

Receipt of Report

Date:

January 23, 2020 (BOE-Receipt of Report)

Agenda Item:

District Class Sizes for 2019-20

Building:

All

Proposed Action:

Information only.

Identified Need:

The purpose of this report is to provide the district's 2019-20 class sizes by building.

Authority of Action:

Each year, the Research Division staff oversees the preparation of this report. Membership data is further disaggregated at the district and school levels.

Stakeholder Groups involved in the development of the proposal:

N/A

Fiscal Impact:

N/A

Next Steps:

N/A

Monitoring and Reporting Timeline:

This is the only official reporting of this information.

Additional Considerations:

- *Kindergarten Average = 20.21*
- *1-6 Average = 20.45*
- *K-6 Pupil Teacher Ratio = 1:12.96*

OMAHA PUBLIC SCHOOLS

Omaha, Nebraska

CLASS SIZE AND PUPIL-TEACHER RATIO: FALL 2019

The purpose of this report is to present information pertaining to class size and pupil-teacher ratios in regular classes in the Omaha Public Schools. Class Size totals include Special Education students and English Language Learners who are in regular classrooms. However, because of the unique nature of services and variability within group size, self-contained Special Education classes are not included. Also, pre-kindergarten (PK) classes are not included at elementary schools to ensure a more standardized and accurate class size picture since not all elementary schools have PK.

Elementary Schools: Key Points and Class Size Considerations

Table I (pg 6) depicts class size counts for elementary schools in 2017, 2018 and 2019. Data is based on counts taken on the last Friday of September in 2017 and October 1 in 2018 and 2019. Totals for all grades have been calculated consistently and may be compared from year to year.

Data contained in Table II (pg 7-9) indicate the mean class sizes and pupil-teacher ratios in regular classes of kindergarten and grades 1-6 collectively for individual schools. Average class size was determined by dividing total enrollment in regular classes by the number of classes. Pupil-teacher ratio is the number of students enrolled divided by the number of teachers assigned. Class sizes are based upon the total number of students assigned and includes Special Education students and English Language Learners who may spend part of their time in special classes.

Table III (pg 10) shows the number of elementary students falling within specific class size intervals during the period of Fall 2015 through Fall 2019.

Key Point:

- The overall 2019-20 average class size for grades K-6 is 20.41, an increase of .19 from the previous year's average. The average class size at Kindergarten is 20.21 with grades 1-6 having an average class size of 20.45.

	Kindergarten	1-6	K-6
Membership (Regular Classrooms)	3,940	20,160	24,100
Average	20.21	20.45	20.41

- Historically (1970 school year), almost 50 percent of elementary students were in classrooms of more than 30 students. In 2019-20, there are no elementary classroom with more than 30 students.
- In 2019-20, class size guidelines at the elementary level were standardized across grades K-6 for regular classrooms and all regular school buildings with a goal of attaining 20-24 students per classroom.
- Student enrollment increases over the last 20 years has made reducing class sizes difficult in some locations due to the lack of physical classroom spaces.

