

Receipt of Report

Date:

February 6th, 2023 (BOE-Receipt of Report)

Agenda Item:

District Class Sizes for 2022-23

Building:

All

Proposed Action:

Information only.

Identified Need:

The purpose of this report is to provide the district's 2022-23 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 = 20.80*
- *1-6 Average = 20.90*
- *K-6 Pupil Teacher Ratio = 1:13.36*

OMAHA PUBLIC SCHOOLS
Omaha, Nebraska

CLASS SIZE AND PUPIL-TEACHER RATIO: FALL 2022

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 depicts class size counts for elementary schools in 2020, 2021, 2022. 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** 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.

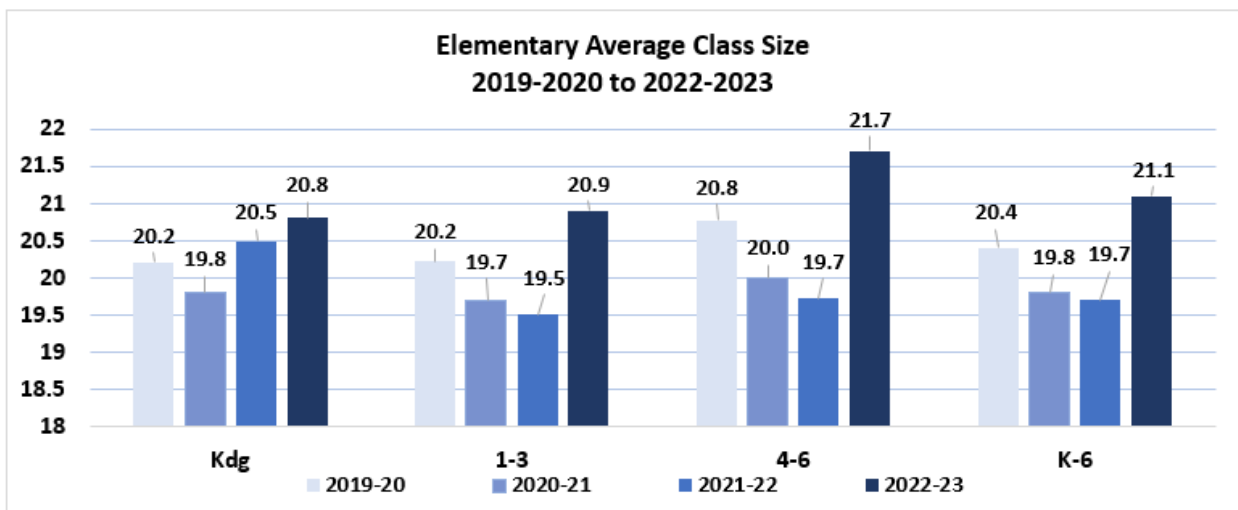
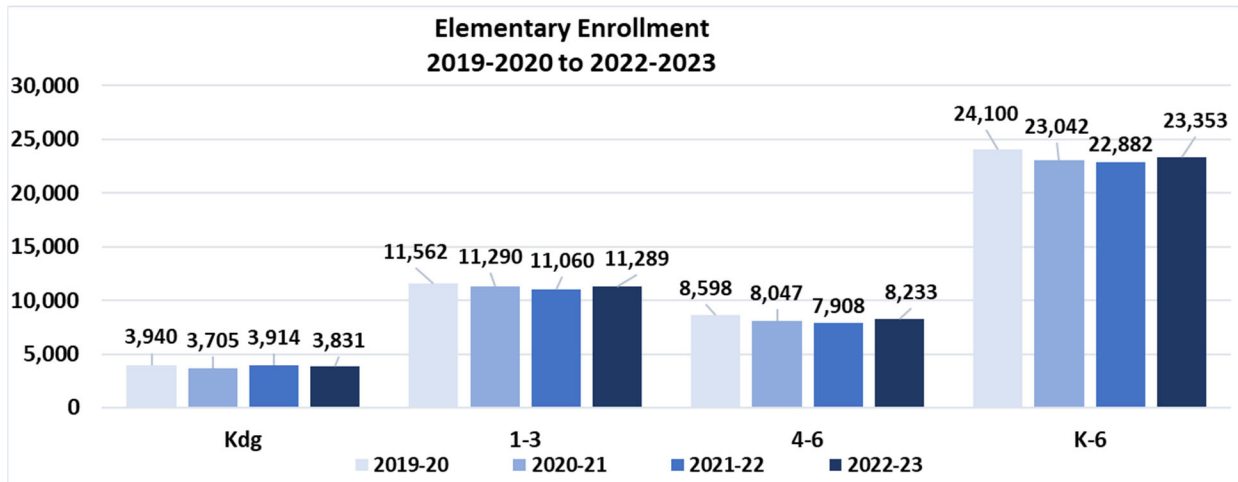
Table III shows the number of elementary students falling within specific class size intervals during the period of Fall 2018 through Fall 2022.

