

Financing Special Education in New Jersey

New Jersey School Boards Association

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Special Education Personnel Trends

Special Education Administrators. The average statewide average salary for a special education administrator was about \$98,000, slightly higher in the north (\$103,000) and lower in the south (\$92,000). Salaries were higher in operating types that included the higher grades. For example, the average special education administrator salary in K-6 districts was \$84,000; in large K-12 districts the average was \$105,000. There was little variation in salaries among the various socio-economic strata (generally, \$96,500 to \$101,000 in district factor groupings A through GH). An exception occurred in I and J districts, where special education administrator salaries averaged \$104,000.

Determining the cost of special education administration was slightly problematic because the reported expenses were not differentiated between special and general education in the Audit Summary. Information from the Certificated Staff Report suggested that special education administration was frequently a part-time assignment, particularly in smaller districts. Other assignments included principal, pupil personnel services, child study team member and many others. In addition, in 140 districts, the numbers of administrators reported on the Annual Data Report (ADR) were missing or appeared to be erroneous. Information from the Certificated Staff Report was used as a source for special education administrators for districts that did not report any on the ADR. In 38 cases, no special education administrators were reported on either data source. For these districts, the number of administrators was estimated based on the overall number of students classified by a child study team (excluding speech-language services) in comparable districts. Salaries were estimated as the average for that district's operating type.

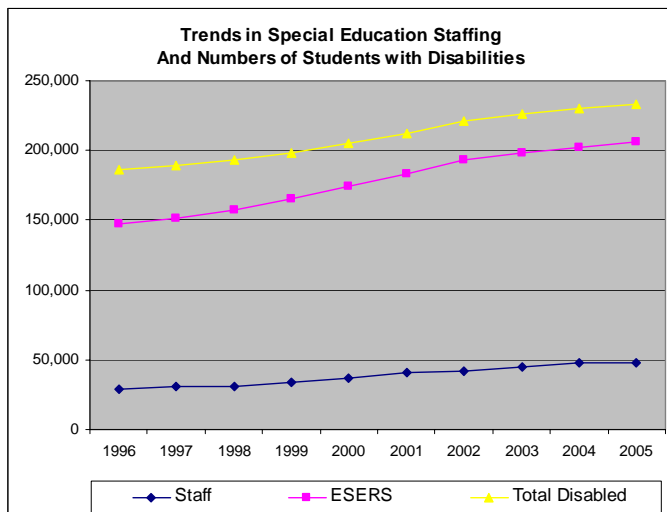
Special Education Salaries. Twenty-two special education staff titles were included on the Certificated Staff Report. Salaries range from \$33,000 for a sign language interpreter to \$102,000 for a principal and \$107,000 for a special education director. Districts in DFG I and J paid their directors \$10,000 to \$20,000 more than the rest of the DFG groups. Salaries in the North are similar or slightly higher than in the central region. Salaries in South Jersey were a few thousand dollars less than the rest of the state. Salaries in K-6 and small or medium K-8 districts were lower than in larger K-8, K-12 and secondary districts.

The average teacher salaries ranged from \$43,000 to \$63,000 among district groups. The K-6 and small K-8 districts paid teachers about \$49,000. The larger K-8 and smaller K-12 districts paid teachers an average of about \$51,500 while the largest K-12 and secondary districts paid \$55,000 to \$57,000. The average teacher salaries were highest in the DFG A group (\$57,000) followed by J (\$55,000) and GH and I (\$54,000). Teacher salaries in DFG B, CD, DE and FG were about the same (\$53,000).

Child study team members, speech-language specialists, occupational and physical therapists' average salaries ranged from \$63,000 to \$72,000. These salaries were highest in the secondary and larger K-12 districts (\$65,000-\$72,000). The lowest average salaries were in the K-6 and K-8 districts (\$43,500-\$55,000). Salaries in the DFG A districts were highest followed by the districts in the DFG I and J groups. There was not much variation among the other DFG groups for social worker or speech-language specialist. The LDT-C and psychologist salaries were about \$5,000 lower in the FG and GH districts compared with the other DFG groups.

