



Omaha Public School District 2024-25 Class Size and Pupil- Teacher Ratio Fall 2024

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Key Findings

- The overall 2024-25 average elementary class size for grades K-6 is 22.3, the same as the previous year's average. The average class size at kindergarten is 20.4 with grades 1-6 having an average class size of 22.7.
- Historically (1970 school year), almost 50 percent of elementary students were in classrooms of more than 30 students. In 2024-25, there are seven elementary classrooms with more than 30 students.
- About 56% of all K-6 elementary classrooms have between 20 and 24 students and almost 75% of classrooms have 24 students or fewer.
- Reductions in available staff have resulted in small increases to class sizes at some elementary grades in 2024-25.
- At the middle school level (not including alternative programs), the pupil-teacher ratio is 19.3 for regular classroom teachers and 14.9 when including other support teachers and staff.
- At the high school level (not including alternative programs), the pupil-teacher ratio is 19.6 for regular classroom teachers and 15.0 when including other support teachers and staff.

Introduction

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 (OPS). At the elementary level, class size totals include Special Education students 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. Additionally, early childhood classrooms are not included at elementary schools to ensure a more standardized and accurate class size picture since not all elementary schools have early childhood students. Early childhood classrooms generally have fewer than 18 students per classroom and are not impacted by many of the factors discussed. At the secondary level, the pupil-teacher ratio is calculated to understand the relationship between the number of students enrolled at a school and the number of teachers assigned to that school. This is the average number of students per teacher and is not the same as the average class size. The pupil-teacher ratio is typically lower than actual class size because it includes teachers who may be assigned to duties other than teaching and does not account for the variability in courses and class size at secondary schools.

Elementary School Class Size

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 period, the Academy model was not expanded to additional schools experiencing increasing poverty levels. 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 need.

Beginning in the 2019-20 school year, class size guidelines at the elementary level were standardized across grades K-6 for regular classrooms and school buildings with a goal of attaining 20-24 students per classroom. This adjustment was made to reduce class size discrepancies where possible and more efficiently use the district's classrooms space and teaching staff. As a result, the academy school designation was eliminated. In the spring of 2022-23, class size guidelines at the elementary level were increased to 24 to 28 due to the ongoing staffing constraints. The reduction in available staff has resulted in small increases to class sizes at some elementary grades over the last four years. In 2024-25 about 56% of all K-6 elementary classrooms have between 20 and 24 students and almost 75% of classrooms have 24 students or less. Just over 25% of elementary classrooms have more than 24 students in 2024-25. In 2022-23, only about 14% of elementary classrooms had more than 24 students.

The average class size of the 1,048 K-6 classrooms at elementary schools is 22.3 students in 2024-25, the same as the 2023-24 school year and an increase of 2.6 compared to the 2021-22 school year (Figure 2). The total student enrollment in grades

K-6 has also increased by more than 500 students since the 2021-22 school year (Figure 1). The average class size continues to be the highest in grades 4-6 (23.0), followed by grades 1-3 (22.5), and kindergarten (20.4). The factors affecting overall class size include the following:

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

Figure 1. Elementary Enrollment: 2021-22 to 2024-25

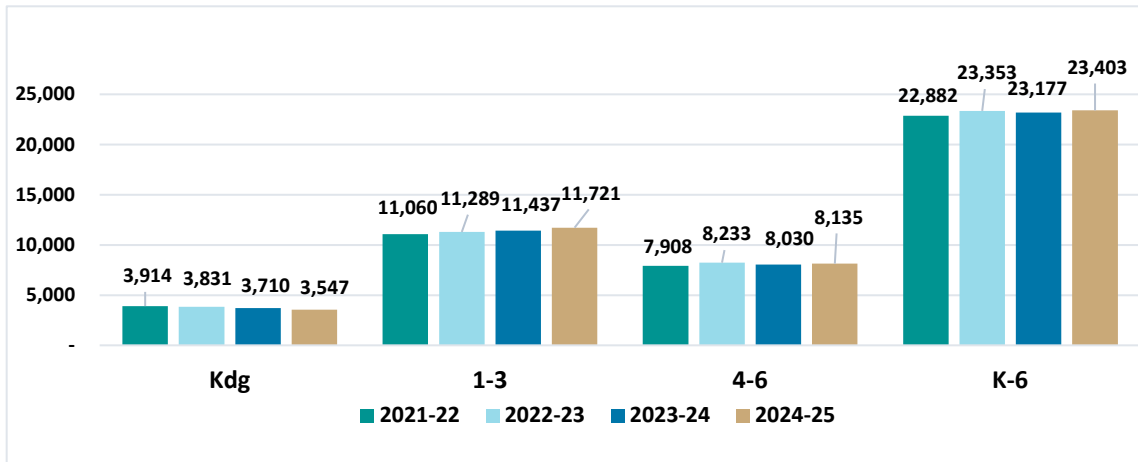
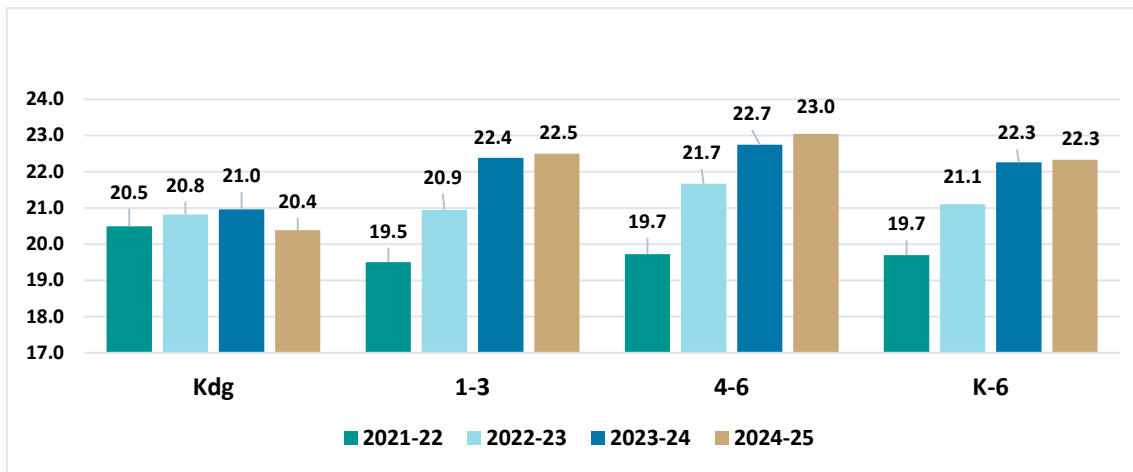


Figure 2. Elementary Average Class Size: 2021-22 to 2024-25



Secondary School Class Size Considerations

Unlike elementary classes that are usually self-contained (with one teacher and one class assigned to one room for a full day), secondary level 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 choose specialized subjects. Generally, the scope of elective choices increases as students' progress to higher grade levels. This course specialization combined with credit requirements and scheduling complexity specifically impacts class size and classroom use at secondary schools.

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 to engage in 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 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.

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 efficiency 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 classroom was filled. From a practical standpoint, student schedule combinations and other necessary programs vastly reduce any possibility of filling every room to capacity for every period and impact class size.

High school graduation requirements also impact the number of courses students must take. 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. A number of students will also require more than four years to complete all courses required for graduation. For example, newcomer English Learners (EL) entering at the middle school or high school level may take EL specific courses in high school prior to courses required for graduation, increasing the time needed to graduate and the number of courses taken. Additionally, students who fail courses required for graduation may retake the course off-schedule compared to their graduation cohort and impact class sizes and teacher demand.