Key Point:

- The overall 2022-23 average class size for grades K-6 is 21.17, an increase of 1.4 from the previous year's average. The average class size at kindergarten is 20.82 with grades 1-6 having an average class size of 21.24.

	Kindergarten	1-6	K-6
Membership (Regular Classrooms)	3,831	19,522	23,353
Average	20.82	21.24	21.17

- Historically (1970 school year), almost 50 percent of elementary students were in classrooms of more than 30 students. In 2022-23, there is only one 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.
- Reductions in available staff resulted in small increases to class sizes at elementary grades in 2022-23.



	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
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
2021-22	3,914	20.5	11,060	19.5	7,908	19.7	22,882	19.7
2022-23	3,831	20.8	11,289	20.9	8,233	21.7	23,353	21.1

Class Size Considerations:

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

1. Home attendance area boundaries, student assignment options, and 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.
6. Available staff.

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 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 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 17.3 for regular classroom teachers and 13.7 when including other support teachers/staff.
- At the high school level (not including alternative programs), the pupil-teacher ratio is 18.8 for regular classroom teachers and 14.6 when including other support teachers/staff

Class Size Considerations:

Within its nine 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 number of students that require more than four years to complete graduation requirements. 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.

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 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. Even though 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 a measure of cost efficiency. Recent and future limitations on available staff restrict the ability to respond to class size and program needs at all school levels.

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02-06-2023

TABLE I
K-6
FREQUENCY OF CLASS SIZE ACCORDING TO MEMBERSHIP - ELEMENTARY SCHOOLS: 2022-23

Pupils Per Class	Number of Classes by Grade Level						Total Classes and Percent of Total Classrooms						Total Students		
	Kindergarten			Grades 1 - 6*			2020		2021		2022		2020	2021	2022
	2020	2021	2022	2020	2021	2022	#	%	#	%	#	%	#	#	#
1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	-	-	-	-	-	1	-	-	-	-	1	.09	-	-	6
7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	-	-	-	1	-	4	1	.09	-	-	4	.36	8	-	32
9	-	-	-	1	-	1	1	.09	-	-	1	.09	9	-	9
10	-	-	-	-	4	-	-	-	4	.35	-	-	-	40	-
11	-	-	-	3	2	2	3	.26	2	.17	2	.18	33	22	22
12	-	1	1	-	4	4	-	-	5	.43	5	.45	-	60	60
13	1	2	-	14	13	-	15	1.29	15	1.29	-	-	195	195	-
14	2	4	3	23	22	9	25	2.15	26	2.24	12	1.09	350	364	168
15	1	9	5	25	41	24	26	2.24	50	4.31	29	2.63	390	750	435
16	13	7	6	40	52	17	53	4.57	59	5.09	23	2.09	848	944	368
17	14	8	18	52	69	49	66	5.68	77	6.64	67	6.07	1122	1,309	1,139
18	25	17	15	114	108	57	139	11.97	125	10.79	72	6.53	2502	2,250	1,296
19	27	20	16	137	150	72	164	14.13	170	14.67	88	7.98	3116	3,230	1,672
20	35	22	17	156	138	100	191	16.45	160	13.81	117	10.61	3820	3,200	2340
21	28	26	20	156	107	124	184	15.85	133	11.48	144	13.06	3864	2,793	3,024
22	18	25	23	104	107	137	122	10.51	132	11.39	160	14.51	2684	2,904	3,520
23	9	18	22	73	79	95	82	7.06	97	8.37	117	10.61	1886	2,231	2,691
24	7	12	17	46	36	93	53	4.57	48	4.14	110	9.97	1272	1,152	2,640
25	5	10	12	12	20	58	17	1.46	30	2.59	70	6.35	425	750	1750
26	-	8	2	6	11	36	6	.52	19	1.64	38	3.45	156	494	988
27	-	1	4	7	3	18	7	.60	4	.35	22	1.99	189	108	594
28	2	1	1	2	1	10	4	.34	2	.17	11	1.00	112	56	308
29	-	-	2	-	-	7	-	-	-	-	9	.82	-	-	261
30	-	-	-	1	1	1	1	.09	1	.09	1	.09	30	30	30
31	-	-	-	1	-	-	1	.09	-	-	-	-	31	-	-
32	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
33	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
34	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
35	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
36	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
37	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
38	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
39	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL	187	191	184	974	968	919	1,161	100	1,159	100	1,103	100	23,042	22,882	23,353

