



51

Acton-Boxborough Regional School District
Personnel Office
 16 Charter Road Acton, MA 01720
 978-264-4700 x 3209 fax: 978-264-3340
 www.abschools.org

Marie Altieri

Director of Personnel and Administrative Services

To: Acton-Boxborough Regional School Committee
 From: Marie Altieri, Director of Personnel and Administrative Services
 Date: October 28, 2015
 Re: October 1 Enrollment Report

In this packet you will find the following documents about enrollment and class size planning:

- October 1, 2015 Enrollment Report
- Ashton's Enrollment Projections
- R. J. Grey Jr. High Class Size Report
- ABRHS Class Size Report

There will be presentations on each of these reports at your meeting. Meanwhile, below is a summary of some highlights from the October 1 enrollment report.

Elementary Class Sizes

Grades 1, 2, and 3 are growing beyond the projected enrollment. Each of these grades have enrolled 15 more students than we expected just one year ago. In particular, grade 3 has 24 students in almost every classroom. We have actually enrolled six more 3rd grade students since October 1, which means that there are 25 students in some of the 3rd grades. As we discussed in August, we have large class sizes at Blanchard in Kindergarten and 1st grade, and in Acton in grades 2 and 3. While we were able to transfer some Blanchard Kindergarten students to Acton, the 1st grade at Blanchard now has 24 in one class and 25 in the other. Please see the chart below.

	Current Acton Class Size	Current Boxborough Class Size	Class Size Guidelines
K	18	23.5	18-20
1	22	24.5	20-22
2	23.5	22	20-22
3	23.7	20.3	20-22
4	22.2	23.6	22-24
5	23.5	22	22-24
6	24.3	21.7	22-24

Our Mission is to prepare all students to attain their full potential as life-long learners, critical thinkers, and productive citizens of our diverse community and global society.



**Acton-Boxborough Regional School District
Personnel Office**

16 Charter Road Acton, MA 01720
978-264-4700 x 3209 fax: 978-264-3340
www.abschools.org

Cross-Town Enrollment

On page 3, you will see that 40 Acton students are attending school in Boxborough, and 23 Boxborough students are attending school in Acton. In grades 3, 5, and 6, where Boxborough has smaller class sizes, this has helped to reduce class sizes in the Acton schools.

Demographics

The diversity in our schools continues to grow, as you can see on page 5. One third of our students K-12 are Asian-Americans. Asian Americans make up a majority of the students at Conant (64%), and Gates (50.23%). As you can see on page 6, our economically disadvantaged families are also growing, representing 6.7% of our students K-12, and 7.5% of our elementary students. Approximately 10% of the students attending McCarthy-Towne, Blanchard, and Gates are economically disadvantaged.

Acton-Boxborough Enrollment Percentages

For the first time in many years, the percentage of regional students attending from Boxborough increased slightly from 14.9% on October 1, 2014 to 15.23% on October 1, 2015. This places the three year rolling average at 15.2%.

Please let me know if you have any questions.

Our Mission is to prepare all students to attain their full potential as life-long learners, critical thinkers, and productive citizens of our diverse community and global society.

Actual
Acton-Boxborough Grade K-6
October 1, 2015

Grade	Blanchard			Total			Conant			Total			Douglas			Total			Gates			Total			McCarthy-Towne Total				Merriam				Incoming	Total	# Sec.	Avg. Size	
	33 ADK 14 AM						23 ADK 13 AM																														
K	23	24	47	19	17	36	19	17	36	19	17	36	18	17	35	18	17	35	18	17	35	18	17	35	18	19	18	55	18	18	19	55	0	299	16	18.7	
Rm	216	218	2	2	1	1	2	1	44	0	4	2A	2P	1	111	110	112	2	132	131A	131P	0	6														
Gr. 1	24	25	49	21	23	44	22	22	22	66	23	23	22	68	21	22	22	65	21	22	22	65	0	357	16	22.3											
Rm	213	211	7	5	4	1	5	4	3	0	3	5	6	1	310	312	311	1	231	133	334	2	12														
Gr. 2	23	21	44	24	23	23	70	24	23	24	71		23	25	48	24	23	22	69	24	23	23	70	0	372	16	23.3										
Rm	227	219	3	6	8	7	0	7	6	8	0		8	10	0	301	302	303	1	234	224	323	1	5													
Gr. 3	20	20	21	61	25	23	23	71	23	24	24	71		24	23	47	24	24	23	71	24	24	24	72	0	393	17	23.1									
Rm	229	226	231	6	9	10	20	0	9	10	11	0		7	9	2	313	314	315	1	230	330	331	0	9												
Gr. 4	24	22	25	71	23	22	23	68	23	22	23	68	22	22	23	67	21	21	23	65	22	22	22	66	0	405	18	22.5									
Rm	245	243	247	5	17	19	18	1	12	14	13	1	18	19	20	0	213	214	215	2	223	322	233	0	9												
Gr. 5	22	22	22	66	23	24	24	71	24	24	24	72	24	25	23	72	24	25	23	72	22	23	22	23	90	0	443	19	23.3								
Rm	118	130	128	8	16	15	14	0	21	20	19	0	11	15	17	0	210	211	212	0	232	333	135	235	0	8											
Gr. 6	20	22	23	65	25	24	25	74	24	25	25	74	24	25	25	74	24	23	25	72	24	23	23	24	94	0	453	19	23.8								
Rm	110	112	108	9	13	12	11	2	16	17	15	0	12	13	14	1	113	114	115	0	321	332	335	324	2	14											
			40			5			1			5			7			5			63																
Total	18 Sec. Average	22.4	403	19 Sec. Average	24.1	434	21 Sec. Average	26.4	476	19 Sec. Average	23.8	428	21 Sec. Average	26.1	469	23 Sec. Average	28.4	512	0	2722	121	22.5															
Range	20	25		17	25		17	25		17	25		18	25		18	24				17	25															

40 Acton residents attend Boxborough

23 Boxborough residents attend school in Acton

October 1, 2015
Non-Resident
Column C Breakdown

27

Grade	Staff Free	Choice	Tuition In	Staff/ Choice/ SPED tuition	Acton Residents Attending Blanchard	Boxborough Residents attending Acton Schools
K	5	0	0	5	2	4
1	6	1	0	7	7	5
2	5	2	0	7	3	2
3	4	4	0	8	6	3
4	5	5	0	10	5	4
5	6	2	0	8	8	0
6	4	0	0	4	9	5
Elem. Total	35	14	0	49	40	23
Out of District Total				Staff/ Choice/ SPED tuition		
7	2	2	0	4		
8	3	4	0	7		
Sub Total	5	6	0	11		
9	3	4	0	7		
10	5	4	1	10		
11	2	5	1	8		
12	2	6	0	8		
UG			0	0		
Sub Total	12	19	2	33		
Out of District Total						
Grand Total	52	39	2	93		

28

4

Acton-Boxborough Regional School District

October 1, 2015

Grade	Acton	Boxborough	*Non-Residents	Total
K	245	49	5	299
1	304	46	7	357
2	323	42	7	372
3	331	54	8	393
4	331	64	10	405
5	379	56	8	443
6	387	62	4	453
7	364	77	4	445
8	364	72	7	443
9	404	78	7	489
10	369	78	10	457
11	397	79	7	483
12	399	73	8	480
Ungraded	0	0	0	0
Post-Grads	0	0	0	0
Sped Out of District	79	10	2	91
Other	0	0	0	0
Total	4676	840	94	5610

Acton Enrollment	4676
Boxborough Enrollment	840
Total Acton /Boxborough	5516
Acton %	84.77%
Boxborough %	15.23%
Total Percentage	100.00%

*Non-Residents include: Choice, Staff Children and Sped Tuition-in

Demographics
October 1st, 2015

School	# of Students	Asian/Pacific		African-		Caucasian		Hispanic		American	
		Islander	%	American	%		%		%	Indian	%
Blanchard	403	143	35.48%	13	3.23%	234	58.06%	7	1.74%	6	1.49%
Conant	434	277	63.82%	12	2.76%	133	30.65%	12	2.76%	0	0.00%
Douglas	476	132	27.73%	5	1.05%	323	67.86%	14	2.94%	2	0.42%
Gates	428	215	50.23%	13	3.04%	190	44.39%	7	1.64%	3	0.70%
McCarthy-Towne	469	75	15.99%	19	4.05%	330	70.36%	35	7.46%	10	2.13%
Merriam	512	127	24.80%	12	2.34%	354	69.14%	19	3.71%	0	0.00%
Total Elementary	2722	969	35.60%	74	2.72%	1564	57.46%	94	3.45%	21	0.77%
JHS	888	309	34.80%	25	2.82%	534	60.14%	17	1.91%	3	0.34%
SHS	1909	547	28.65%	36	1.89%	1268	66.42%	54	2.83%	2	0.10%
Total JHS & SHS	2797	856	30.60%	61	2.18%	1802	64.43%	71	2.54%	5	0.18%
Grand Total	5519	1825	33.07%	135	2.45%	3366	60.99%	165	2.99%	26	0.47%

Economically Disadvantaged October 1, 2015

School	Number of Students in school	Number of Economically disadvantaged students	% of Economically disadvantaged
Blanchard	403	39	9.68%
Conant	434	24	5.53%
Douglas	476	31	6.51%
Gates	428	40	9.35%
McCarthy-Towne	469	47	10.02%
Merriam	512	23	4.49%
Total Elementary	2722	204	7.49%
JHS	888	54	6.08%
SHS	1909	111	5.81%
Total JHS & SHS	2797	165	5.90%
Grand Total	5519	369	6.69%

Count Comparison 2013-2015

	Oct. 1, 2013				Oct. 1, 2014				Oct. 1, 2015			
Levels	A	B (1)	C	Tot	A	B	C	Tot	A	B	C	Tot
K	281	36	10	291	275	38	7	320	245	49	5	299
1	302	43	14	359	303	37	7	347	304	46	7	357
2	316	53	13	382	314	45	8	367	323	42	7	372
3	365	55	13	433	325	59	11	395	331	54	8	393
4	375	57	7	439	377	55	8	440	331	64	10	405
5	355	69	4	428	377	58	5	440	379	56	8	443
6	358	64	7	429	356	76	4	436	387	62	4	453
<i>K-6 Ungr.</i>	0	0	0	0	0	0	0	0	0	0	0	0
<i>In D.Pre-sch.</i>	41	22	0	63	33	5	1	39	34	7	0	41
<i>In D Pre-sch Itnt</i>	8	2	0	10	17	3	0	20	13	1	0	14
<i>O.D. Pre-sch.</i>	0	2	0	2	1	0	0	1	1	0	0	1
<i>O.D. SPED K-6</i>	24	7	0	31	21	6	0	27	20	4	1	25
<i>Elem Total</i>	2425	410	68	2867	2399	382	51	2832	2368	385	50	2803
7	389	72	7	468	354	68	6	428	364	77	4	445
8	376	78	9	463	400	73	6	479	364	72	7	443
<i>J.H.S. Total</i>	765	150	16	931	754	141	12	907	728	149	11	888
9	394	72	9	475	372	76	9	457	404	78	7	489
10	404	73	9	486	400	71	8	479	369	78	10	457
11	393	81	8	482	404	75	7	486	397	79	7	483
12	405	106	6	517	393	82	8	483	399	73	8	480
<i>9-12 Ungr.</i>	0	0	0	0	0	0	0	0	0	0	0	0
<i>P.G.</i>	0	0	0	0	0	0	0	0	0	0	0	0
<i>H.S. Total</i>	1596	332	32	1960	1569	304	32	1905	1569	308	32	1909
<i>Total JHS & HS</i>	2361	482	48	2891	2323	445	44	2812	2297	457	43	2797
<i>O.D. SPED 7-12</i>	43	8	1	52	57	9	1	67	59	6	1	66
<i>Sec. Total</i>	2404	490	49	2943	2380	454	45	2879	2356	463	44	2863
<i>Elem Total</i>	2425	410	39	2867	2399	382	51	2832	2368	385	50	2803
<i>Sec. Total</i>	2404	490	49	2943	2380	454	45	2879	2356	463	44	2863
<i>Grand Total</i>	4829	900	88	5810	4779	836	96	5711	4724	848	94	5666