Secondary School Pupil-Teacher Ratio

In 2024-25, the pupil-teacher ratio average at high schools and middle schools is 19.6 and 19.3 pupils per teacher respectively. The pupil-teacher ratio at secondary schools ranges from a low of 16.9 pupils per teacher to 22.5 pupils per teacher. The ratio of pupils per teacher with guidance, deans of students, librarians, curriculum specialists, instructional facilitators and special education staff included is 15.0 at high schools and 14.9 at middle school. This ratio ranges from a low of 12.8 to a high of 18.2 across all secondary schools. These ratios do not represent the actual size of scheduled classes given the variability in courses and scheduling noted above. Instead, the pupil-teacher ratio provides a measurement of the relationship between the student population and the assigned staff at a school. The following definitions provide a distinction between class size and pupil-teacher ratio.

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. The pupil-teacher ratio is typically lower than actual class size because it includes teachers who may be assigned to duties other than teaching.

Staff Assignment Efficiency, District Size, and Cost

In secondary schools, courses are offered based on student needs and requests. To form efficiently sized classes, there must be enough students enrolled in specific courses. While staffing assignments are generally within the district's control, exceptions arise in cases where class sizes are mandated by regulations or where funding is severely limited. A critical factor influencing staff assignments is the number of students and grade configurations across different buildings.

One of the key advantages of a large school district, such as Omaha Public Schools, is its ability to achieve greater staff assignment efficiency. In smaller schools/districts, despite a lower student population, there is still a need to provide a reasonable variety of instructional services alongside essential administrative, custodial, maintenance, and food services. In contrast, larger school/districts can more effectively allocate staff to support a broad range of courses, including advanced and specialized offerings, which are made feasible by the larger student base.

Students in Omaha's nine high schools benefit from a wide array of courses thanks to the district's size and its ability to balance instructional needs with staffing efficiency. However, it is important to note that "staff assignment efficiency" is fundamentally a measure of cost effectiveness. Recent and anticipated limitations in staffing resources pose challenges to meeting class size and program demands at all school levels. These constraints underscore the importance of strategic planning to maintain quality educational opportunities despite resource limitations.

Conclusion

Measurements of class size and pupil-teacher ratio offer valuable insights into the efficiency of staff assignments and their alignment with the student population they serve. These metrics are influenced by factors such as student enrollment, teacher availability, program and course offerings, and the capacity of available classroom spaces. While class size and pupil-teacher ratios may fluctuate during the school year due to changes in enrollment or staffing, these point-in-time measurements provide a reliable snapshot for understanding trends and patterns across school years. It is important to note that more detailed variations in class sizes within individual schools or specific curricular departments are not covered in this report but are continuously analyzed and monitored by district staff to ensure effective resource management.

Appendix: Class Size and Pupil-Teacher Ratio

The following tables reflect the class size and pupil-teacher ratios in regular classes in the Omaha Public Schools.

Table 1	Depicts class size counts for elementary schools in 2022, 2023, 2024. Data is based on counts taken on October 1 each year. Totals for all grades have been calculated consistently and may be compared from year to year.
Table 2	Indicates the average 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. The 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 Learners who may spend part of their time in special classes.
Table 3	Depicts the number of elementary students falling within specific class size intervals during the period of Fall 2020 through Fall 2024.
Table 4	Indicates the average class sizes and pupil-teacher ratios in regular classes for middle schools and high schools. The grand total does include the noted alternative programs.

