

Receipt of Report

Date:

March 15, 2021 (BOE-Receipt of Report)

Agenda Item:

District Class Sizes for 2020-21

Building:

All

Proposed Action:

Information only.

Identified Need:

The purpose of this report is to provide the district's 2020-21 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 = 19.81*
- *1-6 Average = 19.85*
- *K-6 Pupil Teacher Ratio = 1:11.79*

OMAHA PUBLIC SCHOOLS
Omaha, Nebraska

CLASS SIZE AND PUPIL-TEACHER RATIO: FALL 2020

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 2018, 2019 and 2020. 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.

Data contained in Table II (pg 7-9) indicate 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. 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.

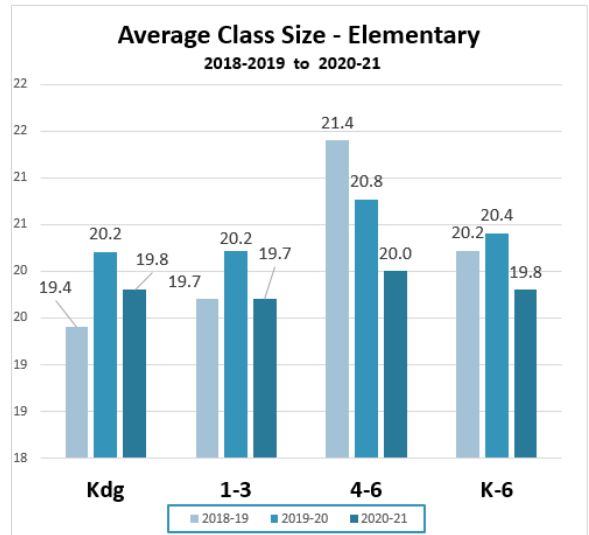
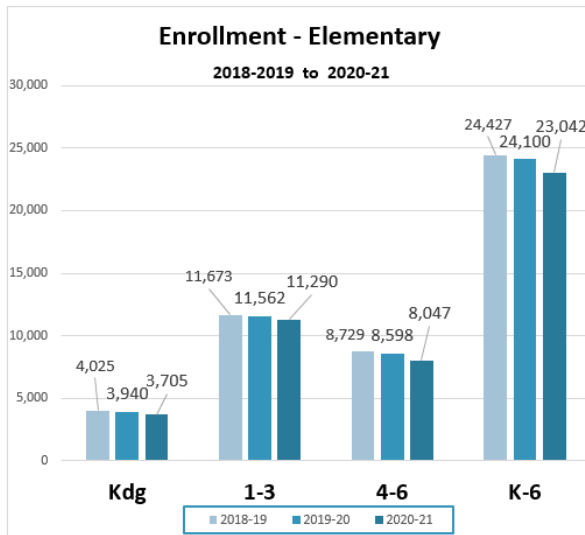
Table III (pg 10) shows the number of elementary students falling within specific class size intervals during the period of Fall 2016 through Fall 2020.

Key Point:

- The overall 2020-21 average class size for grades K-6 is 19.85, an decrease of 0.56 from the previous year's average. The average class size at Kindergarten is 19.81 with grades 1-6 having an average class size of 19.85.

	Kindergarten	1-6	K-6
Membership (Regular Classrooms)	3705	19,337	23,042
Average	19.81	19.85	19.85

- Historically (1970 school year), almost 50 percent of elementary students were in classrooms of more than 30 students. In 2020-21, is only 1 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.



	Total Students	Average	Total Students	Average	Total Students	Average	Total Students	Average
	Kdg	Kdg	1-3	1-3	4-6	4-6	K-6	K-6
2018-19	4,025	19.4	11,673	19.7	8,729	21.4	24,427	20.2
2019-20	3,940	20.2	11,562	20.2	8,598	20.8	24,100	20.4
2020-21	3,705	19.8	11,290	19.7	8,047	20.0	23,042	19.8

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 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, the Academy school designation was eliminated.