7

Three Year Comparison K through 12

Grade Year -->	<i>Gr. K-12</i> 2013	<i>Gr. K-12</i> 2014	<i>Gr. K-12</i> 2015	<i>Total</i> 3 Years	<i>Average</i> 3 Years
Acton Enrollment	4780	4728	4676	14184	4728.00
Boxborough Enrollment	874	828	840	2542	847.33
Total	5654	5556	5516	16726	5575.33
Acton %	84.54%	85.10%	84.77%	84.80%	84.80%
Boxborough %	15.46%	14.90%	15.23%	15.20%	15.20%
Total	100.00%	100.00%	100.00%	100.00%	100.00%
Source 2013 10/1 Report	<i>Elem</i>	<i>Secondary</i>	<i>Total</i>		
Acton	2376	2404	4780		
Boxborough	384	490	874		
Recalculated with choice #s	2760	2894	5654		
Source 2014 10/1 Report	<i>Elem</i>	<i>Secondary</i>	<i>Total</i>		
Acton	2348	2380	4728		
Boxborough	374	454	828		
	2722	2834	5556		
Source 2015 10/1 Report					
Acton	2322	2356	4676		
Boxborough	377	463	840		
	2699	2819	5516		

8

Three Year Comparison 7 through 12

Year -->	<i>Gr. 7-12</i>	<i>Gr. 7-12</i>	<i>Gr. 7-12</i>	<i>Total</i>	<i>Average</i>
	<i>2013</i>	<i>2014</i>	<i>2015</i>	<i>3 Years</i>	<i>3 Years</i>
Acton Enrollment	2404	2380	2356	7140	2380.00
Boxborough Enrollment	490	454	463	1407	469.00
Total	2894	2834	2819	8547	2849.00
Acton %	83.07%	83.98%	83.58%	83.54%	83.54%
Boxborough %	16.93%	16.02%	16.42%	16.46%	16.46%
Total	100.00%	100.00%	100.00%	100.00%	100.00%

Minuteman Applied Arts and Sciences
October 1, 2015

GRADE	10/00	10/01	10/02	10/03	10/04	10/05	10/06	10/07	10/08	10/09	10/10	10/11	10/12	10/13	10/14	10/15
9	12	8	9	12	6	11	3	8	7	2	7	10	3	6	6	9
10	10	8	6	11	11	8	11	4	6	9	2	7	10	2	9	8
11	11	9	6	7	9	9	10	10	2	7	9	1	5	10	1	10
12	8	8	13	6	6	9	9	9	9	1	5	7	0	7	10	2
PG	6	9	4	2	2	0	4	1	4	3	0	0	0	0	0	2
ACTON																
TOTAL	47	42	38	38	34	37	37	32	28	22	23	25	18	25	26	31
9	2	3	1	5	4	2	3	2	6	1	2	0	3	0	2	0
10	1	4	2	2	6	4	2	3	2	7	1	1	0	3	0	2
11	1	1	2	2	1	4	4	2	3	2	7	1	1	0	2	1
12	2	2	1	2	2	1	3	4	2	4	2	5	1	1	0	2
PG	0	0	2	3	1	3	0	0	0	0	0	0	0	0	0	1
BOXBOROUGH																
TOTAL	6	10	8	14	14	14	12	11	13	14	12	7	5	4	4	6
GRAND																
TOTAL	53	52	46	52	48	51	49	43	41	36	35	32	23	29	30	37

**EARLY CHILDHOOD STUDENT POPULATION
MONTHLY REPORTING & PROJECTIONS**

Acton-Boxborough Regional Schools
October 1, 2015

	September 21, 2015	Additions/ Subtractions September 21, 2015	Final Total As of September 21, 2015	October 1, 2015	Additions/ Subtractions October 1, 2015	Final Total As of October 1, 2015	End of Year Projection**
<i>SPED</i> (In-District) 3-5 Year Olds - Acton	34	N/A	34	34	0	34	48
<i>SPED</i> (In-District) 3-5 Year Olds - Boxborough	7	N/A	7	7	0	7	15
SPED Students In Class TOTAL	41	N/A	41	41	0	41	63
Itinerant - Acton	13	N/A	13	13	0	13	22
Itinerant - Boxborough	1	N/A	1	1	0	1	5
OOD - Acton Preschool	1	N/A	1	1	0	1	2
SPED TOTAL	56	N/A	56	56	0	56	88-92
<i>*TYPICAL - Acton</i> 3-4 Year Olds (In-District)	47	N/A	47	47	0	47	49
<i>*TYPICAL - Boxborough</i> 3-4 Year Olds (In-District)	22	N/A	22	22	0	22	24
TOTAL	125	N/A	125	125	0	125	161**

The school district must ensure that programs are available for eligible students 3 and 4 years of age. The programs must be developmentally appropriate and located in a setting that includes students with and without disabilities (State Requirement 603 CMR 28.06 (7) and Federal Requirement 34 CFR 300.101 (b); 300.124(b); 300.323(b))

**Projections may be impacted by move-ins and/or Department of Public Health referrals

Enrollment Projections

Acton-Boxborough Regional School District

November 2015

PUBLIC SCHOOL ENROLLMENT PROJECTIONS

Elementary School
Acton, MA: 2005-2027

Year	K-12	K	1	2	3	4	5	6	Total
2005*	4,654	308	352	359	372	380	375	370	2,516
2006*	4,712	305	315	371	375	375	387	390	2,518
2007*	4,762	292	320	340	389	394	382	397	2,514
2008*	4,773	301	326	336	349	381	404	384	2,481
2009*	4,830	334	333	349	358	359	391	407	2,531
2010*	4,815	320	347	342	344	369	360	394	2,476
2011*	4,760	294	333	354	351	351	369	361	2,413
2012*	4,768	267	312	348	382	354	354	382	2,399
2013*	4,713	281	302	316	365	375	355	358	2,352
2014*	4,650	275	303	314	325	377	377	356	2,327
2015*	4,599	245	304	323	331	331	381	387	2,302
2016	4,508	244	265	315	338	335	333	387	2,218
2017	4,422	241	265	275	330	342	337	338	2,129
2018	4,325	206	261	274	288	334	344	342	2,050
2019	4,184	204	223	271	287	292	336	350	1,963
2020	4,111	231	221	231	284	291	293	341	1,893
2021	4,032	234	250	229	242	287	292	298	1,833
2022	3,929	237	253	259	240	245	289	297	1,821
2023	3,828	241	257	263	272	243	246	293	1,815
2024	3,741	246	261	266	275	275	245	250	1,818
2025	3,697	252	266	271	279	279	276	248	1,871
2026	3,689	259	273	276	284	282	280	281	1,934
2027	3,671	266	281	283	289	287	284	284	1,974

PUBLIC SCHOOL ENROLLMENT PROJECTIONS
Junior School
Acton, MA: 2005-2027

Year	7	8	Total
2005*	391	351	742
2006*	382	400	782
2007*	395	381	776
2008*	402	407	809
2009*	393	402	795
2010*	395	401	796
2011*	391	408	799
2012*	375	396	771
2013*	389	376	765
2014*	354	400	754
2015*	364	364	728
2016	392	372	763
2017	392	400	792
2018	342	400	742
2019	346	349	696
2020	354	354	708
2021	345	361	707
2022	302	353	654
2023	297	308	605
2024	253	303	557
2025	251	259	510
2026	284	257	541
2027	288	290	578

PUBLIC SCHOOL ENROLLMENT PROJECTIONS
High School
Acton, MA: 2005-2027

Year	9	10	11	12	Total
2005*	368	361	341	326	1,396
2006*	345	364	369	334	1,412
2007*	391	345	366	370	1,472
2008*	385	394	342	362	1,483
2009*	402	382	383	337	1,504
2010*	402	390	370	381	1,543
2011*	385	415	387	361	1,548
2012*	408	392	419	379	1,598
2013*	394	404	393	405	1,596
2014*	372	400	404	393	1,569
2015*	404	369	397	399	1,569
2016	361	408	369	390	1,527
2017	368	364	408	362	1,502
2018	396	372	364	400	1,532
2019	396	400	372	357	1,525
2020	346	400	400	365	1,511
2021	350	349	400	393	1,492
2022	358	354	349	393	1,454
2023	349	362	354	343	1,408
2024	305	353	361	347	1,366
2025	300	308	353	355	1,316
2026	256	303	308	346	1,214
2027	254	259	303	302	1,119

PUBLIC SCHOOL ENROLLMENT PROJECTIONS									
Elementary School									
Boxborough, MA: 2005-2027									
Year	K-12	K	1	2	3	4	5	6	Total
2005*	1,152	67	74	67	75	96	84	88	551
2006*	1,126	60	67	76	68	76	95	87	529
2007*	1,102	54	70	69	72	68	76	95	504
2008*	1,078	58	57	72	71	70	72	77	477
2009*	1,030	45	59	60	66	74	74	73	451
2010*	1,005	48	54	66	61	68	73	70	440
2011*	952	51	49	53	66	60	72	77	428
2012*	897	43	52	51	53	63	65	72	399
2013*	858	35	43	53	55	57	69	64	376
2014*	813	38	37	45	59	55	58	76	368
2015*	830	49	46	42	54	64	56	62	373
2016	818	35	53	49	46	56	67	58	364
2017	797	33	38	56	54	47	59	70	356
2018	779	41	36	40	61	55	50	61	344
2019	757	36	44	38	44	63	58	52	335
2020	740	36	39	47	41	45	66	60	335
2021	718	41	39	41	52	43	48	69	332
2022	715	43	44	41	45	53	45	50	321
2023	719	46	46	47	45	47	56	47	334
2024	713	49	50	49	52	47	49	58	353
2025	721	52	53	53	54	53	49	51	365
2026	743	54	56	56	58	56	56	51	387
2027	762	60	58	60	62	59	59	58	416

PUBLIC SCHOOL ENROLLMENT PROJECTIONS			
Junior High			
Boxborough, MA: 2005-2027			
Year	7	8	Total
2005*	103	101	204
2006*	91	108	199
2007*	87	92	179
2008*	99	93	192
2009*	77	100	177
2010*	69	75	144
2011*	71	71	142
2012*	74	72	146
2013*	72	78	150
2014*	68	73	141
2015*	77	72	149
2016	63	80	142
2017	59	65	123
2018	71	61	131
2019	61	73	135
2020	52	64	116
2021	61	54	115
2022	69	63	132
2023	50	72	122
2024	47	52	99
2025	59	49	107
2026	51	61	112
2027	51	53	105

PUBLIC SCHOOL ENROLLMENT PROJECTIONS					
High School					
Boxborough, MA: 2005-2027					
Year	9	10	11	12	Total
2005*	103	91	101	102	397
2006*	100	104	96	98	398
2007*	116	100	106	97	419
2008*	87	116	100	106	409
2009*	97	88	116	101	402
2010*	108	101	97	115	421
2011*	78	109	99	96	382
2012*	71	74	107	100	352
2013*	72	73	81	106	332
2014*	76	71	75	82	304
2015*	78	78	79	73	308
2016	73	78	82	79	312
2017	81	73	82	82	317
2018	65	80	77	82	304
2019	61	65	85	76	288
2020	74	61	69	84	288
2021	64	74	65	69	271
2022	55	64	78	64	261
2023	64	55	67	77	263
2024	73	63	58	67	261
2025	52	72	67	57	249
2026	49	52	76	67	245
2027	61	49	55	76	242

PUBLIC SCHOOL ENROLLMENT PROJECTIONS									
Elementary School									
ABRSD: 2010-2027									
Year	K-12	K	1	2	3	4	5	6	Total
2010*	5,820	368	401	408	405	437	433	464	2,916
2011*	5,712	345	382	407	417	411	441	438	2,841
2012*	5,665	310	364	399	435	417	419	454	2,798
2013*	5,571	316	345	369	420	432	424	422	2,728
2014*	5,463	313	340	359	384	432	435	432	2,695
2015*	5,429	294	350	365	385	395	437	449	2,675
2016	5,326	279	318	364	384	391	400	445	2,582
2017	5,219	274	302	331	384	390	395	408	2,485
2018	5,104	247	297	314	349	389	394	403	2,394
2019	4,941	241	267	309	331	355	394	402	2,298
2020	4,851	267	260	278	325	336	360	402	2,228
2021	4,751	275	289	271	294	330	340	367	2,165
2022	4,644	280	298	301	286	298	334	347	2,142
2023	4,547	288	303	310	317	290	302	340	2,149
2024	4,454	295	311	315	327	322	294	308	2,171
2025	4,418	304	319	324	333	332	326	299	2,236
2026	4,432	313	329	332	342	338	336	332	2,321
2027	4,433	327	339	342	351	347	342	342	2,390

