

Saint Paul Public Schools
 Secondary Class Size Report
 2008-2009 School Year

Introduction

The following report indicates class sizes in secondary grades in Saint Paul Public Schools as of October 15, 2008. The report is in two sections – senior high schools and junior high/middle schools. Each section shows first a table for the district as a whole, then a table for each individual school within the district. The district-wide table shows district-wide averages for those departments identified in the district’s course numbering system. (See Appendix for a full list of departments.) The table for each school shows the average class size in each of the eight largest subject areas in senior high schools and the seven largest subject areas in junior high/middle schools, plus the school-wide average size for non-Special Education classes. The final column in the table shows the number of classes with more than 32 students. (This number was chosen because that is typically the number of stations in school laboratories.) Also noted is the number of periods in the day and the number of terms in the school year at each school.

The report is based on the number of students scheduled to be in a classroom. Please see the Appendix for notes on how certain special situations were handled. Also please note that this report includes only those classes being taught during the first term of the year in each school.

Senior High Schools

Arlington Senior High School #240

October 1 enrollment	1135
Periods in school day	7
Terms in school year	4

Subject	Number of Classes	Average Class Size	Classes over 32
English (regular)	47	22.3	8
English as a Second Language	37	14.3	0
Social Studies	38	26.2	9
Mathematics	58	19.0	3
Science	45	26.0	6
World Language	13	20.5	0
Physical Education/Health	19	23.8	0
Special Education	63	6.4	0
School Totals*	326	22.3	39

*Non-Special Education

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Central Senior High School #210

October 1 enrollment 2091
 Periods in school day 6
 Terms in school year 4

Subject	Number of Classes	Average Class Size	Classes over 32
English (regular)	67	30.1	34
English as a Second Language	5	13.0	0
Social Studies	62	32.0	39
Mathematics	66	31.1	37
Science	65	32.7	42
World Language	47	27.9	17
Physical Education/Health	19	28.7	7
Special Education	42	7.8	0
School Totals*	385	29.4	183

*Non-Special Education

Como Park Senior High School #212

October 1 enrollment 1474
 Periods in school day 6
 Terms in school year 4

Subject	Number of Classes	Average Class Size	Classes over 32
English (regular)	54	25.6	13
English as a Second Language	17	19.5	0
Social Studies	44	31.0	23
Mathematics	46	28.4	9
Science	47	28.0	15
World Language	18	29.6	7
Physical Education/Health	16	30.8	7
Special Education	45	8.7	0
School Totals*	304	26.5	87

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Harding Senior High School #215

October 1 enrollment 2052
 Periods in school day 7
 Terms in school year 4

Subject	Number of Classes	Average Class Size	Classes over 32
English (regular)	64	30.1	26
English as a Second Language	20	20.9	0
Social Studies	58	32.2	34
Mathematics	70	27.7	18
Science	59	32.6	33
World Language	35	30.7	16
Physical Education/Health	14	44.9	12
Special Education	57	10.8	0
School Totals*	424	30.0	188

*Non-Special Education

Highland Park Senior High School #220

October 1 enrollment 1471
 Periods in school day 6
 Terms in school year 4

Subject	Number of Classes	Average Class Size	Classes over 32
English (regular)	43	32.0	27
English as a Second Language	5	16.8	0
Social Studies	41	34.0	30
Mathematics	47	30.0	20
Science	41	33.6	30
World Language	23	31.4	13
Physical Education/Health	15	32.9	9
Special Education	52	8.2	0
School Totals*	264	30.0	140

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Humboldt Senior High School #225

October 1 enrollment 726
 Periods in school day 6
 Terms in school year 4

Subject	Number of Classes	Average Class Size	Classes over 32
English (regular)	36	18.6	1
English as a Second Language	23	14.5	0
Social Studies	25	19.3	0
Mathematics	40	16.7	0
Science	31	19.1	0
World Language	13	11.9	0
Physical Education/Health	10	20.1	0
Special Education	73	6.5	0
School Totals*	226	16.2	1

*Non-Special Education

Johnson Senior High School #230

October 1 enrollment 1550
 Periods in school day 4
 Terms in school year 4

Subject	Number of Classes	Average Class Size	Classes over 32
English (regular)	25	30.5	14
English as a Second Language	3	14.7	0
Social Studies	29	31.5	15
Mathematics	32	24.1	2
Science	25	26.6	6
World Language	9	32.1	6
Physical Education/Health	12	35.8	9
Special Education	32	10.0	0
School Totals*	177	28.7	68

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APPENDIX

Departments designations

Beginning in the 2005-06 school year the first character of the course number indicates the department, as follows:

- A = Special Education
- B = Business/ Marketing
- C = Careers
- E = English Language Learning
- F = Family and Consumer Science
- G = Physical Education and Health
- H = Social Studies
- L = Language Arts
- M = Mathematics
- N = Programs and Activities
- P = Performing Arts
- R = R.O.T.C. Programs
- S = Science
- T = Industrial Technology
- U = Interdisciplinary
- V = Visual Arts
- W = World Languages
- X = OJT/ Work Experience
- Z = Advisory/Homeroom

No classes in department Z appear in this report and several in department N (e.g., Study Halls) have been removed. The remaining courses in department N, plus all courses from departments C and U appear in the “Other Regular Education” category of the district summaries.

Treatment of special situations –

- Multiple levels of a subject in a classroom with a single teacher (e.g. French 4, 5 & 6)
- Multiple Special Education classes (e.g. Math, Study Skills) with a single teacher

These classes were combined and reported as a single class

- Team-taught classes
- “House” systems

Students were divided among the instructors and reported as multiple classes. If the schedule indicated one teacher with more or fewer students, those numbers were reported. Otherwise, students were prorated equally among the teachers.

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“Push-in” teachers (Special Education and ELL)

Where a Special Education or ELL teacher was in a subject-area classroom along with the regular teacher, it was reported as a single class. Due to the increasing use of inclusion models, the number of self-contained Special Education classes has declined, even though a similar number of students are being served.

Treatment of different schedules

The purpose of this report was to reflect actual numbers of students faced by teachers in classrooms. Thus, no effort was made to adjust for period length when deriving district-wide figures. As a result, schools with more periods have a slightly inflated influence on district-wide averages.