

## Teaching Stats: Independent Schools

School Number/Name	Enrollment	Average Class Size	Average Student-Teacher Ratio	No. of Teachers on Staff	No. of Part-Time Teachers	% Teaching at Least 2 Years at School	% Teaching 5 Years Any School	Min. Criteria for Hiring Teachers	# of Teachers with at Least a Master's Degree
Bank Street School for Children	426	20	7 to 1	58	3	79%	74%	BA/BS	67%
Brooklyn Friends School	635	15	7 to 1	109	7	94%	62%	BA/BS	71%
Browning School	390	14	8 to 1	60	5	>90%	>93%	MA + 3 years experience	>95%
Cathedral School of St. John the Divine	266	15	7 to 1	44	6	77%	68%	BA/BS	73%
City & Country School	307	18	8 to 1	59	15	68%	51%	MA	>50%
Columbia Grammar*	574	12-20**	6 to 1	87	10	100%	98%	Associate: BA/BS; head teacher: MA, 3-4 years exp.	97%
Corpus Christi Church and School	190	17	17 to 1	13	3	100%	85%	BA	8%
Epiphany School	510	23	15 to 1	35	5	97%	86%	Enrolled in graduate school	86%
Friends Seminary	670	16	7 to 1	100	7	83%	84%	BA/BS	72%
Geneva School of Manhattan	140	11	12 to 1	20	3	25%	20%	BA/BS	20%
Hewitt School	506	14	7 to 1	74	3	89%	81%	MA + 2 years exp.	86%
Holy Name School	490	26	25 to 1	22	2	95%	86%	BA/BS	32%
IDEAL School of Manhattan	39	14	4 to 1	15	3	47%	73%	BA/BS	80%
Little Red School House & Elisabeth Irwin High School	564	17	7 to 1	104	22	74%	78%	BA/BS	63%
Metropolitan Montessori School	194	24	12 to 1	32	5	53%	41%	BA/BS	41%
Nightingale-Bamford School	560	12	7 to 1	92	27	N/A	N/A	N/A	75%
St. Hilda's & St. Hugh's	382	16	5 to 1	74	2	97%	84%	BA/BS	72%
St. Joseph's School	300	24	24 to 1	12	3	92%	83%	BA/BS	N/A

\* Information only for Columbia Grammar School, grades Pre-K through 6. \*\*Pre K-3, 2 teachers 18-20 students; grades 4-6, 12 children per class

Compiled by Dan Rivoli

### Reading This Chart

Reporters for the 2008 Blackboard Awards polled more than 80 independent and religious schools by telephone and Internet survey. Many graciously responded to our inquiries, generously sharing their time and insights. Others declined to participate, most often citing privacy concerns and calendar pressures. Corresponding public school information from the 2006-07 school year was not ready at press time.

This chart presents data from participating schools in the following categories:

**Enrollment:** Data on number of students

enrolled derived from telephone interview and/or Internet surveys.

**Average Class Size:** Class-size data are derived from telephone interviews and/or Internet surveys. Schools that span K-12 have smaller classes, and smaller student-teacher ratios, in the younger grades, and often have two teachers in each classroom through the early elementary years (through grades 1 or 2, depending on the school). In middle and high school, class size varies depending on enrollment: core academics tend to be most fully subscribed, while advanced classes or specialized courses of study can have as few as six students. Many schools offer independent study options, where student work is moni-

tored and guided by a faculty mentor.

**Average Student/Teacher Ratio:** Data are drawn from telephone interviews and Internet surveys; ratios vary depending on grade level, with much smaller ratios in the early-childhood years (nursery, pre-K and K and often extending into grades 1 and 2).

**No. of Teachers/ No. of Part-Time Teachers:** Data are drawn from telephone interviews and Internet surveys.

**% Teaching 2 years, % Teaching 5 years:** Data are drawn from telephone interviews and Internet surveys. Some schools reported data as a percent whereas others reported raw numbers; we converted

all figures to percents.

**Minimum Hiring Criteria:** Every school we spoke with required teachers to hold a BA/BS degree, either in the subject area taught or in education, depending on the school and the grade-level taught. Teaching experience or training was not a universal requirement. Many independent schools have "head" and "assistant" teachers, for whom hiring requirements differ. Most often, head teachers hold or are working on master's degrees.

**N/A** indicates information schools did not wish to provide or data that were unavailable to school authorities at the time of the interview.

—Helen Zelon, Laura Zingmond and Dan Rivoli