PUBLIC SCHOOL ENROLLMENT PROJECTIONS			
Junior High School			
ABRSD: 2010-2027			
Year	7	8	Total
2010*	464	476	940
2011*	462	479	941
2012*	449	468	917
2013*	461	454	915
2014*	422	473	895
2015*	441	436	877
2016	454	451	906
2017	450	465	915
2018	413	461	874
2019	408	423	830
2020	406	417	824
2021	406	416	822
2022	371	416	787
2023	347	380	727
2024	300	355	655
2025	310	307	617
2026	336	317	653
2027	339	343	683

PUBLIC SCHOOL ENROLLMENT PROJECTIONS					
High School					
ABRSD: 2010-2027					
Year	9	10	11	12	Total
2010*	510	491	467	496	1964
2011*	463	524	486	457	1930
2012*	479	466	526	479	1950
2013*	466	477	474	511	1928
2014*	448	471	479	475	1873
2015*	482	447	476	472	1877
2016	433	486	451	469	1839
2017	449	437	490	444	1819
2018	462	452	440	482	1836
2019	458	465	456	434	1813
2020	420	461	469	449	1799
2021	415	423	464	461	1763
2022	413	418	427	457	1715
2023	413	416	421	420	1671
2024	378	416	419	414	1628
2025	353	381	420	412	1565
2026	306	356	384	413	1458
2027	316	308	358	378	1360

Excludes choice
* Actual data

Sources: Acton-Boxborough School System
Acton Town Clerk & Building Commissioner
Mass. Department of Public Health

Update on School Enrollment Projections 2015

Peter K. Ashton
Mary Ann Ashton

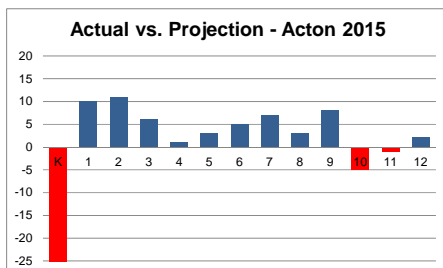
November 5, 2015

Enrollment Trends

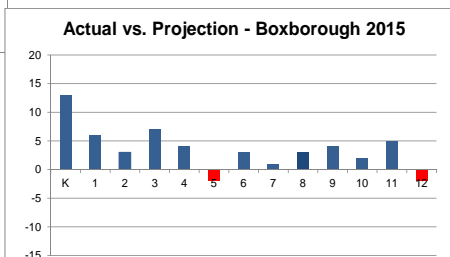
- Enrollment continues to decline in Acton
 - Acton declined by 51 students (-1.1%)
- Enrollment increased by 17 students (2.1%) in Boxborough
- Region as a whole experienced a decline of only 34 students which is a slower decline than we have seen in recent years
 - Housing turnover is picking up in Boxborough as is new construction in Acton
 - In-migration caused an increase in enrollment in Boxborough
 - Birth rate remains low
- Unclear to what extent these are long term trends

Difference between Projection and Actual for 2015

This is where we attempt to show how good we are at predicting the future. Of course this is only one year out, but overall we *under* predicted by 71 students or an error rate of less than 1.3%



We under predicted in Boxborough by 47 students which is quite significant



Blue means we under predicted, red means we over predicted, e.g., for Acton kindergarten we predicted 271 and 245 arrived

3

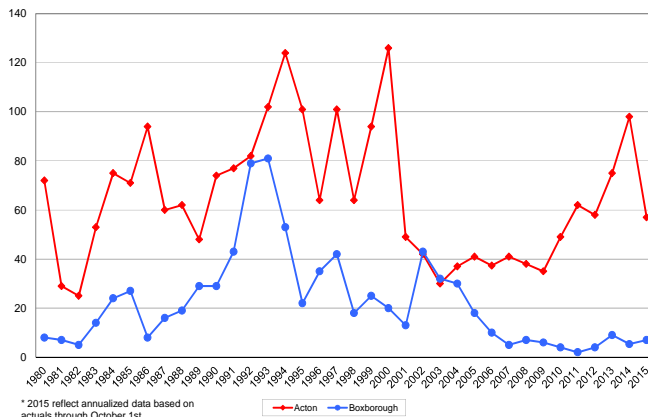
What is the Cohort Survival Method?

- Computes the ratio of children in one grade compared to the number who “survive” to the next grade
 - Starting point is birth to kindergarten ratio
 - based on relationship between kindergarten enrollments and live births five years earlier
 - Grade progression ratios follow the number of children who advance from one grade to the next
 - Relies on birth data and birth projections
 - Captures effects of net migration, population changes, retention rates, housing trends
 - Assumes history is a reasonable predictor of the future

4

Building Permits by Town

Single Family Home Permits Issued in Acton and Boxborough
1980-2015*

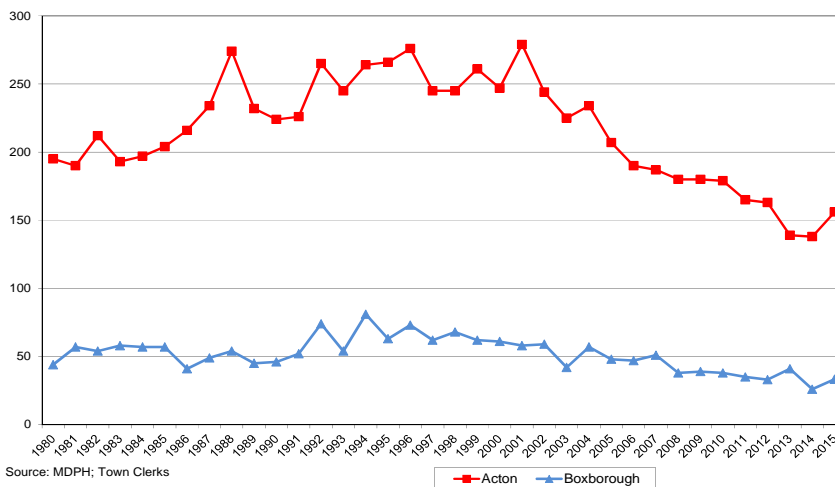


- The number of single family permits in Acton has picked up in recent years after a decade long decline
- Boxborough housing permits have been declining since 2002

5

Births in Acton and Boxborough

1980-2015*

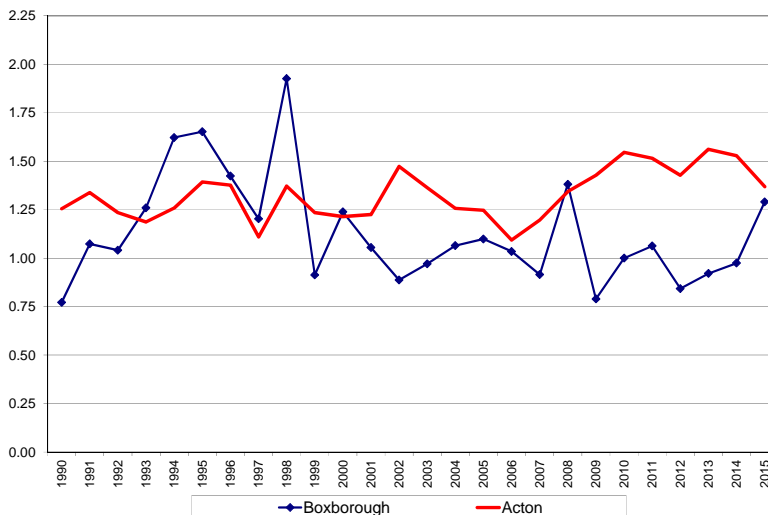


Source: MDPH; Town Clerks

- Acton and Boxborough births declining since early 2000s; consistent with state-wide trend
- Some increase in Acton this year; our birth model suggests some slight increase in the future, but well below the trend observed in 1990s and early 2000s

6

Comparison of Birth to Kindergarten Ratios



7

Most volatile of the predictors of enrollment; spreads out by third grade
 Note the increase in Boxborough due to in-migration

Enrollment Projections

- Projections developed using “standard” model
 - Include choice/staff only for the region as a whole
- Project separately for two towns given different trends
 - Boxborough’s share of total enrollment has begun to increase and is expected to continue to increase slightly
- Birth projections have been revised again – slight increase from last year
- Housing turnover is picking up
- Decline in births and low new construction lead to continued decline in enrollment over the next decade
 - To the extent housing turnover accelerates over the long term, this will mitigate the decline

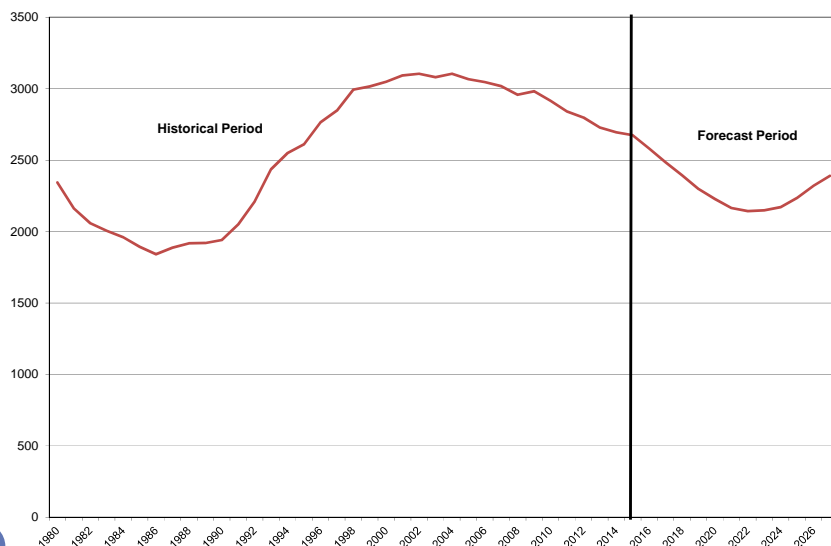
8

Enrollment Projections

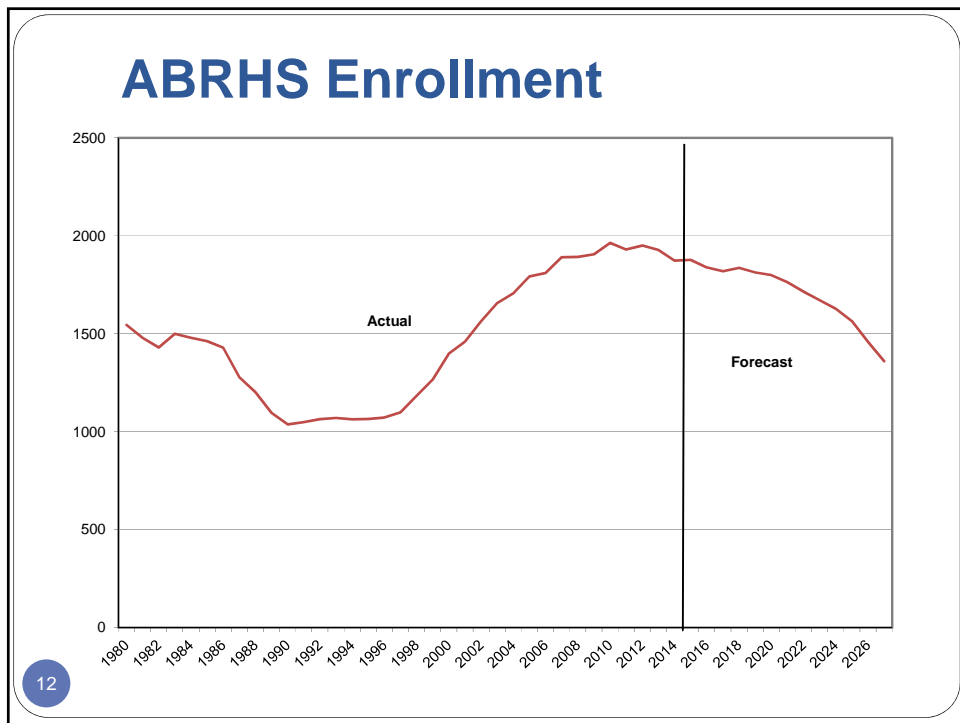
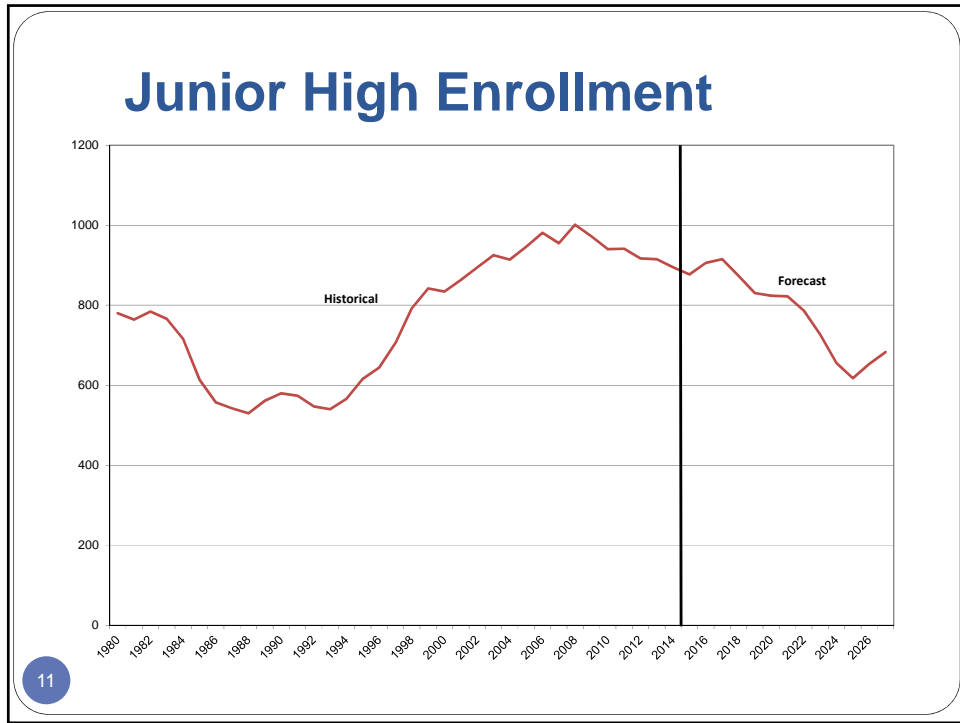
- Region-wide enrollment continues to decline for the foreseeable future
 - A decline of almost 1,000 students region wide vs. today's enrollment
- Enrollment doesn't begin to increase until 2023 at elementary level
 - Regional elementary enrollment drops by about 530 students between now and 2022; then increases by about 250 students by 2027
 - JHS/SHS both continue to drop; total decline is 711 students between now and 2027
 - JHS levels off in 2025
 - SHS drops to 1360 by 2027.