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: Official Membership report from 2020-21 through 2022-23 (October 1, 2022)

**TABLE II
ENROLLMENT, AVERAGE CLASS SIZE,
2022-23**

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 Elementary	47	2	23.50	197	9	21.89	244	22.18	13.86	17	261
Ashland Park/RobbinsElementary	113	5	22.60	643	29	22.17	756	22.24	14.37	38	794
Bancroft Elementary	109	4	27.25	362	18	20.11	471	21.41	12.94	17	488
Beals Elementary	40	2	20.00	225	10	22.50	265	22.08	12.44	23	288
Belle Ryan Elementary	42	2	21.00	201	11	18.27	243	18.69	9.76	55	298
Belvedere Elementary	63	3	21.00	276	14	19.71	339	19.94	11.73	19	358
Benson West Elementary	57	3	19.00	297	15	19.80	354	19.67	12.69	1	355
Boyd Elementary	95	4	23.75	421	17	24.76	516	24.57	15.13	23	539
Castelar Elementary	79	4	19.75	414	20	20.70	493	20.54	14.17	21	514
Catlin Magnet	17	1	17.00	106	5	21.20	123	20.50	11.60	2	125
Central Park Elementary	64	3	21.33	258	13	19.85	322	20.13	13.52	33	355
Chandler View Elementary	56	3	18.67	364	18	20.22	420	20.00	12.57	20	440
Columbian Elementary	49	2	24.50	222	10	22.20	271	22.58	14.41	16	287
Conestoga Magnet	48	2	24.00	225	12	18.75	273	19.50	12.30	54	327
Crestridge Magnet	62	3	20.67	314	15	20.93	376	20.89	14.03	2	378
Dodge Elementary	48	3	16.00	312	14	22.29	360	21.18	12.63	32	392
Druid Hill Elementary	42	2	21.00	231	10	23.10	273	22.75	14.15		273
Dundee Elementary	63	3	21.00	403	18	22.39	466	22.19	14.56	2	468
Edison Elementary	63	3	21.00	271	13	20.85	334	20.88	13.25	21	355
Field Club Elementary	92	4	23.00	452	20	22.60	544	22.67	14.74	30	574
Florence Elementary	44	2	22.00	206	9	22.89	250	22.73	14.71		250
Fontenelle Elementary	53	3	17.67	333	16	20.81	386	20.32	10.97	61	447
Forest Station Elementary	63	3	21.00	282	14	20.14	345	20.29	13.27	20	365
Franklin Elementary	30	2	15.00	205	11	18.64	235	18.08	11.30	36	271
Fullerton Magnet	90	4	22.50	344	16	21.50	434	21.70	14.49	14	448
Gateway Elementary	126	5	25.20	717	31	23.13	843	23.42	14.84	58	901
Gifford Park Elementary	56	2	28.00	262	11	23.82	318	24.46	14.52	27	345
Gilder Elementary	52	3	17.33	259	12	21.58	311	20.73	12.39	18	329
Gomez Heritage Elementary	121	5	24.20	568	26	21.85	689	22.23	14.85	43	732
Harrison Elementary	29	2	14.50	221	11	20.09	250	19.23	12.25	4	254
Hartman Elementary	73	3	24.33	343	15	22.87	416	23.11	14.55	20	436