Average Salaries for Special Education Personnel

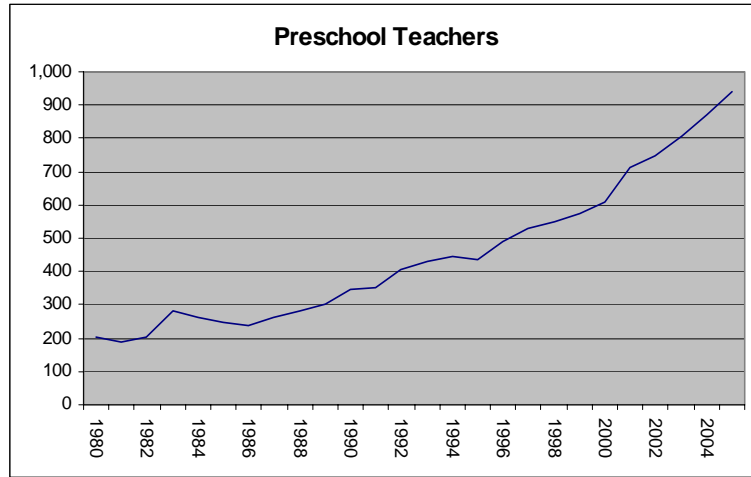
Special Education Title	NJ	North	Central	South
Principal	\$102,736	\$105,845	\$103,308	\$97,182
Asst Principal	\$88,091	\$70,132	\$93,677	\$89,927
Supervisor	\$96,914	\$101,762	\$94,711	\$93,035
Non-Supervisor	\$71,395	\$76,507	\$64,819	\$67,056
Director	\$107,483	\$113,816	\$108,873	\$98,750
VI Teacher	\$54,422	\$61,595	\$47,234	\$55,465
AD Teacher	\$55,729	\$58,884	\$52,905	\$48,250
HI Teacher - Aural	\$42,851			\$42,851
MR Teacher	\$61,815	\$62,854	\$64,542	\$59,728
HI Teacher - Sign	\$43,878	\$44,500	\$46,525	\$41,933
OD Teacher	\$62,959		\$61,945	\$66,000
ED Teacher	\$54,822	\$57,614	\$53,866	\$53,635
Resource	\$57,074	\$59,697	\$57,836	\$53,355
Supplemental	\$56,535	\$63,784	\$53,578	\$50,733
Teacher-Disabled	\$54,545	\$56,256	\$54,176	\$52,589
OT	\$56,421	\$59,447	\$57,187	\$49,615
PT	\$60,087	\$62,631	\$60,638	\$55,620
Psychologist	\$65,409	\$68,822	\$64,369	\$61,465
Social Worker	\$60,776	\$64,862	\$59,173	\$55,322
LDT-C	\$72,248	\$76,580	\$70,624	\$67,079
Speech-Lang Specialist	\$62,153	\$66,161	\$61,702	\$57,382
Interpreter	\$33,467	\$38,500	\$37,254	\$31,112



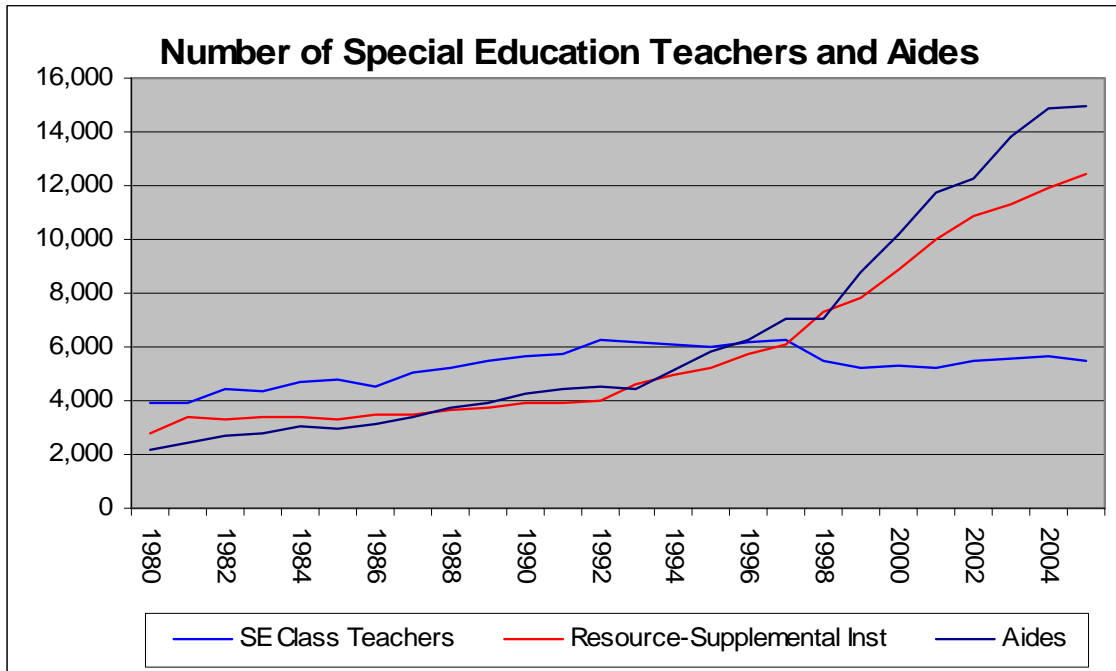
Staffing Trends. The number of special education staff members has increased in a slightly higher proportion to the number of students with disabilities. There are currently 48,269 staff members serving 232,894 or one for every 4.82 students. In 1995, there was one special education staff member for every 6.8 students with disabilities. In 2005, the ratio had decreased to