9

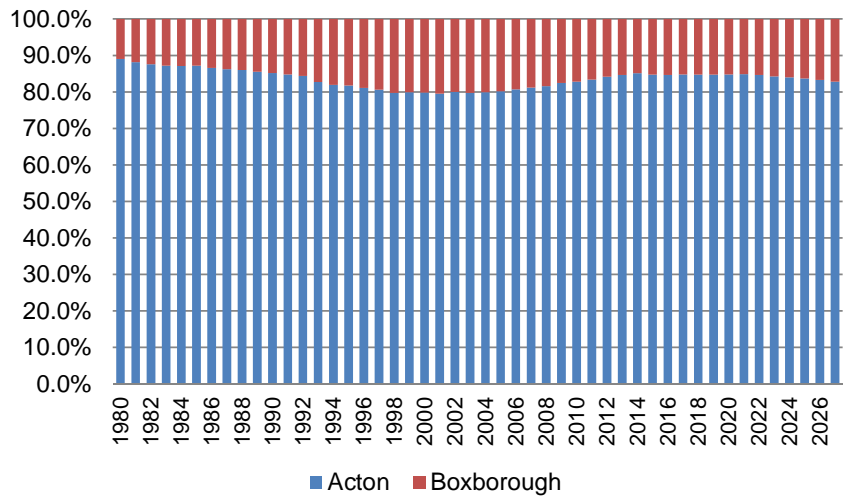
Regional K-6 Enrollment



10



Split of Regional Enrollment



13



Raymond J. Grey Junior High School
 16 Charter Road, Acton, Massachusetts 01720-2995
Andrew Shen, Principal

Acton-Boxborough Regional School District
 (978) 264-4700 x3303 FAX (978) 264-3343
James Marcotte, Assistant Principal
Allison Warren, Assistant Principal

TO: Glenn Brand; Superintendent
 FROM: Andrew Shen; Principal, RJ Grey
 RE: Junior High Enrollment & Class Size Report
 DATE: October 30, 2015

 This memo is intended to provide a general overview of class sizes at the Junior High for the 2015-2016 school year. The information found herein is based on enrollment as of October 1, 2015, and *projected* class and team enrollment is based on the Fall, 2015 Ashton Report and School Choice enrollment data.

The implementation of a team-based model for scheduling and supporting students creates opportunities to offer elements of a “school within a school” experience and the benefits associated with that approach. Please keep in mind that our genuine desire and efforts to have comparable class and team sizes across each grade must naturally be balanced with our commitment to meeting individual needs and choices, and the placement of specialized programs. Leveled math classes, world language choices, and academic services (ELL, Special Education, Academic Support) are significant factors in this process. Some, but not all, of those factors are explored within this memo.

OVERALL ENROLLMENT

Overall enrollment at the Junior High has experienced a steady decline since 2008-2009, when we peaked at 1003 students, and are now at **888**. For those peak years, the Junior High also had a “half-team” in 7th grade, with approximately 45 students, to help reduce team sizes in that grade. In 2012-2013, the half-team was eliminated and a portion of the associated FTEs were used to create a second Academic Support Center, and the remaining FTEs were reallocated to other District needs.

Projections suggest that overall school enrollment will increase during the next two years, reaching 929 students in 2017-2018, and then returning to 888 students in 2018-2019. Starting in 2019-2020, there is an anticipated steady decline in enrollment, starting with 847 students in 2019-2020, and reaching 801 students for the 2022-2023 school year.

	7th Grade	8th Grade	Choice (7th + 8th)	Total Enrollment
2014-2015	424	473	16	911 (actual)
2015-2016	441	436	11	888 (actual)
2016-2017	454	451	11	916
2017-2018	450	465	14	929
2018-2019	413	461	14	888
2019-2020	408	423	16	847

TEAM SIZE

Grade 7 is currently at **445 students**, and **Grade 8** is currently at **443 students**. The below table lists the sizes for all teams. If divided equally, the average team size in Grade 7 would be 111 students, and 110.75 students in Grade 8.

7 Gold	105	8 Gold	111
7 Green	114	8 Green	111
7 Orange	113	8 Orange	112
7 Red	113	8 Red	109

For the next three years (including this current year), we anticipate that **Team Size average in Grade 7 will land between 109 and 118 students**, and **Team Sizes in Grade 8 will land between 109 and 121 students**. Within a given year, overall team size will often vary between teams by approximately seven students. Variability of team size is often a function of, among other things, world language choices (since French is not offered on every team), and the cohort size of students receiving specialized services assigned to a specific team (for example, ELL students being scheduled primarily on one 7th grade and one 8th grade team this year).

CLASS SIZE ON TEAMS

Within an individual team, average class sizes are greatly, but not solely, influenced by math levels. Since all other team-based classes (Science, English, Social Studies, World Language) are heterogenous, the enrollment of students (by recommendation and parental override) in the different math levels is a considerable factor in student scheduling. If divided equally into the 5 team classes, average class size this year in both grades would be as follows:

7 Gold	105	21	8 Gold	111	22.2
7 Green	114	22.8	8 Green	111	22.2
7 Orange	113	22.6	8 Orange	112	22.4
7 Red	113	22.6	8 Red	109	21.8

In a single grade, there are 20 math sections (5 sections for each math teacher, of which there are four). Once the math level enrollments have stabilized (post-override period), we determine how many of the sections are devoted to Standard, AE, and (for 8th grade) Honors. When deciding on the number of sections to offer at a particular level, a number of factors are incorporated. Three worth noting are:

- A commitment to having Standard-level class sizes be smaller than AE-level classes, and (in 8th grade) for AE to be smaller than Honors-level sections
- To anticipate typical movement during the year where students move from Honors to AE, and from AE to Standard (when a student is struggling and a level change is considered an appropriate intervention)
- The need to have enough sections of each level (on each team) to allow for team placement flexibility and honoring other scheduling priorities (i.e. specific academic services, World Language, balancing demographics such as gender and ethnicity)

As noted above, we plan for Standard-level classes to be smaller than AE and Honors-level sections. With a fixed number of math sections on a team, this does mean that Honors-level sections (in 8th grade) are averaging 28 students, with one section currently at 31. See the next two charts for overall distribution of math class sizes for this current year.

	16-18 Students	19-21 Students	22-24 Students	25-27 Students	Total	Average
7th Standard	9 sections	1 section	0	0	10 sections	18
7th AE	0	0	5 sections	5 sections	10 sections	24.7

	<15 Students	15-19 Students	20-25 Students	26-29 Students	30+ Students	Total	Average
8th Standard	2 sections	4 sections	0	0	0	6 sections	15
8th AE	0	1 section	7 sections	0	0	8 sections	21.75
8th Honors	0	0	0	5 sections	1 section	6 sections	28

While having Honors math averaging 28 students is not ideal, we continue to believe that efforts to preserve lower class sizes in the Standard and AE classes in 8th grade is appropriate. Some may take the position that we could have, this year, comfortably reduced 8th grade Standard sections by one and added an Honors section, which would have increased the Standard class average to 18, and lowered the Honors class average to 25. That would be a fair suggestion to offer. Should math level selections be similar next year, it's a maneuver we will consider. However, there might still be, similar to this year, other scheduling demands that may result in a similar decision. We offer a few examples here as a point of illustrating the competing demands and good intentions that often collide with each other:

- We continue to have an increase in the number of Special Education students scheduled into our Fundamentals Math course, which is a separate special education course for students whose needs in this subject require significant modifications to the curriculum, and specialized instruction. Our hope is that over the course of the year, we will have some of those students prepared to move into a Standard-level math course, and join their peers in a more inclusive setting. This year, the majority of our students enrolled in Fundamentals Math in 8th grade are on the team with the smallest Standard Math section.
- We also can not anticipate the math level placements of students who enroll at the Junior High after we've set the number of math sections. This year, 7 of the newly registered 8th grade students were placed in Honors-level math; 14 of the 24 newly registered 7th grade students were placed in AE-level math.
- Finally, because another area of choice for students is their world language selection (and because French is not offered on every team), the determination of how many sections of each math level to offer is also influenced by the intersection of how many students who select a particular world language are also scheduled for each math level. So the decision is not based purely on overall number, but also disaggregated by students who select a world language and other individual needs.

Because the size of an individual math class may vary quite a bit from the average, this sometimes has a direct impact on the class sizes of the other team-based classes. Additionally, there will always be students who receive Special Education and/or ELL services and would not necessarily be enrolled in one or more of these classes. For example, some Special Education students do not take a World Language and instead meet with their special educator during that time. Below are *examples* from an 8th grade team and a 7th grade team for different periods of the day.

8 GOLD	Math	Science	Social Studies	English	WORLD LANG	Other (ASC, SPED, ELL)
Period 1	31 (Honors)	21	21	21	15/FRENCH	3/ELL
Period 5	25 (AE)	21	22	24	19/SPANISH	0
Period 2	16 (Standard)	24	24	24	23/FRENCH	0

7 GREEN	Math	Science	Social Studies	English	WORLD LANG	Other (ASC, SPED, ELL)
Period 1	16 (Standard)	24	20	23	22/SPANISH	9/Learning Ctr.
Period 2	22 (AE)	21	21	22	20/SPANISH	0

EXPLORATORY CLASS SIZE

In both grades, we currently offer four (4) Exploratory classes. In 7th grade, we offer Art 7, Digital Literacy 7, Minuteman Tech 7, and Music. In 8th grade, we offer Art 8, Digital Literacy 8, Drama, and Minuteman Tech 8. Students attend these classes for one-half of the year, every other day (approx. 42 sessions).

If one divides an entire team by four, the class sizes for each Exploratory in 7th grade would be between 26 and 29, and between 27 and 28 students for 8th grade Exploratory classes. The *actual* enrollment for these classes will sometimes be lower than these figures because a number of students who receive other academic services (ASC and Special Education) will often have those services scheduled instead of one or more Exploratory classes. The next chart highlights the current class size ranges for our Exploratory teachers:

7th Art	21-27	8th Art	24-28
7th Digital Literacy	24-28	8th Digital Literacy	26-28
7th Minuteman Tech	24-28	8th Drama	22-27
7th Music	17-24	8th Minuteman Tech	25-27

Staffing Implications, Part I

After eight consecutive years of a slow decline in enrollment at the Junior High, it is anticipated that enrollment for the next two years will increase above its current size (up to 929 students in 2017-2018), before beginning another steady decline for the following ten years. To be sure, having team sizes returning to the 120 student range will undoubtedly require teachers to manage all that accompanies a larger overall student load, along with the additional demands that are presented below. Additional analysis of special education staffing is introduced later in this memo.