TABLE 1
K-6
FREQUENCY OF CLASS SIZE ACCORDING TO MEMBERSHIP - ELEMENTARY SCHOOLS: 2022 to 2024

Pupils Per Class	Number of Classes by Grade Level						Total Classes and Percent of Total Classrooms						Total Students		
	Kindergarten			Grades 1 - 6			2022		2023		2024		2022	2023	2024
	2022	2023	2024	2022	2023	2024	#	%	#	%	#	%	#	#	#
1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	-	-	1	-	-	-	-	-	-	-	1	.10	-	-	11
12	-	1	-	1	-	-	1	.09	1	.10	-	-	12	12	-
13	-	-	5	-	-	5	-	-	-	-	10	.95	-	-	130
14	3	3	4	9	3	1	12	1.09	6	.58	5	.48	168	84	70
15	5	3	3	24	4	8	29	2.65	7	.67	11	1.05	435	105	165
16	6	7	4	17	12	7	23	2.10	19	1.83	11	1.05	368	304	176
17	18	8	6	47	17	23	65	5.93	25	2.40	29	2.77	1,105	425	493
18	15	21	15	57	51	27	72	6.57	72	6.92	42	4.01	1,296	1,296	756
19	16	11	32	73	50	45	89	8.12	61	5.86	77	7.35	1,691	1,159	1,463
20	17	23	19	103	87	87	120	10.95	110	10.57	106	10.11	2,400	2,200	2,120
21	20	29	31	124	92	94	144	13.14	121	11.62	125	11.93	3,024	2,541	2,625
22	23	17	20	137	125	126	160	14.60	142	13.64	146	13.93	3,520	3,124	3,212
23	22	18	12	97	123	114	119	10.86	141	13.54	126	12.02	2,737	3,243	2,898
24	17	17	6	93	75	83	110	10.04	92	8.84	89	8.49	2,640	2,208	2,136
25	12	6	2	59	72	87	71	6.48	78	7.49	89	8.49	1,775	1,950	2,225
26	2	4	5	36	61	67	38	3.47	65	6.24	72	6.87	988	1,690	1,872
27	4	2	5	18	46	54	22	2.01	48	4.61	59	5.63	594	1,296	1,593
28	1	3	3	10	21	21	11	1.00	24	2.31	24	2.29	308	672	672
29	2	1	-	7	11	11	9	.82	12	1.15	11	1.05	261	348	319
30	-	3	-	1	6	8	1	.09	9	.86	8	.76	30	270	240
31	-	-	-	-	6	3	-	-	6	.58	3	.29	-	186	93
32	-	-	-	-	2	2	-	-	2	.19	2	.19	-	64	64
33	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
34	-	-	-	-	-	1	-	-	-	-	1	.10	-	-	34
35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36	-	-	1	-	-	-	-	-	-	-	1	.10	-	-	36
37	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
38	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grand Total	183	177	174	913	864	874	1,096	100	1,041	100	1,048	100	23,352	23,177	23,403

Notes: For purposes of this chart, K-6 does not include Special Education Self Contained Classrooms. Multigrade classrooms were counted in the highest grade level in the section. Classrooms with high enrollments are supported with Paraprofessional assistance.

Source: Official Membership report from 2022-23 through 2024-25 (October 1, 2024)

