0	721
Kindergarten Director	0	2	0	1	0	0	3
Other Administrators	15	603	1	116	0	1	736
RESA Director	3	14	0	0	0	0	17
Special Education Director	0	136	0	20	0	0	156
Superintendent	0	161	0	16	0	0	177
Technology Director	0	45	0	2	0	0	47
Total	35	1,877	2	451	0	1	2,366

Table 5. Ethnicity of Administrative Personnel, 1997

Personnel Category	American Indian	White	Hispanic	Black	Asian	Multiracial	Total
Assistant Superintendent	3	147	0	40	0	0	190
Athletic Director	0	47	0	4	0	0	51
Curriculum Director	2	203	0	27	0	0	232
Human Resources Director	1	47	0	10	0	0	58
Instructional Supervisor	18	550	2	236	0	0	806
Kindergarten Director	0	3	0	1	0	0	4
Other Administrators	17	643	2	134	0	1	797
Pre-K Director	0	8	-	0	0	0	8
RESA Director	22	13	0	0	0	0	35
Special Education Director	3	139	0	16	0	0	158
Superintendent	2	162	0	17	0	0	181
Technology Director	0	48	0	1	0	0	49
Total	68	2,010	4	486	0	1	2,569

Table 6. Ethnicity of Administrative Personnel, 1998

Personnel Category	American Indian	White	Hispanic	Black	Asian	Multiracial	Total
Assistant Superintendent	0	162	0	36	0	0	198
Athletic Director	0	43	0	5	0	0	48
Curriculum Director	0	197	0	32	0	0	229
Human Resources Director	0	50	0	11	0	0	61
Instructional Supervisor	15	550	1	250	0	0	816
Kindergarten Director	0	2	0	0	0	0	2
Other Administrators	16	662	2	125	0	1	806
Pre-K Director	0	12	0	2	0	0	14
RESA Director	3	13	0	0	0	0	16
Special Education Director	0	137	0	18	0	0	155
Superintendent	0	162	0	18	0	0	180
Technology Director	0	52	0	1	0	0	53
Total	34	2,042	3	498	0	1	2,578

Table 7. Ethnicity of Administrative Personnel, 1999

Personnel Category	American Indian	White	Hispanic	Black	Asian	Multiracial	Total
Assistant Superintendent	0	161	0	40	0	0	201
Athletic Director	0	43	0	7	0	0	50
Curriculum Director	0	187	1	33	0	0	221
Human Resources Director	0	50	0	12	0	0	62
Instructional Supervisor	15	545	2	296	0	0	858
Kindergarten Director	0	2	0	0	0	0	2
Other Administrators	18	662	0	128	0	1	809
Pre-K Director	0	17	0	3	0	0	20
RESA Director	3	12	0	0	0	0	15
Special Education Director	0	142	0	16	0	0	158
Superintendent	0	161	0	17	0	0	178
Technology Director	0	56	0	2	0	0	58
Total	36	2,038	3	554	0	1	2,632

Table 8. Ethnicity of Administrative Personnel, 2000

Personnel Category	American Indian	White	Hispanic	Black	Asian	Multiracial	Total
Assistant Superintendent	0	171	0	45	0	0	216
Athletic Director	1	50	0	6	0	0	57
Curriculum Director	0	184	1	34	0	0	219
Human Resources Director	0	45	0	13	0	0	58
Instructional Supervisor	4	564	2	291	1	0	862
Kindergarten Director	0	1	0	0	0	0	1
Other Administrators	7	651	1	146	0	0	805
Pre-K Director	0	20	0	4	0	0	24
RESA Director	1	14	0	1	0	0	16
Special Education Director	0	146	1	18	0	0	165
Superintendent	0	161	0	18	0	0	179
Technology Director	0	52	0	3	0	0	55
Total	13	2,059	5	579	1	0	2,657

Table 9. Ethnicity of Administrative Personnel, 2001

Personnel Category	American Indian	White	Hispanic	Black	Asian	Multiracial	Total
Assistant Superintendent	1	179	1	46	0	0	227
Athletic Director	0	37	0	4	0	0	41
Curriculum Director	0	183	2	38	0	0	223
Human Resources Director	0	42	0	13	0	0	55
Instructional Supervisor	5	518	3	288	1	0	815
Kindergarten Director	0	1	0	1	0	0	2
Other Administrators	6	679	2	153	0	0	840
Pre-K Director	0	16	6	4	0	0	26
RESA Director	1	14	0	1	0	0	16
Special Education Director	0	139	0	19	1	0	159
Superintendent	1	163	0	20	0	0	184
Technology Director	0	53	1	3	0	0	57
Total	14	2,024	15	590	2	0	2,645