While having Honors Math sections reaching up to 30-31 students is not optimal, there are limited options to immediately remedy this situation within the context of our team model, and without having an adverse impact on the class size average for our Standard and AE math sections. This is also an aspect of scheduling that fluctuates annually based on the needs of a particular class, and choices by families to override into these courses. Every year, we analyze the situation and identify the choices available for section distribution. We hope that circumstances in subsequent years allow for lower overall class sizes for all math sections. However, the increase in overall enrollment over the next two years may result in higher overall class averages, and possibly more sections of Honors Math with 30-31 students. Nevertheless, we are confident that students enrolled in 8th Grade Honors Math are receiving, and will continue to receive, an appropriate and challenging education in this subject.

Over time, the lowering of overall student load for team and Exploratory teachers will certainly support our staff's efforts to address the varied needs of our student population. *However*, it is critical that the overall decline in enrollment not be characterized as the panacea for all of the challenges and obligations that our school has encountered, and will continue to encounter in the immediate future. This is especially true as it relates to the continually changing demographics of our student population, and the increase of the high-needs population within our schools.

The **cohort of high-needs students** at the Junior High is increasing both in overall number as well as percentage of our student population. While the remainder of this memo will highlight SPED enrollment at the Junior High, we also feel compelled to pay close attention to our growing population of students accessing our Academic Support Centers, ELL support, and those students who arrive at RJ Grey with significant academic gaps and interruptions in their schooling. As of October 1, our Academic Support Centers (a general education service) currently work with **115 students (13% of the student population)**, and the cohort size typically increases during the year. Within that cohort of students, we continue to encounter a broad range of students who require more global support in terms of school-parent collaboration and assistance, and whose academic preparation is well-below grade level.

Special Education Enrollment Projections for RJ Grey (as of October 1, 2015)

The charts below present a **conservative** projected enrollment of special education students at RJ Grey for the next three years. These projections are based on October 1, 2015 enrollment reports of students on active IEPs at the Junior High, and in grades 4, 5, and 6 within the six elementary schools. The projection for 2016-2017 SPED enrollment already represents, with current numbers, an **11%** increase from this year's starting SPED enrollment. Similarly, our current conservative projection for 2017-2018 represents a **23%** increase from our current year (15-16) SPED enrollment. Our analysis and predictions, for reasons articulated below, is that the *actual* increases will be greater during both years.

**October 1, 2015 Report of Students on an IEP
Currently attending RJ Grey or an Acton-Boxborough Elementary School**

	Current Grade	Number of Students Currently on IEPs	Notes
Class of 2019	9	70	
Class of 2020	@RJG - 8	71	2 initial evaluations currently in progress
Class of 2021	@ RJG - 7	62	1 initial evaluation currently in progress
Class of 2022	6	84	
Class of 2023	5	80	4 initial evaluations currently in progress
Class of 2024	4	71	2 initial evaluations currently in progress

**RJ Grey SPED Population Actual and Projected
Based Solely on October 1, 2015 Current SPED Enrollment by Grade**

	7th Grade	8th Grade	Total	% of total school population	% change of SPED population from previous year
2014-2015	62*	66*	128	14% of 909	
2015-2016	62*	71*	133	15% of 888	+4%
2016-2017	84	62	146	16% of 916	+11%
2017-2018	80	84	164	17.7% of 929	+12.3%
2018-2019	71	80	151	17% of 888	-8%

**Actual October 1, 2015 enrollment figures; future enrollment figures (2016-2019) are also based on October 1, 2015 reporting for those classes, and do not represent any anticipated additional increases.*

As noted above, I see the above three-year projections as conservative baseline figures. Put another way, I would not be surprised if the Class of 2022 (next year's 7th graders), currently at 84 students, reached the low 90s during the 2016-2017 school year. Additionally, current trends lead us to anticipate that the Class of 2021 (8th grade students next year), will be in the high 60s at the start of next year. Those increases combined would bring overall SPED enrollment at the Junior High next year closer to 160 students, which would represent a nearly 20% growth of the population from this current year. While these are not absolute certainties, there is confidence in offering these statements and predictions, especially as it relates to planning of services and staffing, for the reasons and trends outlined below.

	2012-2013	2013-2014	2014-2015	2015-2016
<i>Total Student Enrollment</i>	935	931	911	888
RJG Students (not new to AB) evaluated and qualified for IEPs	13	12	9	---
New-to-AB Students coming to RJ Grey with IEPs	6	3	6	5
New-to-AB Students qualifying for an IEP during the year	3	5	3	---
Students on IEPs who withdrew from AB after 6th grade	(3)	(1)	(4)	(7)
Students on IEPs who withdrew from AB after 7th grade	(1)	(2)	(1)	---
Students on IEPs re-evaluated in 7th Grade and dismissed from SPED (no services in 8th grade)	(5)	(6)	(3)	---
<i>Net Change in SPED Population at RJ Grey from Above Factors</i>	+13	+11	+10	---

As the above chart illustrates, there is typically an annual increase in SPED enrollment because of **newly registered students** who already come with active IEPs or who are evaluated during their first year in Acton-Boxborough. There are also always students in Grades 4 thru 7, *not* new to A-B, who are **referred by the school for an initial evaluation**, or whose **families make a request for an initial evaluation**, based on a variety of concerns, observations, and experiences that emerge during this particular stage of schooling. Those increases are indeed tempered by the **withdrawal of students on IEPs who leave A-B**, as well as **students in 7th grade who are dismissed from Special Education** based on the results of their three-year re-evaluation. Nevertheless, the net change has consistently resulted in an increase in the school's Special Education population.

In reviewing the above data and the consistent level of students referred for evaluation, it is important to note that the middle school years are a period of adolescence when emotional disabilities begin to emerge with greater frequency and severity, and requires specific intervention to address high(er)-risk behaviors. Diagnoses and treatment of anxiety and depression, as two primary examples, have been a growing aspect of this annual increase. Additionally, students who struggle with pragmatics (social language and communication skills) experience increasing difficulties that affect both academic progress and social development, and are referred for an evaluation.

	2012-2013	2013-2014	2014-2015	2015-2016
Students Newly Qualified for an IEP Based Primarily on Emotional Disability	5	4	6	---

Staffing Implications, Part II

Impact of Anticipated Special Education Enrollment Increase

The implications of this significant increase of special education enrollment on staffing was previewed during last year's budget process when we advocated for and received a full-time Educational Team Leader. This aspect of our work will again be at the heart of our annual analysis of staffing in anticipation of this year's upcoming budget process. What is already a conservative projection of a 36% increase in the special education population in **7th grade** for next year, and *at least* a 23% overall increase in the special education population in 2017-2018 (compared to this

current school year), will require thoughtful planning. Our analysis will not only address our staffing arrangements, but will also involve close examination of our professional learning goals, investment in learning materials, and attention to how we provide related services (i.e. Child Study, speech and language, reading, counseling and therapeutic support, social programming). It is our hope that our current attention to disciplinary literacy, and our homework practices (as two examples) will prepare us to effectively respond to continuing demographic shifts of our student populations, and their various learning needs.

Careful analysis of special education staffing is important to maintaining the quality of education for **all** students. Within a team-based model, our ongoing analysis will be keeping the following considerations in mind:

- Addressing the caseload size of individual special educators and keeping them within a range that will allow those special educators to provide an appropriate level of services to their cohort of students, and to the team teachers who they support.
- How to position special education staffing to allow for the equitable distribution of special education students across all teams. In other words, how to avoid having any one team with a disproportionate number of students on an IEP. This is a critical factor to keep in mind when thinking about the experience we hope to provide for *all students* on any particular team.
- Placing emphasis on the benefits of special education teaching staff, rather than additional teaching assistant positions, for both the instructional and financial benefits (2.0 FTE benefited assistants = \$85k; 1.0 FTE benefited special educator = \$73k)
- That this considerable increase in the Junior High special education population will exist for at least the next three school years.
- That our high-needs population is not only increasing in overall size, but also includes a growing subset of students (and families) with complex needs.

The results of that analysis and any recommendations will be outlined and explained as part of this year's FY17 Budget process, including the Budget Saturday presentation. We look forward to discussing the particulars at that time.

Respectfully Submitted,
Andrew Shen
Principal, RJ Grey

2015-2016 Class Size Report

RJ Grey Junior High School
November 5, 2015

1

Agenda

Past Practice for Class Size Reporting

Enrollment Overview

- Team Size and Class Size

- Math Levels - Determining Sections

Special Education Population

- Projections for Next Three years

- Staffing Analysis

2

RJ GREY ACTUAL AND PROJECTED ENROLLMENTS					
School Year	7th	8th	Choice	Proj	Actual
2008-2009*	501	500	2		1003
2009-2010*	470	502	7		979
2010-2011*	464	476	9		949
2011-2012*	462	479	12		953
2012-2013*	449	468	18		935
2013-2014*	455	457	16	932	931
2014-2015*	424	473	16	906	911
2015-2016*	441	436	11	872	888
2016-2017	454	451	11		916
2017-2018	450	465	14		929
2018-2019	412	461	14		888
2019-2020	408	423	16		847
2020-2021	406	417	18		841

Projections for Full Team and Class Size						
	Grade 7 With 4 Teams		Grade 7 With 4.5 Teams		Grade 8	
	Team Size	Class Size	Team Size	Class Size	Team Size	Class Size
2008-2009*	126	25	115	23	126	25
2009-2010*	121	24	110	22	129	26
2010-2011*	121	24	109	22	124	25
2011-2012*	119	24	107	21	120	24
2012-2013*	117	23			117	23
2013-2014*	118	24			114	23
2014-2015*	110	22			118	24
2015-2016*	112	22			111	22
2016-2017	115	23			114	23
2017-2018	115	23			118	24
2018-2019	105	21			117	23
2019-2020	105	21			106	21
2020-2021	104	21			107	21

Exploratory Projected Class Sizes**			
	7th Sizes with 4 Exploratories	8th Sizes with 5 Exploratories	8th Sizes with 4 Exploratories
2008-2009*	29	25	32
2009-2010*	28	26	32
2010-2011*	27	25	31
2011-2012*	27	24	30
2012-2013*	29	24	30

Previous Class Size Report Format

- Lists overall enrollment
- Overall enrollment divided equally to show team size
- Team size divided equally to show class size



Overall Enrollment and Trends

Current Enrollment (October 1, 2015): **888 Students**

RJ Grey Enrollment has experienced a steady decline since 2008-2009, when enrollment peaked at 1003 students

2013-2014 Enrollment: 925 Students

2014-2015 Enrollment: 909 Students

From 2008 to 2012, RJ Grey had a “half-team” in 7th grade to help reduce team and class sizes in that grade

In 2012-2013, the “half-team” was eliminated and 2.4 FTEs re-allocated to address other District needs

	7th Grade	8th Grade	Choice (7th + 8th)	Total Enrollment
2014-2015	424	473	16	911 (actual)
2015-2016	441	436	11	888 (actual)
2016-2017	454	451	11	916
2017-2018	450	465	14	929
2018-2019	413	461	14	888
2019-2020	408	423	16	847

Ashton Enrollment Projections for RJ Grey

5

Team Size

Grade 7 is currently at **445 students**, and **Grade 8** is currently at **443 students**. The below table lists the sizes for all teams. If divided equally, the average team size in Grade 7 would be 111 students, and 110.75 students in Grade 8.