TABLE 2
ELEMENTARY ENROLLMENT AND AVERAGE CLASS SIZE
2024-25

School	Kindergarten			Grades 1-6			K-6 Regular Classroom Membership ¹	K-6		Other Membership ³	Total Membership ^{1&3}
	Membership ¹	Classes	Average	Membership ¹	Classes	Average		Average ¹	Pupil Teacher Ratio ²		
Adams	40	2	20.0	201	10	20.1	241	20.1	11.2	20	261
Ashland Park/Robbins	97	5	19.4	579	22	26.3	676	25.0	16.6	20	696
Bancroft	76	4	19.0	433	17	25.5	509	24.2	14.3	18	527
Beals	40	2	20.0	239	10	23.9	279	23.3	14.2	1	280
Belle Ryan	31	2	15.5	184	10	18.4	215	17.9	9.2	55	270
Belvedere	61	3	20.3	295	14	21.1	356	20.9	12.8	2	358
Benson West	39	3	13.0	208	11	18.9	247	17.6	10.3	2	249
Boyd	76	4	19.0	419	18	23.3	495	22.5	14.3	27	522
Castelar	85	4	21.3	463	20	23.2	548	22.8	14.8	19	567
Catlin	18	1	18.0	91	5	18.2	109	18.2	10.7	0	109
Central Park	49	2	24.5	205	10	20.5	254	21.2	13.0	19	273
Chandler View	53	3	17.7	293	12	24.4	346	23.1	13.3	19	365
Columbian	32	2	16.0	200	10	20.0	232	19.3	12.2	13	245
Conestoga	40	2	20.0	233	10	23.3	273	22.8	12.9	43	316
Crestridge	44	2	22.0	349	15	23.3	393	23.1	14.0	4	397
Dodge	55	2	27.5	365	15	24.3	420	24.7	15.5	45	465
Druid Hill	46	2	23.0	226	9	25.1	272	24.7	14.5	9	281
Dundee	54	3	18.0	410	18	22.8	464	22.1	14.7	0	464
Edison	62	3	20.7	258	12	21.5	320	21.3	13.4	23	343
Field Club	104	4	26.0	490	20	24.5	594	24.8	15.4	34	628
Florence	41	2	20.5	214	10	21.4	255	21.3	13.8	1	256
Fontenelle	57	3	19.0	321	15	21.4	378	21.0	12.0	63	441
Forest Station	60	3	20.0	286	13	22.0	346	21.6	13.3	11	357
Franklin	27	1	27.0	194	9	21.6	221	22.1	12.8	18	239
Fullerton	86	4	21.5	420	18	23.3	506	23.0	15.8	35	541
Gateway	110	5	22.0	609	24	25.4	719	24.8	15.3	61	780
Gifford Park	45	2	22.5	310	13	23.8	355	23.7	15.3	30	385
Gilder	54	3	18.0	310	14	22.1	364	21.4	13.8	19	383
Gomez Heritage	84	5	16.8	582	25	23.3	666	22.2	15.1	37	703
Harrison	41	2	20.5	234	10	23.4	275	22.9	13.3	1	276
Hartman	55	3	18.3	365	15	24.3	420	23.3	13.6	22	442
Highland	68	3	22.7	286	12	23.8	354	23.6	13.3	39	393
Indian Hill	73	4	18.3	410	18	22.8	483	22.0	13.9	1	484
Jackson	43	2	21.5	229	10	22.9	272	22.7	14.0	1	273
Jefferson	65	3	21.7	375	17	22.1	440	22.0	13.4	10	450
Joslyn	39	2	19.5	225	10	22.5	264	22.0	12.8	27	291