one for every 4.8 students. Since 2000, the number of staff members increased by 11,000 (mostly aides and resource teachers) and so did the number of students. The ratio of teachers to child study team classified students decreased by just one student, from 12 to 11 students. During that same time period, the ratio of Eligible for Special Education and Related Services (ESERS) classified students to aides decreased from 25 to 14 reflecting the increased reliance on aides to facilitate special education services.

Preschool teachers increased steadily since 1995, more than doubling from 436 to 943. The number of preschool students in full or part-time special education classes for each teacher dropped from 18 in 1998 to 13 in 2005. This may reflect the increasing number of preschool students with disabilities attending school and the severity of their disabilities. The number of



aides required in preschool disabled classes and autistic programs may also contribute to the overall increase in the number of aides in district special education programs.



Teachers of special classes increased gradually from 1980 to 1992 at which point they leveled off. They dropped from 1997 to 1999 before leveling off again. In contrast, the number of resource and supplemental instruction teachers began a steady increase from

1992 to 2005. Similarly, the number of aides increased at an even higher rate over that same time period. The increase in the number of students with disabilities in general education more than 80% of the school day fueled much of the increase in aides and resource-supplemental teachers. It is not possible to calculate the ratios of resource-supplemental teachers to students because there is no report of the number of students they serve. The number of students in various placement settings does not yield information that could be used to estimate their caseloads.

One item on the survey conducted for the present study attempted to get information on student-teacher and student-aide ratios; however, it was difficult for some districts to complete because caseloads vary by period and their databases did not ordinarily record that information. For those that did, the ratio of students to teachers (S/T) and aides (S/A) was calculated for four program types (Supplementary Aids and Services-SAS; In-Class Support-ICS; Pullout Resource-POR; Special Class-SC) reported in the chart below by region, district operating type and district factor grouping.

Supplementary Aids and Services (SAS). The number of students per teacher was 6.1, with districts in the south reporting just 3.1 students per teacher compared to 6.9 in the north and 8.5 in the central region. The south on average had fewer students (0.8) per aide as compared to the other regions (north, 9.6; central, 8.4).

Region:	SAS S/T	SAS S/A	ICS S/T	ICS S/A	POR S/T	POR S/A	SC S/T	SC S/A
New Jersey	6.1	3.7	9.8	6.6	10.6	25.6	8.8	6.6
North	6.9	9.6	10.7	36.7	10.6	25.6	9.1	9.4
Central	8.5	8.4	9.2	33.7	10.8	23.9	7.7	4.5
South	3.1	0.8	8.3	20.5	10.0	26.7	8.2	6.0

The student-teacher ratios were much lower in K-6 districts, small and medium K-8 districts, and small and large K-12 districts. The highest numbers of students to teachers were in medium K-12 and secondary 7-12/9-12 districts. The number of students per aide was highest in the small and medium K-12 districts and the secondary districts. This was expected because aides tend to be used most frequently in elementary grades. The larger instructional sizes allowed in middle and secondary programs also contribute to the increased student-teacher ratios in those districts. The notable exceptions are the very low ratios for both teachers and aides in the largest K-12 districts. It is possible that part of the result is attributable to substantial difficulty in responding to this question on the survey.