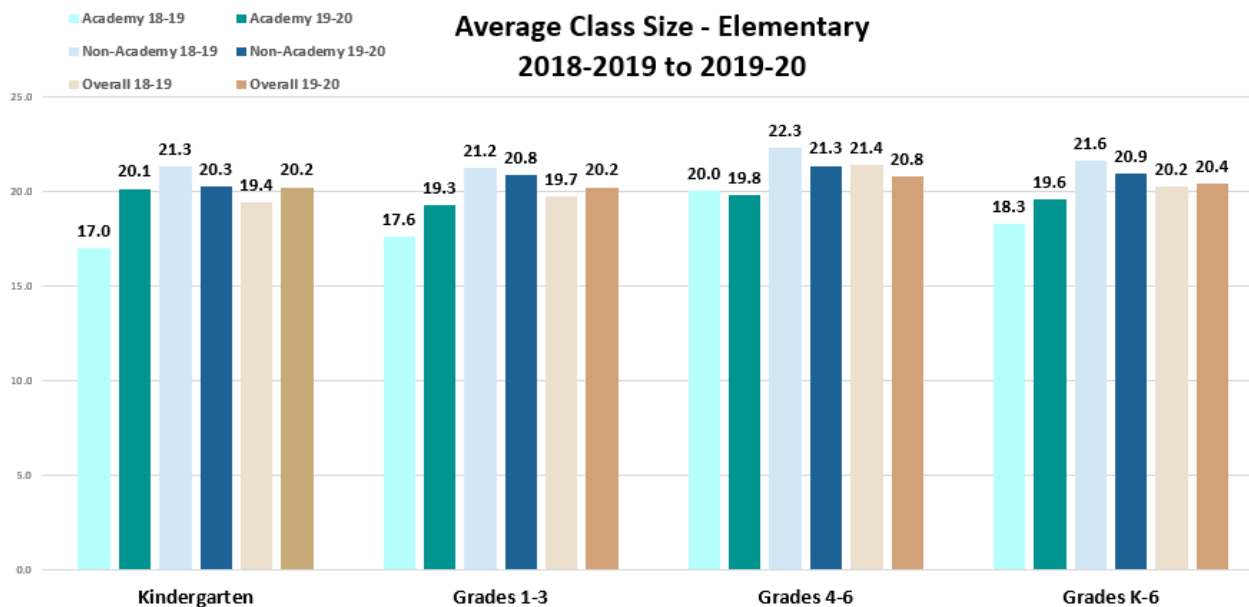
Class Size Considerations:

Factors affecting overall class size and pupil-teacher ratio include the following:

1. Home attendance area boundaries, student assignment options, and magnet school selections.
2. The need for special programs in which enrollments per class must be limited by statute or for instructional reasons.
3. Increases or decreases in enrollment (i.e., the number of students and grade configurations at individual school locations).
4. Available classroom space.
5. Available funds.

In the late 1990s, OPS put in place an Academy model which resulted in significantly smaller elementary school classes at schools that implemented the Academy philosophy. The schools were selected, at the time, as a function of the at risk nature of the population those schools served as measured by the schools Free/Reduced Lunch rate. Over the next 20 years, the average poverty rates of OPS elementary schools increased from just over 50% to over 75%. Over this same time period, the Academy model was not expanded to additional schools experiencing increasing poverty levels and student enrollment increases coupled with limited physical classroom space made reducing class size difficult even at Academy schools. These trends created disproportionate class sizes at schools with similar levels of student poverty.

Beginning in the 2019-20 school year, class size guidelines at the elementary level were standardized across grades K-6 for regular classrooms and all regular school buildings with a goal of attaining 20-24 students per classroom. This adjustment was made in an attempt to reduce class size discrepancies where possible and more efficiently use the district's classrooms space and teaching staff. As a result, overall class sizes at academy schools increased from an average of 18.3 in 2018-19 to 19.6 in 2019-20. The greatest increases came at kindergarten through third grade while grades four through six experienced a small decrease. Non-Academy schools experienced a small decrease in class size from 2018-19 to 2019-20 but still maintain class sizes that are, overall, about 1.3 additional students per classroom.



Secondary Schools: Key Points and Class Size Considerations

Key Points:

- At the middle school level (not including alternative programs), the pupil-teacher ratio is 15.84 for regular classroom teachers and 12.53 when including other support teachers/staff.
- At the high school level (not including alternative programs), the pupil-teacher ratio is 19.6 for regular classroom teachers and 15.3 when including other support teachers/staff

Class Size Considerations:

Within its seven high schools, the district offers a broad range of courses. Unlike elementary (K-6) classes that are usually self-contained (with one teacher and one class assigned to one room for a full day), secondary level (7-12) classes are departmentalized. This permits teachers to teach in specialized subject-matter areas to accommodate a broad array of course offerings. At the secondary level, students take required courses, but are also afforded the opportunity to elect specialized subjects. Generally, the scope of elective choices increases as students' progress to higher grade levels.

Because of the complexities inherent in the scheduling process at the secondary level, it is neither possible nor desirable to schedule the typical large secondary school at a full "100 percent efficiency" (i.e., every room fully scheduled and occupied for every class period of the day). Maintaining reasonable flexibility in scheduling to accommodate electives and other activities typically results in a scheduling factor of approximately 85 percent or less. Published "maximum capacity" figures for secondary schools are usually "instantaneous" figures, indicating the number of students who could be accommodated at one specific time if every teaching station was filled to capacity. From a practical standpoint, student schedule combinations and other necessary programs vastly reduce any possibility of filling every room to capacity for every period.