School	Kindergarten			Grades 1-6			K-6 Regular Classroom Membership ¹	K-6		Other Membership ³	Total Membership ^{1&3}
	Membership ¹	Classes	Average	Membership ¹	Classes	Average		Average ¹	Pupil Teacher Ratio ²		
Kellom	28	2	14.0	163	8	20.4	191	19.1	11.8	29	220
Kennedy	41	2	20.5	229	10	22.9	270	22.5	12.7	0	270
King	61	3	20.3	208	10	20.8	269	20.7	13.5	38	307
Liberty	79	4	19.8	476	22	21.6	555	21.3	14.8	71	626
Lothrop	50	2	25.0	314	13	24.2	364	24.3	15.4	54	418
Masters	48	2	24.0	220	10	22.0	268	22.3	13.6	3	271
Miller Park	63	3	21.0	305	12	25.4	368	24.5	16.0	37	405
Minne Lusa	41	2	20.5	247	11	22.5	288	22.2	13.1	40	328
Mount View	44	2	22.0	249	10	24.9	293	24.4	14.7	21	314
Oak Valley	24	2	12.0	150	8	18.8	174	17.4	9.9	56	230
Pawnee	43	2	21.5	291	13	22.4	334	22.3	13.5	1	335
Picotte	61	3	20.3	268	12	22.3	329	21.9	13.6	28	357
Pine	45	2	22.5	274	12	22.8	319	22.8	13.6	18	337
Pinewood	39	2	19.5	194	9	21.6	233	21.2	14.1	60	293
Ponca	23	1	23.0	117	5	23.4	140	23.3	16.3	0	140
Prairie Wind	76	4	19.0	524	23	22.8	600	22.2	14.0	26	626
Rose Hill	51	2	25.5	231	10	23.1	282	23.5	14.2	2	284
Saddlebrook	63	3	21.0	352	15	23.5	415	23.1	15.0	23	438
Sherman	36	1	36.0	199	9	22.1	235	23.5	12.6	17	252
Skinner	64	3	21.3	331	14	23.6	395	23.2	15.3	31	426
Spring Lake	111	5	22.2	546	25	21.8	657	21.9	12.5	72	729
Springville	60	3	20.0	345	15	23.0	405	22.5	14.4	5	410
Standing Bear	109	4	27.3	487	22	22.1	596	22.9	16.2	11	607
Sunny Slope	59	3	19.7	318	14	22.7	377	22.2	14.1	41	418
Wakonda	49	2	24.5	255	10	25.5	304	25.3	13.5	67	371
Walnut Hill	51	3	17.0	325	14	23.2	376	22.1	15.4	18	394
Washington	29	2	14.5	232	12	19.3	261	18.6	10.3	41	302
Western Hills	49	3	16.3	293	15	19.5	342	19.0	10.2	29	371
Wilson Focus	0	0	0.0	202	10	20.2	202	20.2	11.5	0	202
Grand Total	3,547	174	20.4	19,856	874	22.7	23,403	22.3	13.8	1,588	24,991

Notes: Multigrade classrooms were counted in the highest grade level in the section. Classrooms with high enrollments are supported with Paraprofessional assistance.

¹Includes regular classrooms only.

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

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

Source: Official Membership report October 1, 2024.

TABLE 3
K-6
NUMBER OF ELEMENTARY STUDENTS BY CLASS SIZE INTERVALS
2020-2024

Pupils Per Class	2020		2021		2022		2023		2024	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-	-
Sub-Total	-	-	-	-	-	-	-	-	-	-
6	-	-	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-	-	-
8	8	0.03	-	-	-	-	-	-	-	-
9	9	0.04	-	-	-	-	-	-	-	-
10	-	-	40	0.17	-	-	-	-	-	-
Sub-Total	17	0.07	40	0.17	-	-	-	-	-	-
11	33	0.14	22	0.10	-	-	-	-	11	0.05
12	-	-	60	0.26	12	0.05	12	0.05	-	-
13	195	0.85	195	0.85	-	-	-	-	130	0.56
14	350	1.52	364	1.59	168	0.72	84	0.36	70	0.30
15	390	1.69	750	3.28	435	1.86	105	0.45	165	0.71
Sub-Total	968	4.20	1,391	6.08	615	2.63	201	0.87	376	1.61
16	848	3.68	944	4.13	368	1.58	304	1.31	176	0.75
17	1,122	4.87	1,309	5.72	1,105	4.73	425	1.83	493	2.11
18	2,502	10.86	2,250	9.83	1,296	5.55	1,296	5.59	756	3.23
19	3,116	13.52	3,230	14.12	1,691	7.24	1,159	5.00	1,463	6.25
20	3,820	16.58	3,200	13.98	2,400	10.28	2,200	9.49	2,120	9.06
Sub-Total	11,408	49.51	10,933	47.78	6,860	29.38	5,384	23.23	5,008	21.40
21	3,864	16.77	2,793	12.21	3,024	12.95	2,541	10.96	2,625	11.22
22	2,684	11.65	2,904	12.69	3,520	15.07	3,124	13.48	3,212	13.72
23	1,886	8.19	2,231	9.75	2,737	11.72	3,243	13.99	2,898	12.38
24	1,272	5.52	1,152	5.03	2,640	11.31	2,208	9.53	2,136	9.13
25	425	1.84	750	3.28	1,775	7.60	1,950	8.41	2,225	9.51
Sub-Total	10,131	43.97	9,830	42.96	13,696	58.65	13,066	56.37	13,096	55.96
26	156	0.68	494	2.16	988	4.23	1,690	7.29	1,872	8.00
27	189	0.82	108	0.47	594	2.54	1,296	5.59	1,593	6.81
28	112	0.49	56	0.24	308	1.32	672	2.90	672	2.87
29	-	-	-	-	261	1.12	348	1.50	319	1.36
30	30	0.13	30	0.13	30	0.13	270	1.16	240	1.03
Sub-Total	487	2.11	688	3.01	2,181	9.34	4,276	18.45	4,696	20.07
31	31	0.13	-	-	-	-	186	0.80	93	0.40
32	-	-	-	-	-	-	64	0.28	64	0.27
33	-	-	-	-	-	-	-	-	-	-
34	-	-	-	-	-	-	-	-	34	0.15
35	-	-	-	-	-	-	-	-	-	-
36	-	-	-	-	-	-	-	-	36	0.15
37	-	-	-	-	-	-	-	-	-	-
Sub-Total	31	0.13	-	-	-	-	250	1.08	227	0.97
Grand Total	23,042	100.0	22,882	100.0	23,352	100.0	23,177	100.0	23,403	100.0