Operating Type:	SAS S/T	SAS S/A	ICS S/T	ICS S/A	POR S/T	POR S/A	SC S/T	SC S/A
A. K-6	5.4	5.7	5.7	10.8	6.8	16.3	6.9	4.1
B. K-8 / 0-400	7.4	4.9	5.3	10.2	6.8	25.3	6.6	5.5
C. K-8 / 401-750	7.0	3.2	6.3	14.3	6.7	30.6	6.1	5.5
D. K-8 / 751 +	14.7	4.9	10.1	24.3	6.7	19.0	7.7	5.1
E. K-12 / 0-1800	6.4	16.7	6.6	15.4	8.6	23.3	7.6	7.2
F. K-12 / 1801-3500	20.6	14.6	8.7	33.4	12.3	28.6	8.1	5.4
G. K-12 / 3501 +	4.4	2.5	7.3	28.5	9.6	24.7	9.3	7.7
H. 7-12 / 9-12	12.6	14.6	27.0	120.8	14.0	24.2	6.1	8.3

DFG:	SAS S/T	SAS S/A	ICS S/T	ICS S/A	POR S/T	POR S/A	SC S/T	SC S/A
A	1.8	0.5	9.4	68.5	11.7	171.7	11.6	37.2
B	6.0	11.4	5.6	18.9	11.8	21.3	6.8	6.3
CD	41.0	4.8	5.8	11.9	11.3	30.1	8.2	5.9
DE	9.6	7.3	8.1	33.7	8.1	37.0	8.5	5.2
FG	8.9	5.7	8.3	29.6	7.8	20.9	6.9	4.8
GH	18.8	11.9	10.5	23.0	10.9	24.1	9.1	4.9
I	10.0	4.8	16.3	50.7	7.4	14.2	7.1	4.7
J	4.5	7.5	9.1	44.7	10.8	23.1	8.0	2.7

Districts in DFG A and J reported the smallest number of students per teacher. The extremely low ratio in the DFG A may also be an artifact of their reporting difficulties. The CD group reported 41 students per teacher, suggesting that teachers are not the primary provider of this service. GH and I districts had higher numbers as well (19 and 10, respectively), but were not nearly as high as the CD group. For Supplementary Aids and Services, the variation in the number of students per aide was much smaller than in other areas, suggesting that aides are commonly used in this instance. DFGs B and GH reported higher student-aide ratios (11.4 and 11.9, respectively). Because of the difficulty districts had in compiling these data, the results should be interpreted with some caution and further study may be indicated.

In-Class Support (ICS): The average number of students to teachers was 9.8 statewide. The ratios had very little variation for across regions (8.3-10.7). The ratios were between 5.3 and 10.1 for all operating types, except secondary districts (7-12/9-12), which reported 27 students per teacher. The ratios of students to teachers did not vary much by DFG. The higher ratios were in the DFGs A, GH, I and J (9.1 to 16.3), while the ratios in remaining DFGs ranged from 5.6 to 8.3. The number of students to aides was lowest in the small and medium K-8 districts. It is apparent that aides are used most frequently in elementary grades to assist in-class support programs. The student-aide ratios among DFGs were lowest in the B and CD groups (18.9 and 11.9, respectively). The much higher ratios in districts with upper grades suggest that aides are not used in this capacity at those levels. For example, 7-12/9-12 districts had a ratio of 120.8 students per aide. This effect is more pronounced in the DFG A and J districts.

Pullout Resource: The average ratio of students to teachers was 10.6 statewide and similar in each region. The ratios ranged from 6.7 to 8.6 students per teacher in all district operating types, except for the larger K-12 and secondary districts where they ranged from 9.6 to 14. The ratios of students to teachers did not vary much by DFG (7.8:1 to 11.8:1). The number of students per aide averaged 25.6 statewide and was about the same in each region. The lowest figures were found in the K-6 and largest K-8 districts (16.3 and 19 students per aide, respectively). Aides are not used as much to assist in pullout resource programs, especially in the DFG A districts. The student-aide ratios were lowest in the DFGs B, FG, GH, I and J (14.2:1 to 24.1:1) while the DFG CD

and DE student-aide ratios were higher (30.1:1 and 37:1, respectively). Primarily teachers, with some aide support, conduct pullout resource programs.

Special Class: The average ratio of students to teachers was 8.8 students per teacher statewide and ranged from 7.7 students per teacher in the central region to 9.1 in the north. There was a slight increase in ratios as the operating types moved from elementary to secondary grades. Class sizes were larger in the DFG A districts (11.6), with little variation among the other DFG groups. The number of students per aide averaged 6.6 statewide and 9.4, 4.5 and 6.0 in the north, central and south regions, respectively. As with teachers, there was a gradual increase in the number of students to aides as the grade levels increased. The largest student-aide ratio was in the DFG A districts (37.2:1) and the lowest in the J districts (2.7:1) with the rest average about five students per aide. Special class sizes reflect the regulatory limits. The A districts have the largest number of students for each teacher and aide, while the J districts have very intensive programs with the smallest ratios of students to teachers and aides.