Secondary Schools: Key Points and Class Size Considerations

Key Points:

- At the middle school level (not including alternative programs), the pupil-teacher ratio is 16.1 for regular classroom teachers and 12.5 when including other support teachers/staff.
- At the high school level (not including alternative programs), the pupil-teacher ratio is 20.0 for regular classroom teachers and 15.4 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

03-15-2021

TABLE I
K-6
FREQUENCY OF CLASS SIZE ACCORDING TO MEMBERSHIP - ELEMENTARY SCHOOLS: 2020-21

Pupils Per Class	Number of Classes by Grade Level						Total Classes and Percent of Total Classrooms						Total Students		
	Kindergarten			Grades 1 - 6*			2018		2019		2020		2018	2019	2020
	2018	2019	2020	2018	2019	2020	#	%	#	%	#	%	#	#	#
1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	1	-	-	-	-	-	1	.08	-	-	-	-	6	-	-
7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	-	-	-	-	-	1	-	-	-	-	1	.09	-	-	8
9	-	-	-	-	-	1	-	-	-	-	1	.09	-	-	9
10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	-	-	-	1	-	3	1	.08	-	-	3	.26	11	-	33
12	2	-	-	6	1	-	8	.66	1	.08	-	-	96	12	-
13	4	3	1	13	1	14	17	1.41	4	.34	15	1.29	221	52	195
14	17	3	2	26	8	23	43	3.56	11	.93	25	2.15	602	154	350
15	15	6	1	48	18	25	63	5.22	24	2.03	26	2.24	945	360	390
16	11	14	13	58	46	40	69	5.71	60	5.08	53	4.57	1104	960	848
17	12	9	14	70	81	52	82	6.79	90	7.62	66	5.68	1394	1,530	1,122
18	11	15	25	90	82	114	101	8.36	97	8.21	139	11.97	1818	1,746	2,502
19	15	21	27	106	117	137	121	10.02	138	11.69	164	14.13	2299	2,622	3,116
20	31	33	35	109	150	156	140	11.59	183	15.50	191	16.45	2800	3,660	3820
21	21	23	28	85	130	156	106	8.77	153	12.96	184	15.85	2226	3,213	3,864
22	29	30	18	93	106	104	122	10.10	136	11.52	122	10.51	2684	2,992	2,684
23	12	10	9	89	106	73	101	8.36	116	9.82	82	7.06	2323	2,668	1,886
24	13	18	7	83	84	46	96	7.95	102	8.64	53	4.57	2304	2,448	1,272
25	8	6	5	53	40	12	61	5.05	46	3.90	17	1.46	1525	1,150	425
26	5	2	-	27	10	6	32	2.65	12	1.02	6	.52	832	312	156
27	-	-	-	19	4	7	19	1.57	4	.34	7	.60	513	108	189
28	-	2	2	9	1	2	9	.75	3	.25	4	.34	252	84	112
29	-	-	-	9	1	-	9	.75	1	.08	-	-	261	29	-
30	-	-	-	6	-	1	6	.50	-	-	1	.09	180	-	30
31	-	-	-	1	-	1	1	.08	-	-	1	.09	31	-	31
32	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
33	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
34	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
37	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
38	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	207	195	187	1,001	986	974	1,208	100	1,181	100	1,161	100.0	24,427	24,100	23,042