Notes: For purposes of this chart, K-6 does not include Special Education Self Contained Classrooms. Multigrade classrooms were counted in the highest grade level in the section. Classrooms with high enrollments are supported with Paraprofessional assistance.

Source: Official Membership reports from 2020-21 through 2024-25 (October 1, 2024).

TABLE 4
ENROLLMENT, NUMBER OF TEACHERS AND PUPIL-TEACHER RATIO
SECONDARY SCHOOLS
2024-25

School	Membership	Teachers ¹	Pupil-Teacher Ratio	Teachers Including Guidance, Deans of Students, Librarians, Curriculum Specialists, Instructional Facilitators and Special Education ²	Pupil-Teacher Ratio Including Guidance, Deans of Students, Librarians, Curriculum Specialists, Instructional Facilitators and Special Education ²
High					
Benson	1,332	71.7	18.6	96.7	13.8
Bryan	1,378	75.2	18.3	99.3	13.9
Buena Vista	1,449	71.3	20.3	95.3	15.2
Burke	1,559	76.5	20.4	102.5	15.2
Central	2,412	123.2	19.6	151.2	16.0
North	1,604	72.8	22.0	94.8	16.9
Northwest	1,339	72.3	18.5	94.3	14.2
South	2,280	124.3	18.4	161.3	14.1
Westview	1,518	70.7	21.5	93.7	16.2
High School Total	14,871	757.8	19.6	988.9	15.0
Middle					
Beveridge	733	43.5	16.9	56.5	13.0
Bluestem	882	45.0	19.6	58.0	15.2
Bryan	677	40.0	16.9	52.9	12.8
Buffett	946	42.0	22.5	52.0	18.2
Davis	722	38.0	19.0	49.0	14.7
King Science	603	31.0	19.5	43.0	14.0
Lewis & Clark	816	38.5	21.2	50.5	16.2
Marrs	1,061	61.0	17.4	75.0	14.1
McMillan	634	32.5	19.5	44.5	14.2
Monroe	698	37.5	18.6	49.5	14.1
Morton	740	36.0	20.6	49.0	15.1
Nathan Hale	668	33.0	20.3	42.0	15.9
Norris	1,132	57.0	19.9	72.0	15.7
Middle School Total	10,312	534.9	19.3	693.8	14.9
Other Programs³	284	21.0	13.5	43.2	6.6
Grand Total	25,467	1,313.7	19.4	1,725.9	14.8

Notes:

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

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

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

Source: Official Membership report October 1, 2024 and staffing data as of November 15, 2024