Class size, by necessity, varies a great deal within secondary schools. Teachers of subjects such as physical education or vocal music may have classes of 40 or more students. Conversely, students electing highly specialized subjects such as calculus, advanced computer-assisted design or certain world languages at advanced levels may be enrolled in classes of 15 or fewer students. Special education classes are usually small at all levels, with mandatory limitations on class size. In secondary schools, study halls may be provided in locations such as the cafeteria or library for students who may not have a class scheduled for that particular period. The programs of most secondary schools tend to minimize time spent in study halls, while instructional time spent with teachers is maximized. This emphasis does, of course, have an additional cost factor because it requires more teachers.

More stringent high school graduation requirements have also increased the number of courses students must take. Essentially, this has reduced the number of students assigned to study halls, increased cost and placed greater demands on space. The greater the number of courses taken by a student, the more time the student will spend in classes with teachers; hence, the greater the number of teachers and classrooms required and the higher per student cost. During recent years, increased emphasis upon instructional excellence and improving student performance has resulted in a higher proportion of available student time that is spent in classroom settings. In addition, as a function of increased graduation requirements, there may be a greater numbers of students that require more than four years to complete graduation requirements.

Pupil-Teacher Ratio and Class Size Definitions

Class size represents the actual number of students enrolled in each class.

Average class size is obtained by summing the enrollment of all classes and dividing by the number of classes.

Pupil-teacher ratio is the number of students enrolled divided by the number of teachers assigned. This is the average number of students per teacher and is not the same as average class size. Pupil-teacher ratio is typically lower than actual class size because it includes teachers who may be assigned to duties other than teaching.

The following illustration is provided for further clarification. Pupil-teacher ratio for a given school is determined by the number of teachers assigned relative to a given number of students. The ratio can be lowered by assigning more teachers and raised by assigning fewer. A lower ratio means fewer students per teacher and requires more teachers. A higher ratio means the opposite, fewer teachers with more students assigned. While adjustments of pupil-teacher ratios may affect average class sizes, all other factors being equal, the relationship is not absolutely direct.

Staff Assignment Efficiency, District Size, and Cost

In secondary schools, courses are offered on the basis of student need or request. Accordingly, students needing or requesting specific courses must be present in numbers that permit efficiently sized classes to be formed. Generally, assignment patterns, relative to staffing, are controllable by the school district, except in cases where class size is mandated or funds are absolutely limited. However, a factor of major significance is the number of students and grade configurations at various buildings. A primary advantage that a large school district has over a small district is in the area of staff assignment efficiencies. Despite the fact that the number of students in a school may be quite small, there is still the need for a reasonable variety of instructional services, as well as administrative, custodial, maintenance and food services.

Students of Omaha's seven high schools enjoy a broad range of courses available primarily because the district's size provides ample numbers of students to make highly advanced and/or specialized courses practical from a staff assignment efficiency standpoint. It is important to recognize that "staff assignment efficiency" is, in reality, a measure of cost efficiency.

As enrollments in many of Omaha's schools have increased, limitations of available classroom space or student assignment alternatives may restrict the ability to respond to class size and program needs. In some elementary situations, a solution has involved the placement of paraprofessional staff in classrooms to assist teachers. In addition, relocatable classrooms have been placed within the district to provide adequate classroom space at both elementary and secondary schools. Changes to elementary class size guidelines for 2019-20 has also decreased the overall classroom space needs at that level.