Team	# Students	Team	# Students
7 Gold	105	8 Gold	111
7 Green	114	8 Green	111
7 Orange	113	8 Orange	112
7 Red	113	8 Red	109

6

Class Size and Math Levels/Sections

If divided equally into the 5 team classes, average class size this year would be as follows:

7 Gold	105	21	8 Gold	111	22.2
7 Green	114	22.8	8 Green	111	22.2
7 Orange	113	22.6	8 Orange	112	22.4
7 Red	113	22.6	8 Red	109	21.8

7

Determining Math Sections

- In a single grade, there are 20 math sections (5 per team)
- In 7th grade, there are two levels: Standard and AE Math
- In 8th grade, there are three levels: Standard, AE, and Honors Math
- A commitment to lower class sizes in Standard classes, and AE class sizes lower than Honors (in 8th grade)
- Anticipate typical movement from Honors to AE, and AE to Standard when level change is recommended
- Having enough sections of each level to account for other scheduling needs (World Language, academic services, balancing team demographics)

8

7th Grade Math Section Distribution

	16-18 Students	19-21 Students	22-24 Students	25-27 Students	Total	Avg.
7th Standard	9 sections	1 section	0	0	10 sections	18
7th AE	0	0	5 sections	5 sections	10 sections	24.7

9

8th Grade Math Section Distribution

	< 15 Students	15-19 Students	20-25 Students	26-29 Students	30+ Students	Total	Avg
8th Standard	2 sections	4 sections	0	0	0	6 sections	15
8th AE	0	1 section	7 sections	0	0	8 sections	21.75
8th Honors	0	0	0	5 sections	1 section	6 sections	28

10

Class Sizes on Teams

Below is an example of class size distribution on a 7th grade team during two periods of the day

7 <i>GREEN</i>	Math	Science	Social Studies	English	World Language	Other (ASC, SPED, ELL)
Period 1	16 (Standard)	24	20	23	22/Spanish	9/SPED LC
Period 2	22 (AE)	21	21	22	20/Spanish	0

11

Class Sizes on Teams

Below is an example of class size distribution on a 8th grade team during two periods of the day

8 <i>GOLD</i>	Math	Science	Social Studies	English	World Language	Other (ASC, SPED, ELL)
Period 1	31 (Honors)	21	21	21	15/French	3/ELL
Period 5	25 (AE)	21	22	24	19/Spanish	0
Period 2	(16 Standard)	24	24	24	23/French	0

12

Exploratory Classes

7th Art	21-27	8th Art	24-28
7th Digital Literacy	24-28	8th Digital Literacy	26-28
7th Minuteman Tech	24-28	8th Drama	22-27
7th Music	17-24	8th Minuteman Tech	25-27

13

Observations and Food for Thought

- ✓ Declining enrollment is not a storyline at the RJ Grey for next 3 years
- ✓ Analysis of shifts in *overall* enrollment must also involve examination of changing profile of student (and family) population and their needs
 - 13% of students at RJ Grey receive support from Academic Support Center (general ed support)
 - 54 students at RJ Grey considered Economically Disadvantaged
- ✓ Projections for Special Education population at RJ Grey for next three years suggest a *significant increase* in cohort size

14

Special Education Enrollment and Staffing

The following charts show a **conservative** projected enrollment of special education students at RJ Grey for the three years following this current year.

They are based on October 1, 2015 enrollment reports of students on active IEPs at the Junior High, and grades 4 thru 6 in the AB elementary schools

15

	Current Grade	Number of Students Currently on IEPs*	Notes
Class of 2019	9	70	
Class of 2020	8	71	2 initial evals in progress
Class of 2021	7	62	1 initial eval in progress
Class of 2022	6	84	
Class of 2023	5	80	4 initial evals in progress
Class of 2024	4	71	2 initial evals in progress

**October 1, 2015 enrollment report ; does not include out-of-district placements or parent-placed students in other schools*

Current Special Education Enrollment by Grade

16

Current Projections for Special Education Enrollment at RJ Grey

	7th Grade	8th Grade	Total	% of total school population	% Change of SPED from previous year
2014-2015 *Oct 1	62*	66*	128	14% of 909	
2015-2016 *Oct 1	62*	71*	133	15% of 888	+4%
2016-2017	84	62	146	16% of 916	+11%
2017-2018	80	84	164	17.7% of 929	+12.3%
2018-2019	71	80	151	17% of 888	-8%

17

SPED Enrollment is Not Static

The previous figures should be seen as conservative/baseline figures; we typically experience increases in both grades because of:

- Newly registered students to AB who come with active IEPs
- Newly registered students to AB evaluated within their first year here
- Current AB students in Grades 4 thru 7 who are evaluated and qualify for special education services

18

	2012-2013	2013-2014	2014-2015	2015-2016
<i>Total Student Enrollment</i>	935	931	911	888
Students (not new to AB) evaluated and qualified for IEPs	13	12	9	---
New-to-AB Students coming to RJ Grey with IEPs	6	3	6	5
New-to-AB Students qualifying for an IEP during the year	3	5	3	---
Students on IEPs who withdrew from AB after 6th grade	(3)	(1)	(4)	(7)
Students on IEPs who withdrew from AB after 7th grade	(1)	(2)	(1)	---
Students on IEPs re-evaluated in 7th Grade and dismissed from SPED (no services in 8th grade)	(5)	(6)	(3)	---
<i>Net Change in SPED Population at RJ Grey from Above Factors</i>	+13	+11	+10	---

Adjusted Projections for Special Education Enrollment at RJ Grey

	7th Grade	8th Grade	Total	% of total school population	% Change of SPED from previous year
2014-2015 *Oct 1	62*	66*	128	14% of 909	
2015-2016 *Oct 1	62*	71*	133	15% of 888	+4%
2016-2017	89	67	156	17% of 916	+17.4%
2017-2018	85	94	179	19.3% of 929	+14.7%
2018-2019					

Projections if class SPED cohort size increased by 5 students annually in 7th and 8th grade

Preparation for these Shifts

- ✓ Professional Development plans with special emphasis on student populations and needs
 - Disciplinary Literacy
 - Homework
 - Curricular Work - modified curriculum units
- ✓ Learning Materials and Resources
- ✓ Related Services (speech and language, reading, pragmatics)
- ✓ Staffing Analysis
 - FY16 investment - additional Reading and Academic Support & ETL position (thank you)

21

Analysis of Staffing

- Assessing caseload size of individual special educators to allow appropriate level of service to students
- Equitable distribution of special education students across all teams
- Prioritizing special education teaching staff over increase of assistant positions (and financial benefits)
- This increase will be present at RJ Grey for at least the next 3 school years
- Our high-needs population is not only increasing in overall size, but also includes a growing subset of students (and families) with complex needs.

22



Thank You

Any Questions?



TO: Glenn Brand, Superintendent
 FROM: JoAnn Campbell, Principal, ABRHS
 DATE: October 29, 2015
 SUBJECT: **ABRHS Class Size Report**

This report on class size at the high school includes both an overview of average class size over several years and a more detailed look at class size within the current school year.

With over 150 course offerings and 8 periods within which to schedule classes on a 6-day schedule, the high school has flexibility in creating a schedule that meets the needs of the majority of our more than 1900 students. Because a new schedule is built each year, we are able to respond relatively quickly to shifting student needs and interests. This same abundance of options also creates challenges in terms of determining the number of sections of a course, balancing enrollment across sections, and monitoring teacher loads. Within the scheduling process, priority is placed on achieving balanced class sizes with a specific focus on class size balance across similar sections. Whenever possible, class sizes are smaller at the intermediate levels than at the advanced levels.

Class sizes at the high school have remained relatively consistent over the past six years with an overall slight decrease from 2010-11 to 2015-16. The annual *October 1 Class Counts Report* (Appendix A) provides a detailed look at average class sizes for all major academic courses from 2010 to 2015.

A summary of the October 1 Class Counts document in Table I shows the gradual decrease in class sizes over the 6 year period.

TABLE I: October 1 Class Counts Summary

	2010 - 2011			2011-2012			2012-2013		
Enrollment	N = 1994			N = 1956			N = 1980		
Course	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
English	93	2001	21.52	93	1950	20.97	100.5	1974	19.64
S.S.	90.5	2098.5	23.19	94	2135.5	22.72	98	2231.5	22.77
Math	88	2050	23.3	90	2034	22.6	91	2100.5	23.08
Science	95	2112.5	22.24	95	2035.5	21.43	95	2062	21.71
W. Lang.	77	1621	21.05	77	1599	20.77	74	1563	21.12

	2013-2014			2014-2015			2015-2016		
Enrollment	N=1960			N=1905			N=1902		
Course	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
English	89	1912.5	21.49	89	1857	20.87	90	1863	20.7
S.S.	95.5	2170.5	22.73	93.5	2138.5	22.87	94	2074.5	22.07
Math	92	2121.5	23.06	93	2077	22.33	94	2060.5	21.92
Science	94	2085.5	22.19	94	1970	20.96	96	2022	21.06
W. Lang.	74	1489	20.12	74	1425	19.26	71	1447	20.38

In Table 2, class size range over a four-year period shows consistency over the years in keeping 70% or more of classes with fewer than 25 students. This year, 78% of classes have fewer than 25 students.

TABLE 2: October 1 Class Size Range 2012-2015 in Sections (n and % of total sections)

School Year	<19		19-21		22-24		25-27		28+	
2015-16	112.5	25%	104.0	23%	132.5	30%	65.0	15%	32.0	7%
2014-15	11.0	12%	23.5	25%	37.0	40%	16.0	17%	6.0	6%
2013-14	18.0	19%	21.5	23%	30.5	32%	14.0	15%	11.5	12%
2012-13	14.5	15%	29.0	30%	22.0	22%	24.5	25%	8.0	8%

Another look at class sizes in Table 3 shows the distribution of class size among the various course levels. Here we see that class sizes, for the most part, are kept smaller at the intermediate levels than at the advanced levels. However, there are times this is not possible and the factors that influence class size balance will be discussed later in this document. A detailed report of class size by course is presented in the *Course Section Size Report* in Appendix B.

TABLE 3: Average Class Size in Leveled Courses, October 1, 2015

		All Departments	English	Social Studies	Math	Science	World Language
H/AP	# Sections	103.5	20.0	17.0	20.5	27.0	19.0
	# Enrolled	2568.0	430.0	471.0	546.0	694.0	427.0
	Average	24.81	21.50	27.71	26.63	25.70	22.47
AE	# Sections	135.5	21	42	29.5	25.0	18.0
	# Enrolled	3054.5	440.0	963.0	691.5	586.0	374.0
	Average	22.54	20.95	22.93	23.44	23.44	20.78
CP	# Sections	92.0	8	16	26.0	29.0	13.0
	# Enrolled	1687.0	176.0	283.0	503.0	510.0	215.0
	Average	18.34	22.00	17.69	19.35	17.59	16.54
CP1	# Sections	23.0	5	3	8.0	7.0	
	# Enrolled	329.0	71.0	40.0	124.0	94.0	
	Average	14.30	14.20	13.33	15.50	13.43	

The Scheduling Process

Each year, a multi-step scheduling process results in a new schedule for the following year that is largely shaped by the course requests submitted by students in early March. These

requests are then considered in light of available teacher FTEs both within the school as a whole and within each department. The scheduling process is guided by the following goals:

1. Create balanced student enrollment across like sections
2. When possible create smaller class sizes at the intermediate academic levels
3. Maintain balanced teaching loads
4. Schedule 100% of the course requests for 80-85% of the students.

The process formally begins in February and is completed in late spring. All students can make changes to their course requests until early May. The specific steps of the process are as follows:

1. In March, course level recommendations are discussed with students and put into PowerSchool by teachers
2. Students register for classes online via the PowerSchool Portal
3. Students are allowed until May to change requests and override recommended classes
4. Administration and Department Leaders meet to distribute sections based on student requests and available FTEs
5. Department Leaders submit teaching assignments
6. Administration creates a master schedule based on teaching assignments, student requests, room assignments and scheduling constraints.
7. Counselors work with students who have scheduling conflicts
8. Schedules are distributed to students in August
9. Students and parents make various requests for schedule changes throughout August

See *Appendix C for Course Scheduling Dates for the 2015-16 Year.*

Factors that Influence Class Size Range

Appeals Process and Course Changes

The PowerSchool software through which the high school runs its scheduling process is able to consider thousands of criteria and assists the school in creating a balanced schedule. Despite starting in the spring with a balanced class schedule, there are multiple factors that influence final class sizes on October 1st and beyond.

In early August, student schedules are posted on the parent portal and students are given the opportunity to submit appeals for schedule changes. From August 10th of this year to the first day of school, 274 students had changes made to their schedules, accounting for changes to 635 classes. The majority of change requests were from students who wished to

- drop or add an elective,
- drop a course level to make course load more manageable,
- rearrange their schedule after finding that they had been scheduled for 5 academic classes in a row,

- switch teachers if they or a sibling had the teacher previously.