Highland Elementary	61	3	20.33	327	16	20.44	388	20.42	12.52	39	427
Indian Hill Elementary	94	4	23.50	557	25	22.28	651	22.45	15.46		651
Jackson Elementary	41	2	20.50	200	10	20.00	241	20.08	12.89	17	258
Jefferson Elementary	53	3	17.67	365	16	22.81	418	22.00	13.66		418
Joslyn Elementary	42	2	21.00	209	10	20.90	251	20.92	12.36	24	275
Kellom Elementary	33	2	16.50	165	10	16.50	198	16.50	10.76	72	270
Kennedy Elementary	35	2	17.50	191	9	21.22	226	20.55	11.71		226
King Elementary	48	2	24.00	236	10	23.60	284	23.67	14.64	39	323
Liberty Elementary	69	4	17.25	483	25	19.32	552	19.03	12.57	75	627
Lothrop Magnet Elementary	61	3	20.33	227	11	20.64	288	20.57	12.58	59	347
Masters Elementary	48	2	24.00	202	9	22.44	250	22.73	12.76	15	265
Miller Park Elementary	60	3	20.00	283	14	20.21	343	20.18	13.40	39	382
Minne Lusa Elementary	53	3	17.67	235	11	21.36	288	20.57	11.66	37	325
Mount View Elementary	46	2	23.00	212	10	21.20	258	21.50	13.30	40	298
Oak Valley Elementary	28	2	14.00	156	9	17.33	184	16.73	9.34	68	252
Pawnee Elementary	64	3	21.33	336	16	21.00	400	21.05	14.18	1	401
Picotte Elementary	53	3	17.67	224	11	20.36	277	19.79	12.68	32	309
Pine Elementary	53	2	26.50	215	10	21.50	268	22.33	13.60	21	289
Pinewood Elementary	35	2	17.50	166	8	20.75	201	20.10	12.33	23	224
Ponca Elementary	23	1	23.00	101	5	20.20	124	20.67	13.78	1	125
Prairie Wind Elementary	108	5	21.60	585	25	23.40	693	23.10	15.23	18	711
Rose Hill Elementary	46	2	23.00	206	10	20.60	252	21.00	12.86	9	261
Saddlebrook Elementary	66	3	22.00	367	16	22.94	433	22.79	14.48	28	461
Sherman Elementary	37	2	18.50	173	9	19.22	210	19.09	11.41	14	224
Skinner Magnet*	57	3	19.00	313	14	22.36	370	21.76	13.81	58	428
Spring Lake Magnet	101	6	16.83	531	26	20.42	632	19.75	12.32	54	686
Springville Elementary	69	3	23.00	356	15	23.73	425	23.61	15.40	1	426
Standing Bear Elementary	113	5	22.60	413	19	21.74	526	21.92	15.70	36	562
Sunny Slope Elementary	62	3	20.67	322	14	23.00	384	22.59	15.42	42	426
Wakonda Elementary	39	2	19.50	213	10	21.30	252	21.00	12.48	68	320
Walnut Hill Elementary	54	3	18.00	322	14	23.00	376	22.12	15.60	18	394
Washington Elementary	40	2	20.00	223	12	18.58	263	18.79	11.14	42	305
Western Hills Elementary	53	3	17.67	261	15	17.40	314	17.44	10.50	17	331
Wilson Focus School	-	0	-	213	12	17.75	213	17.75	11.58		213
Overall	3,831	184	20.82	19,522	919	21.24	23,353	21.17	13.36	1,734	25,087