Child Study Teams and Speech-Language Specialists. Child study team members increased almost 50% from 1995 to 2005. Their ratios to total enrollment dropped from about one to 1,000 students to one to approximately 900; however, their ratio to students Eligible for Special Education and Related Services remained almost the same at about one to 130. There has been a 30% increase in the number of speech-language specialists, but their ratio to students receiving speech remains steady at one to 46 students.

Special Education Administrators. Special education administrators reported on the Annual Data Report increased by 50% since 1995; however, a comparison with the special education administrative titles on the Certificated Staff Report suggests that this might be an underestimate. In small districts, special education administration is accomplished as a part-time assignment. For funding calculations, a combination of the two reports and estimates of missing data were used. Since these data were unavailable for previous years, the longitudinal data for administrators from the ADR was used as an index of growth.

The ratio of Eligible for Special Education and Related Services classified students to administrators showed a slight decrease from 331 per administrator to 304. Since these students require the most administrative time, the slight decrease suggests that the small administrative growth has not been disproportionate to the number of students with disabilities. Using the number of special education administrators from the Annual Data Report and the Certificated Staff Report plus estimates for missing data, the ratio to ESERS classified students dropped to one per 258 students, with slightly lower ratios in the central region, and slightly higher ones in the north. The ratios were lower in the lower grades, with K-6 districts and smaller K-8 districts averaging one administrator per 136 students and 180 students respectively. They were higher in the larger K-8, K-12 and secondary districts (216 to 387 students per administrator). The variation among DFGs showed the highest ration if DFG A (399 students per administrator), with DFG J districts reporting half that number (195). The rest of the DFGs ranged from 242 to 350.

The ratio of special education staff administrators to special education staff members increased from 1:59 to 1:71 from 1995 to 2005, again showing that the number of special education administrators has not grown as fast as the staff (See Appendix E). This was confirmed by the 1:62 ratio found using the Annual Data Report-Certificated Staff estimates. The regional figures were 62, 59.43, and 63.04 staff members per administrator in the north, central and south, respectively. The ratios in K-6 districts, smaller K-8 districts and the secondary districts were the smallest (46, 48 and 41 special education staff members per special education administrator, respectively). The middle operating types ranged from 50 to 69 staff members per administrator, while the largest K-12 districts had 89 staff members per administrator. District Factor Groupings A, DE and GH showed a ratio of about 80 staff per administrator. The rest ranged from 54 staff per administrator in DFG J to 68 in DFG FG.

Region:	ADR Admin:	Admin to Enroll:	Admin to ESERS Classified	Total SE Staff:	Admin to SE Staff	Avg. Salary
New Jersey	768	4,820	258	47,324	62	\$98,054
North	288	1,926	265	18,006	62.44	\$102,642
Central	252	1,792	241	14,993	59.43	\$98,707
South	227	1,716	268	14,323	63.04	\$91,558
Operating Type:	ADR Admin:	Admin to Enroll:	Admin to ESERS Classified	Total SE Staff:	Admin to SE Staff	Avg. Salary
A. K-6	33	1,062	136	1,507	46	\$83,585
B. K-8 / 0-400	11	1,151	170	546	48	\$70,888
C. K-8 / 401-750	28	1,335	180	1,419	50	\$77,554
D. K-8 / 751 +	91	1,860	236	6,330	69.	\$99,016
E. K-12 / 0-1800	52	1,424	216	2,819	54	\$97,047
F. K-12 / 1801- 3500	80	1,925	274	5,208	65	\$99,899
G. K-12 / 3501 +	288	2,698	387	25,540	89	\$104,647
H. 7-12 / 9-12	63	1,523	242	2,538	41	\$101,281
DFG:	ADR Admin:	Admin to Enroll:	Admin to ESERS Classified	Total SE Staff:	Admin to SE Staff	Avg. Salary
A	94	2,563	399	7,659	81	\$100,835
B	83	1,729	262	5,144	62	\$99,109
CD	62	2,042	309	4,160	67	\$90,334
DE	79	2,297	350	6,308	80	\$96,422
FG	83	2,038	279	5,597	68	\$98,849
GH	90	2,231	300	7,203	80	\$101,255
I	124	1,919	242	7,899	63	\$104,508
J	31	1,673	195	1,709	54	\$103,969