Once the school year begins, students may meet with their counselor to submit additional change requests. Sometimes students find their schedule is too challenging or they find they have an interest in a different elective, or in some cases, find they will need support services and therefore need to shift their schedule to accommodate the new services. This fall, 409 students had changes made to their schedules from the first day of school to October 1st, comprising 765 changes to courses. Although these changes create a strain on the class balances that were set in the spring, the school supports allowing these appeals to be made in order to give all students a chance to go into the school year with a schedule that is challenging yet manageable and fair. Whenever changes are made, close attention is paid to class size balance, yet inevitably some courses become unbalanced.

Room availability

There are certain periods of the day that room space is at a premium. During those periods, it is impossible to add more sections to reduce class sizes. For instance, all students have lunch scheduled during either period 4, 5, 6, or 7. This means that many classrooms are available during these periods; however, very few classrooms are available periods 1, 2, 3 and 8, when all students are available for scheduling. Some of our largest classes occur during period 1 and period 8.

Number of Empty Rooms Available

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
0	3	1	11	15	13	19	1

Additional Factors

Depending on the department, period during the school day, overall course demand, and projections for course levels, there are other factors that may impact class size ranges. They include available FTEs, teacher load balance, supported sections of a course, and combined classes. At any given time, these factors may be considered when balancing student demand for courses and the assignment of teaching loads.

Student Needs are Increasing

The data related to changes in student population has been widely shared in the past few years. According to the SpEd PAC (Special Education Parents Advisory Council) report presented at the October 15, 2015 school committee meeting, the overall student population in the district has been declining since 2011, while the number of High Needs students (Students with Disabilities, English Language Learners, Economically Disadvantaged) has steadily increased. In 2015, the ABRSD student population declined by 128 students and the number of High Needs students grew by 68.

A June, 2015 report of the Acton-Boxborough United Way (ABUW) Community Needs Assessment shared that 22.8% of Acton households qualify for state-aided housing, free and reduced lunches have tripled in elementary schools since 2009, and “economically vulnerable” families comprise over one-fifth of our population.

We anticipate that these trends will require a continued increase of our offerings to support students and families, including the provision of special education and other support classes (such as Academic Support Center tutoring), support for ELL students, transition support, counseling and psychological services, as well as increasing the number of sections in the smaller class size range.

See *Appendix D* for a list of support and special education classes currently offered at ABRHS.

ABRHS October 1 Class Counts Report

		2010 - 2011			2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
Enrollment		N = 1994			N = 1956			N = 1980			N=1960			N=1905			N=1902		
yr/sem	Course	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	English I -H	3	80	26.67	3	69	23.00	4	85	21.25	4	87	21.75	4	93	23.25	5	111	22.20
	English I	19	391	20.58	19	369	19.42	19	369	19.42	16	341	21.31	16	324	20.25	17	333	19.59
	English I CP1 (Trn)	1	16	16.00	1	9	9.00	1	14	14.00	1	14	14.00	1	13	13.00	1	11	11.00
	English I CP1 (Ind)	1	17	17.00	1	12	12.00	1	15	15.00	1	15	15.00	1	15	15.00	1	15	15.00
	Total English I	24	504	21.00	24	459	19.13	25	483	19.32	22	457	20.77	22	445	20.23	24	470	19.58
	American Studies	5	115	23.00	4	99	24.75	2	41	20.50	3	70	23.33	2	51	25.50	4	88	22.00
	English II - H	4	95	23.75	4	93	23.25	4	89	22.25	5	129	25.80	6	123	20.50	6	124	20.67
	English II - AE	9	186	20.67	9	194	21.56	10	219	21.90	8	172	21.50	9	184	20.44	7	129	18.43
	English II - CP	4	74	18.50	5	111	22.20	6	105	17.50	4	93	23.25	4	93	23.25	4	89	22.25
	English II CP 1(Ind)	1	15	15.00	1	17	17.00	1	10	10.00	1	11	11.00	1	14	14.00	1	16	16.00
	Total English II	23	485	21.09	23	514	22.35	23	464	20.17	21	475	22.62	22	465	21.14	22	446	20.27
	English III - H	4	108	27.00	4	83	20.75	5	116	23.20	4	107	26.75	6	130	21.67	6	133	22.17
	English III - AE	11	261	23.73	12	298	24.83	13	280	21.54	11	254	23.09	10	256	25.60	10	223	22.30
	English III - CP	4	81	20.25	4	86	21.50	5	103	20.60	5	97	19.40	4	73	18.25	4	87	21.75
	English III - CP 1	1	10	10.00	1	12	12.00	1	12	12.00	1	10	10.00	1	11	11.00	1	16	16.00
	Total English III	20	460	23.00	21	479	22.81	24	511	21.29	21	468	22.29	21	470	22.38	21	459	21.86
	English IV - H	3	69	23.00	3	58	19.33	2	41	20.50	3	59	19.67	2	45	22.50	3	62	20.67
	English IV - AE	11	249	22.64	8	214	26.75	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	English IV - Project	4	96	24.00	5	95	19.00	3	54	18.00	4	84	21.00	3	65	21.67	2	56	28.00
	English IV - CP	3	75	25.00	4	78	19.50	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
sem	Senior Sem Electives	0	0	0.00	0	0	0.00	18.5	364	19.65	15	344.5	22.97	16	343	21.44	15	343	22.87
	English IV - CP 1	1	7	7.00	1	8	8.00	1	13	13.00	1	18	18.00	1	14	14.00	1	13	13.00
	Total English IV	22	496	22.55	21	453	21.57	24.5	472	19.24	23	505.5	21.98	22	467	21.23	21	474	22.57
	MAP I & II	2	11	5.50	2	14	7.00	2	10	5.00	2	7	3.50	2	10	5.00	2	14	7.00
sem	Pub. Speak. Deb.	1	16	16.00	1	11	11.00	1	16	16.00	0	0	0.00	0	0	0.00	0	0	0.00
sem	Creative Writing I &II	1	29	29.00	1	20	20.00	1	18.5	18.50	0	0	0.00	0	0	0.00	0	0	0.00
	Writing Workshop	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Total	4	56	14.00	4	45	11.25	4	44.5	11.13	2	7	3.50	2	10	5.00	2	14	7.00
	Grand Total English	93	2001	21.52	93	1950	20.97	100.5	1974	19.64	89	1913	21.49	89	1857	20.87	90	1863	20.70

		2010 - 2011			2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
Enrollment		N = 1994			N = 1956			N = 1980			N=1960			N=1905			N=1902		
yr/sem	Course	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	W. History - H	2	61	30.50	3	52	17.33	3	63	21.00	2	49	24.50	2	43	21.50	5	115	23.00
	W. History - AE	14	326	23.29	13	315	24.23	13	312	24.00	15	298	19.87	12	279	23.25	12	272	22.67
	W. History - CP	6	101	16.83	5	84	16.80	5	99	19.80	5	100	20.00	6	113	18.83	5	76	15.20
	W. History CP 1 (Trn)	1	16	16.00	1	9	9.00	1	14	14.00	1	14	14.00	1	13	13.00	1	11	11.00
	W. History Total	23	504	21.91	22	460	20.91	22	488	22.18	23	461	20.04	21	448	21.33	23	474	20.61
	American Studies	5	115	23.00	4	99	24.75	2	41	20.50	3	70	23.33	2	51	25.50	4	88	22.00
	USH/GOV I -H	4	83	20.75	4	96	24.00	3	73	24.33	4	90	22.50	3	64	21.33	3	64	21.33
	USH/GOV I -AE	9	206	22.89	9	214	23.78	11	275	25.00	9	230	25.56	11	246	22.36	9	218	24.22
	USH/GOV I - CP	3	74	24.67	4	85	21.25	4	67	16.75	4	85	21.25	4	98	24.50	4	77	19.25
	USH/GOV I - CP 1	0	0	0.00	1	21	21.00	1	13	13.00	1	12	12.00	1	14	14.00	1	11	11.00
	Total USH/GOV I	21	478	22.76	22	515	23.41	21	469	22.33	21	487	23.19	21	473	22.52	21	458	21.81
	USH/GOV II -H	4	101	25.25	5	111	22.20	5	111	22.20	4	104	26.00	5	124	24.80	4	104	26.00
	USH/GOV II -AE	12	278	23.17	12	286	23.83	12	288	24.00	12	276	23.00	12	270	22.50	11	254	23.09
	USH/GOV II -CP	4	81	20.25	4	79	19.75	5	104	20.80	4	85	21.25	4	84	21.00	5	93	18.60
	USH/GOV II - CP1	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	18	18.00
	Total USH/GOV II	20	460	23.00	21	476	22.67	22	503	22.86	20	465	23.25	21	478	22.76	21	469	22.33
	Psych - H	3	163	54.33	3	161	53.67	3	158	52.67	3	167	55.67	3	173	57.67	3	128	42.67
	Psych -AE	7	153	21.86	5	129	25.80	6	138	23.00	7	158	22.57	6	125	20.83	6	131	21.83
	Psych - CP	2	42	21.00	3	50	16.67	2	42	21.00	3	53	17.67	3	57	19.00	2	37	18.50
	Total Psych	12	358	29.83	11	340	30.91	11	338	30.73	13	378	29.08	12	355	29.58	11	296	26.91
sem	Sociology	3	63.5	21.17	3	52	17.33	4	68	17.00	2	48.5	24.25	3	59.5	19.83	3	59	19.67
sem	Holocaust (Facing Hist.)	0	0	0.00	1.5	22.5	15.00	1	16.5	16.50	1	12	24.00	1	20.5	20.50	0.5	11.5	23.00
sem	You and the Law	1.5	29	19.33	1.5	34.5	23.00	2	42	21.00	1	24.5	24.50	1	23.5	23.50	1.5	22	14.67
	European Hist-H/AP	2	55	27.50	3	56	18.67	2	48	24.00	2	57	28.50	2	50	25.00	2	60	30.00
	Economics	2	46	23.00	3	70	23.33	4	82	20.50	5	113	22.60	3	74	24.67	4	96	24.00
	International Relations	2	51	25.50	2	60	30.00	3	88	29.33	3	67	22.33	3	84	28.00	4	89	22.25
sem	Political Science	1	26	26.00	1	16	16.00	1.5	29	19.33	1	14.5	14.50	1	21	21.00	1	19	19.00
sem	Current Events	1	17	17.0	1	23.5	23.5	2.5	53	21.2	2	29.5	19.7	2	31.5	21.0	0	0	0.0
sem	Pub. Speak. Deb.	0	0	0.00	0	0	0.00	0	0	0.00	1	8.5	17.00	1	14.5	14.50	1	16	16.00
	MAP I & II, WH, Psy	2	11	5.50	2	10	5.00	2	7	3.50	2	5	2.50	2	6	3.00	1	5	5.00
	Misc. SS Totals	15	298.5	20.59	18	345	19.14	22	434	19.70	19	379.5	20.51	19	384.5	20.78	18	377.5	20.97
	Grand Total Soc. St.	91	2099	23.19	94	2136	22.72	98	2232	22.77	96	2171	22.73	94	2139	22.87	94	2075	22.07