Prepared by:
Scott SchmidtBonne
Director, Research Division

Approved by:
Cheryl Logan
Superintendent of Schools

01/23/2020

TABLE I
K-6
FREQUENCY OF CLASS SIZE ACCORDING TO MEMBERSHIP - ELEMENTARY SCHOOLS: 2019-20

Pupils Per Class	Number of Classes by Grade Level						Total Classes and Percent of Total Classrooms						Total Students		
	Kindergarten			Grades 1 - 6*			2017		2018		2019		2017	2018	2019
	2017	2018	2019	2017	2018	2019	#	%	#	%	#	%	#	#	#
1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	-	1	-	-	-	-	-	-	1	.08	-	-	-	6	-
7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9	-	-	-	2	-	-	2	.16	-	-	-	-	18	-	-
10	3	-	-	1	-	-	4	.33	-	-	-	-	40	-	-
11	-	-	-	2	1	-	2	.16	1	.08	-	-	22	11	-
12	-	2	-	9	6	1	9	.73	8	.66	1	.08	108	96	12
13	7	4	3	14	13	1	21	1.71	17	1.41	4	.34	273	221	52
14	8	17	3	21	26	8	29	2.37	43	3.56	11	.93	406	602	154
15	10	15	6	56	48	18	66	5.38	63	5.22	24	2.03	990	945	360
16	22	11	14	69	58	46	91	7.42	69	5.71	60	5.08	1456	1,104	960
17	16	12	9	61	70	81	77	6.28	82	6.79	90	7.62	1309	1,394	1,530
18	23	11	15	84	90	82	107	8.73	101	8.36	97	8.21	1926	1,818	1,746
19	14	15	21	88	106	117	102	8.32	121	10.02	138	11.69	1938	2,299	2,622
20	25	31	33	118	109	150	143	11.66	140	11.59	183	15.50	2860	2,800	3660
21	15	21	23	84	85	130	99	8.08	106	8.77	153	12.96	2079	2,226	3,213
22	18	29	30	104	93	106	122	9.95	122	10.10	136	11.52	2684	2,684	2,992
23	16	12	10	106	89	106	122	9.95	101	8.36	116	9.82	2806	2,323	2,668
24	10	13	18	93	83	84	103	8.40	96	7.95	102	8.64	2472	2,304	2,448
25	3	8	6	59	53	40	62	5.06	61	5.05	46	3.90	1550	1,525	1150
26	2	5	2	27	27	10	29	2.37	32	2.65	12	1.02	754	832	312
27	7	-	-	11	19	4	18	1.47	19	1.57	4	.34	486	513	108
28	1	-	2	7	9	1	8	.65	9	.75	3	.25	224	252	84
29	5	-	-	2	9	1	7	.57	9	.75	1	.08	203	261	29
30	-	-	-	2	6	-	2	.16	6	.50	-	-	60	180	-
31	-	-	-	1	1	-	1	.08	1	.08	-	-	31	31	-
32	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
33	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
34	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
37	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
38	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	205	207	195	1,021	1,001	986	1,226	100	1,208	100	1,181	100.0	24,695	24,427	24,100

Classrooms with high enrollments are supported with Paraprofessional assistance.

Note: For purposes of this chart K-6 does not include Special Education Self Contained Classrooms