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, 2020

**TABLE II
ENROLLMENT, AVERAGE CLASS SIZE,
2020-21**

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	43	2	21.50	187	10	18.70	230	19.17	10.55	19	249
Ashland Park/RobbinsElementary	112	5	22.40	625	29	21.55	737	21.68	12.92	76	813
Bancroft Elementary	95	5	19.00	579	28	20.68	674	20.42	13.15	20	694
Beals Elementary	32	2	16.00	225	12	18.75	257	18.36	10.53	21	278
Belle Ryan Elementary	41	2	20.50	212	12	17.67	253	18.07	9.94	56	309
Belvedere Elementary	64	3	21.33	276	15	18.40	340	18.89	11.06	38	378
Benson West Elementary	57	3	19.00	362	20	18.10	419	18.22	11.24	16	435
Boyd Elementary	80	4	20.00	330	15	22.00	410	21.58	12.86	57	467
Castelar Elementary	98	5	19.60	497	25	19.88	595	19.83	12.58	21	616
Catlin Magnet	14	1	14.00	97	6	16.17	111	15.86	7.71	23	134
Central Park Elementary	60	3	20.00	278	14	19.86	338	19.88	12.04	29	367
Chandler View Elementary	80	4	20.00	479	24	19.96	559	19.96	12.00	55	614
Columbian Elementary	37	2	18.50	192	10	19.20	229	19.08	11.80	15	244
Conestoga Magnet	47	2	23.50	258	12	21.50	305	21.79	13.09	50	355
Crestridge Magnet	56	3	18.67	316	15	21.07	372	20.67	13.03	1	373
Dodge Elementary	58	3	19.33	287	15	19.13	345	19.17	11.67	30	375
Druid Hill Elementary	56	2	28.00	213	11	19.36	269	20.69	10.98	56	325
Dundee Elementary	56	3	18.67	367	18	20.39	423	20.14	12.86	13	436
Edison Elementary	63	3	21.00	297	15	19.80	360	20.00	11.34	35	395
Field Club Elementary	91	5	18.20	480	23	20.87	571	20.39	12.20	24	595
Florence Elementary	39	2	19.50	191	9	21.22	230	20.91	12.78		230
Fontenelle Elementary	64	3	21.33	410	20	20.50	474	20.61	10.72	50	524
Franklin Elementary	41	2	20.50	248	12	20.67	289	20.64	12.63	37	326
Fullerton Magnet	81	4	20.25	338	16	21.13	419	20.95	13.85	12	431
Gateway Elementary	118	5	23.60	704	31	22.71	822	22.83	14.40	59	881
Gifford Park Elementary	42	2	21.00	248	12	20.67	290	20.71	11.95	42	332
Gilder Elementary	49	3	16.33	270	15	18.00	319	17.72	11.19	8	327
Gomez Heritage Elementary	138	7	19.71	580	29	20.00	718	19.94	13.17	46	764

**TABLE II
ENROLLMENT, AVERAGE CLASS SIZE,
2020-21**

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		
Harrison Elementary	33	2	16.50	224	12	18.67	257	18.36	11.17		257
Hartman Elementary	63	3	21.00	364	16	22.75	427	22.47	13.45	21	448
Highland Elementary	55	3	18.33	357	17	21.00	412	20.60	11.61	18	430
Indian Hill Elementary	84	5	16.80	531	26	20.42	615	19.84	12.68		615
Jackson Elementary	36	2	18.00	189	11	17.18	225	17.31	11.03	18	243
Jefferson Elementary	63	3	21.00	377	18	20.94	440	20.95	11.86	20	460
Joslyn Elementary	49	3	16.33	221	12	18.42	270	18.00	11.30	25	295
Kellom Elementary	37	2	18.50	198	11	18.00	235	18.08	11.39	78	313
Kennedy Elementary	40	2	20.00	178	10	17.80	218	18.17	8.24		218
King Elementary	57	3	19.00	284	13	21.85	341	21.31	13.05	44	385
Liberty Elementary	95	5	19.00	481	28	17.18	576	17.45	9.77	84	660
Lothrop Magnet Elementary	59	3	19.67	229	11	20.82	288	20.57	11.89	63	351
Masters Elementary	37	2	18.50	193	10	19.30	230	19.17	9.58	24	254
Miller Park Elementary	62	3	20.67	283	13	21.77	345	21.56	13.84	58	403
Minne Lusa Elementary	39	2	19.50	231	12	19.25	270	19.29	9.82	49	319
Mount View Elementary	35	2	17.50	241	12	20.08	276	19.71	11.74	43	319
Oak Valley Elementary	31	2	15.50	145	9	16.11	176	16.00	8.38	62	238
Pawnee Elementary	60	3	20.00	343	18	19.06	403	19.19	12.23	12	415
Picotte Elementary	67	3	22.33	212	12	17.67	279	18.60	12.20	25	304
Pinewood Elementary	21	1	21.00	129	8	16.13	150	16.67	3.93	54	204
Ponca Elementary	17	1	17.00	104	5	20.80	121	20.17	15.24		121
Prairie Wind Elementary	115	5	23.00	546	27	20.22	661	20.66	13.15	19	680
Rose Hill Elementary	42	2	21.00	190	10	19.00	232	19.33	11.05	13	245
Saddlebrook Elementary	74	3	24.67	320	16	20.00	394	20.74	13.59	26	420
Sherman Elementary	37	2	18.50	173	9	19.22	210	19.09	11.01	17	227