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: Official Membership report October 1, 2022 and Staff data as of November 18, 2022

TABLE III
K-6
NUMBER OF ELEMENTARY STUDENTS BY CLASS SIZE INTERVALS
2018-2022

Pupils Per Class	2018		2019		2020		2021		2022	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-	-
Sub-Total	-	-	-	-	-	-	-	-	-	0.0
6	6	-	-	-	-	-	-	-	6	-
7	-	-	-	-	-	-	-	-	-	-
8	-	-	-	-	8	0.0	-	-	32	0.1
9	-	-	-	-	9	0.0	-	-	9	0.0
10	-	-	-	-	-	-	40	0.2	-	-
Sub-Total	6	0.0	-	-	17	0.1	40	0.2	47	0.2
11	11	0.0	-	-	33	0.1	22	0.1	22	0.1
12	96	0.4	12	0.0	-	-	60	0.3	60	0.3
13	221	0.9	52	0.2	195	0.8	195	0.9	-	0.0
14	602	2.5	154	0.6	350	1.5	364	1.6	168	0.7
15	945	3.9	360	1.5	390	1.7	750	3.3	435	1.9
Sub-Total	1,875	7.7	578	2.4	968	4.2	1,391	6.1	685	2.9
16	1,104	4.5	960	4.0	848	3.7	944	4.1	368	1.6
17	1,394	5.7	1,530	6.3	1,122	4.9	1,309	5.7	1,139	4.9
18	1,818	7.4	1,746	7.2	2,502	10.9	2,250	9.8	1,296	5.5
19	2,299	9.4	2,622	10.9	3,116	13.5	3,230	14.1	1,672	7.2
20	2,800	11.5	3,660	15.2	3,820	16.6	3,200	14.0	2,340	10.0
Sub-Total	9,415	38.5	10,518	43.6	11,408	49.5	10,933	47.8	6,815	29.2
21	2,226	9.1	3,213	13.3	3,864	16.8	2,793	12.2	3,024	12.9
22	2,684	11.0	2,992	12.4	2,684	11.6	2,904	12.7	3,520	15.1
23	2,323	9.5	2,668	11.1	1,886	8.2	2,231	9.8	2,691	11.5
24	2,304	9.4	2,448	10.2	1,272	5.5	1,152	5.0	2,640	11.3
25	1,525	6.2	1,150	4.8	425	1.8	750	3.3	1,750	7.5
Sub-Total	11,062	45.3	12,471	51.7	10,131	44.0	9,830	43.0	13,625	58.3
26	832	3.4	312	1.3	156	0.7	494	2.2	988	4.2
27	513	2.1	108	0.4	189	0.8	108	0.5	594	2.5
28	252	1.0	84	0.3	112	0.5	56	0.2	308	1.3
29	261	1.1	29	0.1	-	-	-	-	261	1.1
30	180	0.7	-	-	30	0.1	30	0.1	30	0.1
Sub-Total	2,038	8.3	533	2.2	487	2.1	688	3.0	2,181	9.3
31	31	0.1	-	-	31	0.1	-	-	-	-
32	-	-	-	-	-	-	-	-	-	-
33	-	-	-	-	-	-	-	-	-	-
34	-	-	-	-	-	-	-	-	-	-
35	-	-	-	-	-	-	-	-	-	-
38	-	-	-	-	-	-	-	-	-	-
39	-	-	-	-	-	-	-	-	-	-
Sub-Total	31	0.1	-	0.0	31	0.1	-	-	-	0.0
GRAND TOTAL	24,427	100	24,100	100	23,042	100	22,882	100	23,353	100

Classrooms with high enrollments are supported with paraprofessional assistance. **Source:**
Official Membership report 2018-19 through 2022-23 (October 1, 2022)

**TABLE IV
ENROLLMENT, NUMBER OF TEACHERS AND PUPIL-TEACHER RATIO
SECONDARY SCHOOLS
2022-23**

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	1,434	77.2	18.6	97.4	14.7
Bryan High	1,512	90.7	16.7	118.7	12.7
Buena Vista	705	36.5	19.3	49.0	14.4
Burke High	1,769	88.5	20.0	115.5	15.3
Central High	2,514	125.2	20.1	155.2	16.2
North Magnet	1,586	79.5	19.9	103.5	15.3
Northwest High	1,429	83.2	17.2	107.2	13.3
South Magnet	2,492	141.5	17.6	180.6	13.8
Westview	731	33.2	22.0	41.7	17.5
High School Total	14,172	755.5	18.8	968.8	14.6
Middle Schools					
Beveridge Magnet (7-8)	806	49.7	16.2	62.7	12.9
Bryan Middle (7-8)	852	52.9	16.1	64.9	13.1
A. Buffett Magnet (5-8)	1,114	55.7	20.0	71.7	15.5
Davis Middle (6-8)	746	42.5	17.6	54.3	13.7
King Science Magnet (5-8)	654	39.5	16.6	49.5	13.2
Lewis & Clark Middle (6-8)	837	48.0	17.4	60.0	14.0
Marrs Magnet (5-8)	1,063	66.2	16.1	83.2	12.8
McMillan Magnet (6-8)	738	45.0	16.4	58.0	12.7
Monroe Middle (6-8)	750	40.0	18.8	51.0	14.7
Morton Magnet (6-8)	717	41.0	17.5	51.0	14.1
Nathan Hale Middle (6-8)	606	37.0	16.4	47.9	12.7
Norris Middle (6-8)	1,175	65.2	18.0	80.2	14.7
Middle School Total	10,058	582.6	17.3	734.2	13.7
Other Programs³	252	66.6	3.8	116.0	2.2
Overall Total	24,482	1404.7	17.4	1819.0	13.5

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: Official Membership report October 1, 2022 and staffing data as of November 18, 2022