Source: OFM report October 1, 2019

**TABLE II
ENROLLMENT, AVERAGE CLASS SIZE,
2019-20**

School	Kindergarten			Grades 1-6			K-6 Regular Classroom Membership	K-6		Other Membership ³	Total Membership
	Membership	Classes	Average	Membership	Classes	Average		Average ¹	Pupil Teacher Ratio ²		
Adams Elementary	42	2	21.00	199	10	19.90	241	20.08	10.95	19	260
Ashland Park/RobbinsElementary	112	5	22.40	641	29	22.10	753	22.15	12.55	83	836
Bancroft Elementary*	122	6	20.33	614	30	20.47	736	20.44	12.69	20	756
Beals Elementary	43	3	14.33	249	12	20.75	292	19.47	12.17	19	311
Belle Ryan Elementary	33	2	16.50	223	12	18.58	256	18.29	11.64	53	309
Belvedere Elementary*	66	3	22.00	314	16	19.63	380	20.00	13.10	51	431
Benson West Elementary	65	4	16.25	399	20	19.95	464	19.33	11.60	16	480
Boyd Elementary	80	4	20.00	295	14	21.07	375	20.83	12.93	69	444
Castelar Elementary*	107	5	21.40	511	25	20.44	618	20.60	13.43	29	647
Catlin Magnet	17	1	17.00	103	6	17.17	120	17.14	8.00	20	140
Central Park Elementary*	53	3	17.67	290	15	19.33	343	19.06	11.06	33	376
Chandler View Elementary	81	4	20.25	513	24	21.38	594	21.21	13.50	53	647
Columbian Elementary	42	2	21.00	183	10	18.30	225	18.75	14.06	23	248
Conestoga Magnet*	49	2	24.50	239	13	18.38	288	19.20	12.00	59	347
Crestridge Magnet	70	3	23.33	324	15	21.60	394	21.89	14.59	1	395
Dodge Elementary	61	3	20.33	315	15	21.00	376	20.89	15.04	35	411
Druid Hill Elementary*	43	2	21.50	227	11	20.64	270	20.77	10.00	65	335
Dundee Elementary	61	3	20.33	380	18	21.11	441	21.00	13.78	12	453
Edison Elementary	63	3	21.00	323	16	20.19	386	20.32	13.31	34	420
Field Club Elementary	88	5	17.60	498	23	21.65	586	20.93	13.32	36	622
Florence Elementary	44	2	22.00	192	9	21.33	236	21.45	14.75		236
Fontenelle Elementary	78	4	19.50	408	20	20.40	486	20.25	12.15	50	536
Franklin Elementary*	38	2	19.00	250	12	20.83	288	20.57	14.40	34	322
Fullerton Magnet	88	4	22.00	365	16	22.81	453	22.65	15.10	17	470
Gateway Elementary	124	5	24.80	721	31	23.26	845	23.47	15.09	60	905
Gifford Park Elementary	44	2	22.00	233	10	23.30	277	23.08	15.39	55	332
Gilder Elementary	49	3	16.33	302	15	20.13	351	19.50	12.54	15	366
Gomez Heritage Elementary*	145	8	18.13	595	31	19.19	740	18.97	12.76	58	798
Harrison Elementary	40	2	20.00	234	12	19.50	274	19.57	11.91	12	286

**TABLE II
ENROLLMENT, AVERAGE CLASS SIZE,
2019-20**

School	Kindergarten			Grades 1-6			K-6 Regular Classroom Membership	K-6		Other Membership ³	Total Membership
	Membership	Classes	Average	Membership	Classes	Average		Average ¹	Pupil Teacher Ratio ²		
Hartman Elementary	64	3	21.33	363	16	22.69	427	22.47	14.23	38	465
Highland Elementary*	73	3	24.33	354	18	19.67	427	20.33	12.20	32	459
Indian Hill Elementary*	100	5	20.00	520	27	19.26	620	19.38	12.65		620
Jackson Elementary*	38	2	19.00	186	10	18.60	224	18.67	12.44	19	243
Jefferson Elementary	66	3	22.00	376	18	20.89	442	21.05	11.95	21	463
Joslyn Elementary	65	3	21.67	245	12	20.42	310	20.67	14.09	27	337
Kellom Elementary*	27	2	13.50	217	11	19.73	244	18.77	11.62	66	310
Kennedy Elementary*	58	3	19.33	174	9	19.33	232	19.33	9.28	48	280
King Elementary*	53	3	17.67	268	15	17.87	321	17.83	12.84	50	371
Liberty Elementary*	82	5	16.40	521	30	17.37	603	17.23	10.77	82	685
Lothrop Magnet Elementary*	70	3	23.33	220	12	18.33	290	19.33	13.18	60	350
Masters Elementary	44	2	22.00	211	10	21.10	255	21.25	13.42	18	273
Miller Park Elementary*	72	3	24.00	289	13	22.23	361	22.56	16.41	66	427
Minne Lusa Elementary	52	3	17.33	249	13	19.15	301	18.81	12.54	53	354
Mount View Elementary	56	2	28.00	250	11	22.73	306	23.54	14.57	41	347
Oak Valley Elementary	39	2	19.50	161	9	17.89	200	18.18	10.00	58	258
Pawnee Elementary	59	3	19.67	372	18	20.67	431	20.52	14.37	17	448
Picotte Elementary	69	3	23.00	248	12	20.67	317	21.13	15.10	19	336
Pinewood Elementary	-	0	-	159	9	17.67	159	17.67	12.23	59	218
Ponca Elementary	21	1	21.00	117	5	23.40	138	23.00	23.00		138
Prairie Wind Elementary	112	6	18.67	553	26	21.27	665	20.78	13.85	23	688
Rose Hill Elementary	30	2	15.00	210	10	21.00	240	20.00	12.00	17	257
Saddlebrook Elementary	72	3	24.00	366	16	22.88	438	23.05	15.64	35	473
Sherman Elementary*	46	2	23.00	170	9	18.89	216	19.64	12.00	18	234