Table 10. Ethnicity of Administrative Personnel, 2002

Year	Personnel Category																Total
	Elementary Counselor		High School Counselor		Middle Grades Counselor		Media Specialist		Other Student Services Personnel		School Psychologist		School Social Worker		Speech & Language Pathologist		
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
1997	1,047	106	0	0	1,161	277	1,899	88	749	153	374	122	282	83	876	28	7,245
1998	982	88	446	132	884	182	1,905	94	960	172	412	119	295	78	748	28	7,525
1999	1,013	87	516	147	878	173	1,913	100	926	206	424	125	302	93	1,254	43	8,200
2000	1,067	95	631	169	801	152	1,942	104	903	191	420	129	314	86	1,368	47	8,419
2001	1,186	111	717	210	782	144	1,974	118	855	191	454	129	357	92	1,430	47	8,797
2002	1,254	117	775	206	814	153	2,011	126	1,043	192	506	124	391	92	1,496	47	9,347

Table 11. Gender of Student Services Personnel, 1997-2002

Ethnicity	School Year					
	FY97	FY98	FY99	FY00	FY01	FY02
American Indian	0	7	2	1	1	0
Asian	1	1	1	2	2	1
Black	271	248	271	294	362	401
Hispanic	4	4	5	4	3	3
Multiracial	0	0	0	1	0	0
White	877	810	821	860	929	966
Total	1,153	1,070	1,100	1,162	1,297	1,371

Table 12. Ethnicity of Elementary Grades Counselor, FY97-FY02

Ethnicity	School Year				
	FY98	FY99	FY00	FY01	FY02
American Indian	0	1	0	0	0
Asian	0	0	0	0	0
Black	173	193	238	282	303
Hispanic	0	2	4	2	4
Multiracial	1	1	1	2	2
White	404	466	557	641	672
Total	578	663	800	927	981

Table 13. Ethnicity of High School Counselor, FY97-FY02

Ethnicity	School Year					
	FY97	FY98	FY99	FY00	FY01	FY02
American Indian	0	9	2	0	0	0
Asian	0	0	0	0	1	0
Black	416	305	313	306	306	320
Hispanic	3	4	2	1	3	3
Multiracial	0	0	1	1	0	1
White	1,019	748	733	645	616	643
Total	1,438	1,066	1,051	953	926	967

Table 14. Ethnicity of Middle Grades Counselor, FY97-FY02

Ethnicity	School Year					
	FY97	FY98	FY99	FY00	FY01	FY02
American Indian	1	9	0	0	0	0
Asian	2	2	3	3	4	5
Black	314	302	289	284	275	270
Hispanic	1	3	3	2	3	3
Multiracial	0	1	1	1	2	2
White	1,669	1,682	1,717	1,756	1,808	1,857
Total	1,987	1,999	2,013	2,046	2,092	2,137

Table 15. Ethnicity of Media Specialist, FY97-FY02

Ethnicity	School Year					
	FY97	FY98	FY99	FY00	FY01	FY02
American Indian	8	11	10	9	3	3
Asian	0	1	3	4	3	2
Black	117	162	147	138	166	183
Hispanic	3	5	7	4	2	3
Multiracial	0	0	0	0	1	0
White	774	953	965	939	871	1,044
Total	902	1,132	1,132	1,094	1,046	1,235

Table 16. Ethnicity of Other Student Services Personnel, FY97-FY02

Ethnicity	School Year					
	FY97	FY98	FY99	FY00	FY01	FY02
American Indian	6	6	6	3	2	1
Asian	3	3	3	3	4	4
Black	48	54	61	63	71	79
Hispanic	3	3	3	5	5	5
Multiracial	1	1	1	1	1	1
White	435	464	475	474	500	540
Total	496	531	549	549	583	630

Table 17. Ethnicity of School Psychologist, FY97-FY02

Ethnicity	School Year					
	FY97	FY98	FY99	FY00	FY01	FY02
American Indian	0	4	0	0	0	1
Asian	1	1	0	0	1	1
Black	150	146	159	164	183	202
Hispanic	3	4	4	4	6	6
Multiracial	0	0	0	0	0	0
White	211	218	232	232	259	273
Total	365	373	395	400	449	483

Table 18. Ethnicity of School Social Worker, FY97-FY02

Ethnicity	School Year					
	FY97	FY98	FY99	FY00	FY01	FY02
American Indian	0	4	6	7	5	2
Asian	0	1	1	1	0	1
Black	155	142	216	222	246	254
Hispanic	1	1	4	5	7	9
Multiracial	0	0	2	1	1	1
White	748	628	1,068	1,179	1,218	1,276
Total	904	776	1,297	1,415	1,477	1,543

Table 19. Ethnicity of Speech & Language Pathologist, FY97-FY02