

Buildings: Capacity, Class Size Demographics and Enrollment
Follow up to the December 10, 2007 Board Meeting
February 25, 2008
7:30 p.m.

What follows is a summary outline of the key areas/point of information presented on December 7, 2007.

Capacity - Functional, Architectural and Actual 2007-08

Building	Functional #	Architectural #	Actual # 2007-08 without SEDOL	Actual # SEDOL or PreK and Total
Aspen	502	558	382	115 508
Elementary North	739	821	456	12 468
Elementary South	790	878	590	20 610
Townline	862	958	856	61 (Annex) 917
Middle North	774	911	643	12 655
Middle School	796	937	618	23 641
Totals	4,463	5,063	3,545	243 3,788

Summary/Talking Points for Capacity - Townline currently exceeds the functional capacity of the building, with six or seven sections of students at each grade level.

Observations/Questions/Concerns Capacity:

Class Size - Class Sizes as reported on December 10 for each building and grade level

Building	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
Aspen	24, 24, 24	24, 24, 24	23, 24, 24	20, 21, 19	21, 18, 20	25, 25
Elementary North	22, 18, 22	25, 25, 25	18, 17, 17, 19	24, 26, 25	21, 20, 21, 21	21, 20, 21, 21
Elementary South	24, 20, 19, 16	21, 20, 20, 21, 20	24, 25, 24, 25	24, 24, 25, 22	21, 19, 21, 21	26, 27, 26, 26, 26
Townline	23, 23, 23, 20, 22, 22, 21	24, 24, 24, 25, 23, 24, 23	24, 24, 24, 24, 24, 24	25, 25, 25, 25, 16, 20	15, 24, 25, 23, 24, 17	19, 25, 19, 26, 26, 26

Summary/Talking Points for Class Size - There are definite/obvious imbalances in class sizes. 1) Typically, Aspen and Townline are filled to 24 early in the selection process for grades K-4. 2) We added a first grade class at ES after the start of the school year. 3) We could have done the same thing at EN; however, these numbers didn't grow to the current numbers until November. We've added instructional aides to support each of the first grade classrooms at EN.

Observations/Questions/Concerns for Class Size:

Building	Sixth Grade	Seventh Grade	Eighth Grade
MSN	29, 30, 27, 26, 24, 25, 26, 26	28, 25, 27, 30, 28, 29, 28, 29	25, 26, 24, 26, 25, 28, 26, 24
MSS	29, 21, 28, 26, 29, 26, 26, 21	26, 27, 23, 23, 26, 22, 24, 24	25, 27, 26, 28, 28, 26, 28, 28

Observations/Questions/Concerns Class Size:

Ethnicity - Average Percentages

School	Asian	Black	Hispanic	American Indian	Mixed	White Caucasian	Total # of Students
District	16.6	1.9	20.1	.2	2.7	58.5	3546
Aspen	17.9	1.0	14.0	.002	2.9	63.8	384
EN	15.6	2.7	**35.4	0	3.1	**43.2	449
ES	23.2	2.6	13.3	.5	2.7	57.8	587
TL	14.9	1.3	23.6	.1	3.3	56.8	868
MSN	11.3	2.3	20.3	.03	1.9	63.9	640
MSS	18.8	1.6	14.1	0	1.9	63.9	618

Summary/Talking Points for Ethnicity - There are some definite/obvious imbalances in ethnicity between buildings. 1) Areas that are 5 - 7 percentage points off the district average have been

highlighted in **Bold**. 2) Those that are 8 or more percentage points off the district average are highlighted and ****** in **BOLD**.

Observations/Questions/Concerns:

Lunch Status: Percentage "Free or Reduced"

School	No	Yes	% F or R	Total # of Students as of 12/10/07
District	2914	632	18%	3546
Aspen	357	27	**7%	384
EN	295	154	**34%	449
ES	491	96	16%	587
TL	710	158	18%	868
MSN	511	129	20%	540
MSS	550	68	11%	618

Summary/Talking Points for FREE or REDUCED Lunch - There are some in Free and Reduced lunches between buildings. 1) Areas that are 5 - 7 percentage points off the district average have been highlighted in **Bold**. 2) Those that are 8 or more percentage points off the district average are highlighted and ****** in **BOLD**.

Observations/Questions/Concerns Lunch:

Current and Future Challenges

1. Expect high levels of student achievement and address the needs of all students beyond academics.
2. Maintain reasonable class sizes that are comparable from one building to the next.
3. Maintain a rigorous and well-rounded curriculum and programming.

4. Identify future facility maintenance and/or building needs.
5. Assure that all schools reflect the demographic averages of the district and provide the necessary resources to address unique needs if/when differences occur.
6. Provide the necessary technology and instructional practices to address 21st Century skills and learning.
7. Develop and maintain a culture of continuous improvement

Recommended Next Steps

The completion of a study by a third-party vendor; i.e. Educational Consulting and Research Associates (ECRA) Group to...

1. Identify the extent to which imbalances in class size, ethnicity/demographics, free and reduced lunch, etc. have impacted on student achievement.
2. Determine a level of satisfaction within the community of all district programs.
3. Identify other issues and/or community concerns that may be impacting student achievement.
4. Objectively present the results of a study and the research behind them.
5. Begin looking at options to address areas of concern and/or issues.