**TABLE II
ENROLLMENT, AVERAGE CLASS SIZE,
2019-20**

School	Kindergarten			Grades 1-6			K-6 Regular Classroom Membership	K-6		Other Membership ³	Total Membership
	Membership	Classes	Average	Membership	Classes	Average		Average ¹	Pupil Teacher Ratio ²		
Skinner Magnet*	71	3	23.67	296	15	19.73	367	20.39	12.66	64	431
Spring Lake Magnet*	126	6	21.00	535	26	20.58	661	20.66	12.96	120	781
Springville Elementary	67	3	22.33	356	15	23.73	423	23.50	16.92	1	424
Standing Bear Elementary	97	5	19.40	418	19	22.00	515	21.46	15.15	42	557
Sunny Slope Elementary	70	3	23.33	332	15	22.13	402	22.33	14.89	22	424
Wakonda Elementary*	51	3	17.00	225	12	18.75	276	18.40	8.90	122	398
Walnut Hill Elementary*	60	3	20.00	349	18	19.39	409	19.48	12.39	20	429
Washington Elementary	27	2	13.50	237	12	19.75	264	18.86	11.48	46	310
Western Hills Elementary	55	3	18.33	242	13	18.62	297	18.56	10.61	32	329
Wilson Focus School	-	0	-	231	12	19.25	231	19.25	15.40		231
Overall	3,940	195	20.21	20,160	986	20.45	24,100	20.41	12.96	2,367	26,467

*Schools with Academy Programs

¹Includes regular classrooms only.

²Includes Special Education Self Contained, Reading, Math, Computer, Library, ESL, Music & PE.

³ Includes Special Education Self-Contained, Pre-Kindergarten and Head Start students who are not counted in regular classrooms.

Source: OFM report October 1, 2019

TABLE III
K-6
NUMBER OF ELEMENTARY STUDENTS BY CLASS SIZE INTERVALS
2015-2019

Pupils Per Class	2015		2016		2017		2018		2019	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	-	-	-	-	-	-	-	-	-	0.0
2	-	-	-	-	-	-	-	-	-	0.0
3	-	-	-	-	-	-	-	-	-	0.0
4	-	-	-	-	-	-	-	-	-	0.0
5	-	-	5	-	-	-	-	-	-	0.0
Sub-Total	-	-	5	-	-	-	-	-	-	0.0
6	-	-	6	-	-	-	6	-	-	0.0
7	14	0.1	-	-	-	-	-	-	-	0.0
8	-	-	16	0.1	-	-	-	-	-	0.0
9	9	0.0	18	0.1	18	0.1	-	-	-	0.0
10	20	0.1	50	0.2	40	0.2	-	-	-	0.0
Sub-Total	43	0.2	90	0.4	58	0.2	6	0.0	-	0.0
11	22	0.1	121	0.5	22	0.1	11	0.0	-	0.0
12	72	0.3	168	0.7	108	0.4	96	0.4	12	0.0
13	221	0.8	338	1.4	273	1.1	221	0.9	52	0.2
14	574	2.2	826	3.4	406	1.6	602	2.5	154	0.6
15	900	3.4	1,020	4.2	990	4.0	945	3.9	360	1.5
Sub-Total	1,789	6.8	2,473	10.1	1,799	7.3	1,875	7.7	578	2.4
16	1,456	5.6	1,184	4.8	1,456	5.9	1,104	4.5	960	4.0
17	1,496	5.7	1,496	6.1	1,309	5.3	1,394	5.7	1,530	6.3
18	1,566	6.0	1,728	7.0	1,926	7.8	1,818	7.4	1,746	7.2
19	1,976	7.6	1,919	7.8	1,938	7.8	2,299	9.4	2,622	10.9
20	2,480	9.5	2,500	10.2	2,860	11.6	2,800	11.5	3,660	15.2
Sub-Total	8,974	34.3	8,827	36.0	9,489	38.4	9,415	38.5	10,518	43.6
21	2,814	10.8	2,394	9.8	2,079	8.4	2,226	9.1	3,213	13.3
22	2,794	10.7	2,574	10.5	2,684	10.9	2,684	11.0	2,992	12.4
23	3,036	11.6	2,645	10.8	2,806	11.4	2,323	9.5	2,668	11.1
24	2,832	10.8	2,520	10.3	2,472	10.0	2,304	9.4	2,448	10.2
25	1,825	7.0	1,200	4.9	1,550	6.3	1,525	6.2	1,150	4.8
Sub-Total	13,301	50.9	11,333	46.2	11,591	46.9	11,062	45.3	12,471	51.7
26	1,248	4.8	1,222	5.0	754	3.1	832	3.4	312	1.3
27	351	1.3	297	1.2	486	2.0	513	2.1	108	0.4
28	224	0.9	196	0.8	224	0.9	252	1.0	84	0.3
29	58	0.2	58	0.2	203	0.8	261	1.1	29	0.1
30	120	0.5	30	0.1	60	0.2	180	0.7	-	0.0
Sub-Total	2,001	7.7	1,803	7.3	1,727	7.0	2,038	8.3	533	2.2
31	-	-	-	-	31	0.1	31	0.1	-	-
32	-	-	-	-	-	-	-	-	-	-
33	33	0.1	-	-	-	-	-	-	-	-
34	-	-	-	-	-	-	-	-	-	-
35	-	-	-	-	-	-	-	-	-	-
38	-	-	-	-	-	-	-	-	-	-
39	-	-	-	-	-	-	-	-	-	-
Sub-Total	33	0.1	0.0	0.0	31	0.1	31	0.1	-	0.0
GRAND TOTAL	26,141	100.0	24,531	100.0	24,695	100.0	24,427	100.0	24,100	100