**TABLE II
ENROLLMENT, AVERAGE CLASS SIZE,
2020-21**

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*	66	3	22.00	296	15	19.73	362	20.11	12.53	58	420
Spring Lake Magnet	99	6	16.50	515	24	21.46	614	20.47	12.02	96	710
Springville Elementary	62	3	20.67	338	15	22.53	400	22.22	14.68	1	401
Standing Bear Elementary	109	5	21.80	380	19	20.00	489	20.38	13.98	36	525
Sunny Slope Elementary	59	3	19.67	296	15	19.73	355	19.72	12.91	38	393
Wakonda Elementary	50	2	25.00	230	13	17.69	280	18.67	9.71	73	353
Walnut Hill Elementary	53	3	17.67	327	17	19.24	380	19.00	11.91	18	398
Washington Elementary	35	2	17.50	214	12	17.83	249	17.79	9.75	45	294
Western Hills Elementary	52	3	17.33	243	13	18.69	295	18.44	9.88	32	327
Wilson Focus School	-	0	-	209	12	17.42	209	17.42	12.29		209
Overall	3,705	187	19.81	19,337	974	19.85	23,042	19.85	11.79	2,079	25,121

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: OFM report October 1, 2020

TABLE III
K-6
NUMBER OF ELEMENTARY STUDENTS BY CLASS SIZE INTERVALS
2016-2020

Pupils Per Class	2016		2017		2018		2019		2020	
	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	-	-	-	-	-	-	-	-	-	0.0
8	16	0.1	-	-	-	-	-	-	8	0.0
9	18	0.1	18	0.1	-	-	-	-	9	0.0
10	50	0.2	40	0.2	-	-	-	-	-	0.0
Sub-Total	90	0.4	58	0.2	6	0.0	-	-	17	0.1
11	121	0.5	22	0.1	11	0.0	-	-	33	0.1
12	168	0.7	108	0.4	96	0.4	12	0.0	-	0.0
13	338	1.4	273	1.1	221	0.9	52	0.2	195	0.8
14	826	3.4	406	1.6	602	2.5	154	0.6	350	1.5
15	1,020	4.2	990	4.0	945	3.9	360	1.5	390	1.7
Sub-Total	2,473	10.1	1,799	7.3	1,875	7.7	578	2.4	968	4.2
16	1,184	4.8	1,456	5.9	1,104	4.5	960	4.0	848	3.7
17	1,496	6.1	1,309	5.3	1,394	5.7	1,530	6.3	1,122	4.9
18	1,728	7.0	1,926	7.8	1,818	7.4	1,746	7.2	2,502	10.9
19	1,919	7.8	1,938	7.8	2,299	9.4	2,622	10.9	3,116	13.5
20	2,500	10.2	2,860	11.6	2,800	11.5	3,660	15.2	3,820	16.6
Sub-Total	8,827	36.0	9,489	38.4	9,415	38.5	10,518	43.6	11,408	49.5
21	2,394	9.8	2,079	8.4	2,226	9.1	3,213	13.3	3,864	16.8
22	2,574	10.5	2,684	10.9	2,684	11.0	2,992	12.4	2,684	11.6
23	2,645	10.8	2,806	11.4	2,323	9.5	2,668	11.1	1,886	8.2
24	2,520	10.3	2,472	10.0	2,304	9.4	2,448	10.2	1,272	5.5
25	1,200	4.9	1,550	6.3	1,525	6.2	1,150	4.8	425	1.8
Sub-Total	11,333	46.2	11,591	46.9	11,062	45.3	12,471	51.7	10,131	44.0
26	1,222	5.0	754	3.1	832	3.4	312	1.3	156	0.7
27	297	1.2	486	2.0	513	2.1	108	0.4	189	0.8
28	196	0.8	224	0.9	252	1.0	84	0.3	112	0.5
29	58	0.2	203	0.8	261	1.1	29	0.1	-	0.0
30	30	0.1	60	0.2	180	0.7	-	-	30	0.1
Sub-Total	1,803	7.3	1,727	7.0	2,038	8.3	533	2.2	487	2.1
31	-	-	31	0.1	31	0.1	-	-	31	-
32	-	-	-	-	-	-	-	-	-	-
33	-	-	-	-	-	-	-	-	-	-
34	-	-	-	-	-	-	-	-	-	-
35	-	-	-	-	-	-	-	-	-	-
38	-	-	-	-	-	-	-	-	-	-
39	-	-	-	-	-	-	-	-	-	-
Sub-Total	-	-	31	0.1	31	0.1	-	-	31	0.0
GRAND TOTAL	24,531	100.0	24,695	100.0	24,427	100.0	24,100	100.0	23,042	100

Classrooms with high enrollments are supported with Paraprofessional assistance.
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**TABLE IV
ENROLLMENT, NUMBER OF TEACHERS AND PUPIL-TEACHER RATIO
SECONDARY SCHOOLS
2020-21**

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 Guidance, Deans of Students, Librarian, Curriculum Specialists, Instructional Facilitators and Special Education ²
Senior High					
Benson High	1,378	75.8	18.2	101.8	13.5
Bryan High	1,792	87.0	20.6	119.0	15.1
Burke High	2,083	107.5	19.4	137.5	15.1
Central High	2,641	135.5	19.5	166.5	15.9
North Magnet	1,844	86.5	21.3	112.8	16.4
Northwest High	1,670	87.0	19.2	115.3	14.5
South Magnet	2,840	132.0	21.5	174.0	16.3
High School Total	14,248	711.3	20.0	926.8	15.4
Middle Schools					
Beveridge Magnet (7-8)	820	47.5	17.3	61.5	13.3
Bryan Middle (7-8)	838	53.0	15.8	64.0	13.1
A. Buffett Magnet (5-8)	1,105	68.7	16.1	85.7	12.9
Davis Middle (6-8)	720	43.4	16.6	56.8	12.7
King Science Magnet (5-8)	685	44.7	15.3	59.7	11.5
Lewis & Clark Middle (6-8)	890	51.2	17.4	65.2	13.7
Marrs Magnet (5-8)	1,177	83.2	14.2	101.2	11.6
McMillan Magnet (6-8)	784	49.0	16.0	66.0	11.9
Monroe Middle (6-8)	824	50.3	16.4	66.3	12.4
Morton Magnet (6-8)	728	49.0	14.9	64.0	11.4
Nathan Hale Middle (6-8)	648	37.1	17.5	49.5	13.1
Norris Middle (6-8)	1,184	69.2	17.1	92.2	12.8
Middle School Total	10,403	646.1	16.1	831.9	12.5
Other Programs³	141	22.0	6.4	51.4	2.7
Overall Total	24,792	1379.3	18.0	1810.0	13.7

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, 2020