Classrooms with high enrollments are supported with Paraprofessional assistance.

Source: OFM report October 1, 2019

TABLE IV
ENROLLMENT, NUMBER OF TEACHERS AND PUPIL-TEACHER RATIO
SECONDARY SCHOOLS
2019-20

School	OFM Membership	Teachers ¹	Pupil-Teacher Ratio	Teachers Including Guidance, Deans of Students, Librarian, Curriculum Specialists, Instructional Facilitators and Special Education ²	Pupil-Teacher Ratio Including Including Guidance, Deans of Students, Librarian, Curriculum Specialists, Instructional Facilitators and Special Education ²
Senior High					
Benson High	1,371	77	17.81	104	13.18
Bryan High	1,817	85	21.38	111	16.37
Burke High	2,002	111	18.04	142	14.10
Central High	2,612	135	19.35	166	15.73
North Magnet	1,847	91	20.30	119	15.52
Northwest High	1,649	88	18.74	113	14.59
South Magnet	2,814	132	21.32	167	16.85
High School Total	14,112	719	19.63	922	15.31
Middle Schools					
Beveridge Magnet (7-8)	827	53	15.60	66	12.53
Bryan Middle (7-8)	839	52	16.13	64	13.11
A. Buffett Magnet (5-8)	1,134	74	15.32	91	12.46
Davis Middle (6-8)	716	42	17.05	55	13.02
King Science Magnet (5-8)	754	45	16.76	58	13.00
Lewis & Clark Middle (6-8)	852	51	16.71	65	13.11
Marrs Magnet (5-8)	1,243	86	14.45	102	12.19
McMillan Magnet (6-8)	783	53	14.77	69	11.35
Monroe Middle (6-8)	831	53	15.68	69	12.04
Morton Magnet (6-8)	743	48	15.48	62	11.98
Nathan Hale Middle (6-8)	646	39	16.56	51	12.67
Norris Middle (6-8)	1,179	70	16.84	90	13.10
Middle School Total	10,547	666	15.84	842	12.53
Other Programs³	114	24	4.75	52	2.19
Overall Total	24,773	1,409	17.58	1,816	13.64

¹Teachers only. Does not include Guidance/Counseling, Deans of Students, Media Specialists or Special Education staff.

²Teachers with Guidance, Deans of Students, Librarians, Curriculum Specialists, Instructional Facilitators and Special Education staff included.

³Includes students at Blackburn, Parrish & Integrated Learning Program at Saratoga

Source: OFM report October 1, 2019