		2010 - 2011			2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
	Enrollment	N = 1994			N = 1956			N = 1980			N=1960			N=1905			N=1902		
yr/sem	Course	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	El.Algebra I -1 CP1	2	31	15.50	2	34	17.00	2	19	9.50	2	24	12.00	2	28	14.00	2	38	19.00
	El. Algebra 1 -1 CP1 (Trn)	1	16	16.00	1	7	7.00	1	13	13.00	1	10	10.00	1	10	10.00	1	9	9.00
	El.Algebra I -2 CP 1	2	45	22.50	2	50	25.00	3	59	19.67	2	48	24.00	2	44	22.00	2	44	22.00
	Algebra I - H	1	31	31.00	2	45	22.50	2	34	17.00	2	41	20.50	1	28	28.00	2	44	22.00
	Algebra I - AE	7	163	23.29	7	152	21.71	7	147	21.00	7	164	23.43	6	116	19.33	7	153	21.86
	Algebra I - CP	5	101	20.20	6	129	21.50	6	124	20.67	5	114	22.80	6	130	21.67	6	100	16.67
	Found.Alg/Math Fund.	1	11	11.00	1	7	7.00	1	6	6.00	1	11	11.00	1	13	13.00	1	8	8.00
	Total Algebra	19	398	20.95	21	424	20.19	22	402	18.27	20	412	20.60	19	369	19.42	21	396	18.86
	Geometry CP1	1	10	10.00	1	17	17.00	1	29	29.00	1	23	23.00	1	24	24.00	2	25	12.50
	Geometry - H	3	96	32.00	3	87	29.00	3	95	31.67	3	88	29.33	4	105	26.25	4	110	27.50
	Geometry - AE	10	264	26.40	8	206	25.75	9	223	24.78	8	177	22.13	8	203	25.38	6	155	25.83
	Geometry - CP	6	126	21.00	7	124	17.71	7	156	22.29	8	157	19.63	8	162	20.25	8	154	19.25
	Total Geometry	20	496	24.80	19	434	22.84	20	503	25.15	20	445	22.25	21	494	23.52	20	444	22.20
	Algebra II - H	3	92	30.67	3	94	31.33	3	94	31.33	3	96	32.00	3	77	25.67	4	112	28.00
	Algebra II - AE	8	184	23.00	9	223	24.78	7	191	27.29	8	197	24.63	7	173	24.71	8	194	24.25
	Algebra II - CP	8	163	20.38	8	164	20.50	0	0	0.00	0	0	0.00	8	159	19.88	4	76	19.00
	Algebra II - CP/CP 1	0	0	0.00	0	0	0.00	8	158	19.75	9	198	22.00	0	0	0.00	5	107	21.40
	Algebra II CP 1	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	14	14.00	0	0	0.00
	Total Algebra II	19	439	23.11	20	481	24.05	18	443	24.61	20	491	24.55	19	423	22.26	21	489	23.29
	Precalc/Intro Calc H	2	72	36.00	2	66	33.00	2	68	34.00	2	66	33.00	3	75	25.00	2	56	28.00
	Precalc/Intro Calc AE	8	197	24.63	7	167	23.86	7	186	26.57	7	178	25.43	7	187	26.71	6	137	22.83
	Precalculus CP	8	168	21.00	7	153	21.86	7	173	24.71	8	173	21.63	8	173	21.63	8	173	21.63
	Total Trigonometry	18	437	24.28	16	386	24.13	16	427	26.69	17	417	24.53	18	435	24.17	16	366	22.88
	Calculus AE	0	0	0.00	1	19	19.00	1	15	15.00	1	19	19.00	1	14	14.00	1	16	16.00
	BC Calc-H/AP	1	37	37.00	1	39	39.00	1	37	37.00	1	41	41.00	1	35	35.00	1	40	40.00
	AB Calc - H/AP	4	101	25.25	4	95	23.75	4	98	24.50	4	111	27.75	4	95	23.75	4	101	25.25
	Total Calculus	5	138	27.60	6	153	25.50	6	150	25.00	6	171	28.50	6	144	24.00	6	157	26.17
sem	JAVA Prog - H/AP	0.5	15	30.00	1	16	16.00	1	23	23.00	2	32	21.33	2	35	23.33	1.5	30.5	20.33
sem	Intro to JAVA	0.5	12.5	25.00	1	25.5	25.50	1	26	26.00	2	38	25.33	2	39	26.00	1.5	36.5	24.33
	MAP I & II/ConsumMth	2	9	4.50	2	8	4.00	2	9	4.50	2	2	1.00	2	5	2.50	2	13	6.50
sem	Prob/Stat	1	28	28.00	1	35	35.00	1.5	43	28.67	2	44.5	29.67	2	55	27.50	2	54	27.00
	Accounting	2	53	26.50	2	39	19.50	2	35	17.50	1	27	27.00	1	25	25.00	1	22	22.00
sem	STATS H/AP	1	24.5	24.50	1	32.5	32.50	1.5	39.5	26.33	2	42	28.00	2	53	26.50	2	52.5	26.25
	Misc. Math Totals	7	142	20.29	8	156	19.50	9	176	19.50	9	185.5	20.61	10	212	21.20	10	208.5	20.85
	Grand Total Math	88	2050	23.30	90	2034	22.60	91	2101	23.08	92	2122	23.06	93	2077	22.33	94	2061	21.92

		2010 - 2011			2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
Enrollment		N = 1994			N = 1956			N = 1980			N=1960			N=1905			N=1902		
yr/ser	Course	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	Earth Science - H	5	112	22.40	4	89	22.25	5	123	24.60	4	87	21.75	3	74	24.67	5	125	25.00
	Earth Science - AE	8	174	21.75	8	195	24.38	6	148	24.67	7	180	25.71	7	161	23.00	6	132	22.00
	Earth Science - CP	4	83	20.75	5	75	15.00	5	85	17.00	5	84	16.80	6	93	15.50	5	79	15.80
	Earth Science - CP1	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	7	7.00
	Earth Science CP1 (Trn)	1	16	16.00	1	9	9.00	1	14	14.00	1	14	14.00	1	13	13.00	1	11	11.00
	Total Earth Science	18	385	21.39	18	368	20.44	17	370	21.76	17	365	21.47	17	341	20.06	18	354	19.67
	Biology - H	7	208	29.71	7	173	24.71	6	185	30.83	6	182	30.33	7	176	25.14	7	194	27.71
	Biology - AE	9	193	21.44	8	188	23.50	8	181	22.63	6	160	26.67	7	166	23.71	6	143	23.83
	Biology - CP	5	79	15.80	5	90	18.00	5	102	20.40	5	90	18.00	6	107	17.83	6	103	17.17
	Biology - CP1	2	31	15.50	3	39	13.00	2	16	8.00	2	30	15.00	2	25	12.50	2	33	16.50
	Total Biology	23	511	22.22	23	490	21.30	21	484	23.05	19	462	24.32	22	474	21.55	21	473	22.52
	Chemistry-H	5	130	26.00	6	157	26.17	5	133	26.60	4	115	28.75	5	111	22.20	5	118	23.60
	Chemistry-AE	8	184	23.00	8	204	25.50	9	191	21.22	8	170	21.25	7	161	23.00	7	159	22.71
	Chemistry-CP	6	119	19.83	6	120	20.00	7	126	18.00	9	175	19.44	8	149	18.63	9	155	17.22
	Total Chemistry	19	433	22.79	20	481	24.05	21	450	21.43	21	460	21.90	20	421	21.05	21	432	20.57
	Physics - H	3	80	26.67	3	92	30.67	3	88	29.33	4	101	25.25	3	87	29.00	3	83	27.67
	Physics - AE	6	144	24.00	7	147	21.00	6	141	23.50	7	169	24.14	6	147	24.50	6	152	25.33
	Physics - CP	6	121	20.17	6	112	18.67	7	149	21.29	7	150	21.43	9	167	18.56	8	150	18.75
	Total Physics	15	345	23.00	16	351	21.94	16	378	23.63	18	420	23.33	18	401	22.28	17	385	22.65
	science continued on next page																		

		2010 - 2011			2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
	Enrollment	N = 1994			N = 1956			N = 1980			N=1960			N=1905			N=1902		
yr/sem	Course	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	Found/Fundamentals CP1	1	10	10.00	1	5	5.00	1	8	8.00	2	17	8.50	2	20	10.00	1	7	7.00
	Env. Sci.-H/AP	2	52	26.00	2	49	24.50	3	69	23.00	2	52	26.00	2	46	23.00	2	42	21.00
	Adv. Chem. - H	3	61	20.33	3	54	18.00	3	66	22.00	3	56	18.67	2	45	22.50	2	51	25.50
	Adv. Bio - H	3	89	29.67	4	89	22.25	4	98	24.50	4	95	23.75	4	96	24.00	3	81	27.00
	Sci Tech CP1	0	0	0.00	1	19	19.00	0	0	0.00	2	26	13.00	0	0	0.00	2	30	15.00
sem	Human Body CP1	0.5	7.5	15.00	0	0	0.00	1	16	0.00	0	0	0.00	0	0	0.00	0	0	0.00
sem	Bioethics	0.5	15	30.00	0	0	0.00	0.5	7	0.00	1	23.5	23.50	1	19	19.00	2	37.5	18.75
sem	Anat/Phys	2	43	21.50	1.5	35.5	23.67	1.5	37	24.67	2	39	26.00	1	28	28.00	2	40	20.00
	Physical Science CP	1	22	22.00	1	19	19.00	2	38	19.00	1	29	29.00	1	26	26.00	1	23	23.00
	Physical Science CP 1	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	18	18.00	1	13	13.00
	Environ Sci. (on-line)	1	17	0.00	1	23	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
sem	Sci. & Environment	0.5	8	16.00	0	0	0.00	1	16.5	0.00	0	0	0.00	0	0	0.00	0	0	0.00
sem	Oceanography	3	75.5	25.17	1.5	39	26.00	1	18.5	18.50	2	37	24.67	1	18.5	18.50	2	43.5	21.75
sem	Engineering	1	23	23.00	0	0	0.00	0	0	0.00	0	0	0.00	1	10.5	0.00	0	0	0.00
sem	Bioethics on-line	0.5	6.5	13.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	MAP I & II	1	9	9.00	2	13	6.50	2	6	3.00	1	4	4.00	1	6	6.00	1	10	10.00
	Misc. Science Totals	20	438.5	21.93	18	346	19.19	20	380	19.00	19	378.5	19.92	17	333	19.59	19	378	19.89
	Grand Total Science	95	2113	22.24	95	2036	21.43	95	2062	21.71	94	2086	22.19	94	1970	20.96	96	2022	21.06

		2010 - 2011			2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
	Enrollment	N = 1994			N = 1956			N = 1980			N=1960			N=1905			N=1902		
yr/ser	Course	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	French I	1	18	18.00	1	16	16.00	1	19	19.00	1	21	21.00	1	17	17.00	1	16	16.00
	French II - H	1	29	29.00	2	48	24.00	1	37	37.00	2	35	17.50	2	59	29.50	2	55	27.50
	French II - AE	0	0	0.00	0	0	0.00	2	45	22.50	2	52	26.00	2	33	16.50	2	49	24.50
	French II - AE/CP	2	47	23.50	3	60	20.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	French II - CP	1	18	18.00	0	0	0.00	2	27	13.50	1	19	19.00	1	18	18.00	1	12	12.00
	Total French I&II	5	112	22.40	6	124	20.67	6	128	21.33	6	127	21.17	6	127	21.17	6	132	22.00
	French III -H	2	48	24.00	1	28	28.00	2	50	25.00	2	37	18.50	2	42	21.00	2	59	29.50
	French III - AE	2	43	21.50	2	44	22.00	2	42	21.00	2	39	19.50	2	36	18.00	1	24	24.00
	French III - CP	1	20	20.00	1	17	17.00	0	0	0.00	1	24	24.00	1	17	17.00	1	14	14.00
	French III-CP/IV-CP	0	0	0.00	0	0	0.00	2	20	10.00	0	0	0.00	0	0	0.00	0	0	0.00
	Total French III	5	111	22.20	4	89	22.25	6	112	18.67	5	100	20.00	5	95	19.00	4	97	24.25
	French IV-CP	1	13	13.00	1	14	14.00	0	0	0.00	1	10	10.00	1	14	14.00	1	10	10.00
	French IV-H/V-AE	2	57	28.50	2	48	24.00	1	26	26.00	2	47	23.50	2	36	18.00	2	37	18.50
	French IV-AE/V-CP	2	24	12.00	2	34	17.00	2	37	18.50	2	36	18.00	2	31	15.50	1	29	29.00
	Total French IV	5	94	18.80	5	96	19.20	3	63	21.00	5	93	18.60	5	81	16.20	4	76	19.00
	French V-H/AP	1	21	21.00	1	22	22.00	1	32	32.00	1	19	19.00	1	24	24.00	1	19	19.00
	French V-AE	1	18	18.00	1	14	14.00	1	11	11.00	0	0	0.00	0	0	0.00	0	0	0.00
	Total French V	2	39	19.50	2	36	18.00	2	43	21.50	1	19	19.00	1	24	24.00	1	19	19.00
	Grand Total French	17	356	20.94	17	345	20.29	17	346	20.35	17	339	19.94	17	327	19.24	15	324	21.60
	Spanish I	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	2	47	23.50
	Spanish I Part 1	2	44	22.00	2	46	23.00	3	49	16.33	2	25	12.50	2	37	18.50	0	0	0.00
	Spanish I Part 2	2	45	22.50	2	38	19.00	3	41	13.67	3	46	15.33	2	25	12.50	0	0	0.00
	Spanish I - AE	1	22	22.00	1	21	21.00	1	25	25.00	1	21	21.00	1	25	25.00	1	14	14.00
	Total Spanish I	5	111	22.20	5	105	21.00	7	115	16.43	6	92	15.33	5	87	17.40	3	61	20.33
	Spanish II	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	2	41	20.50
	Spanish II-CP	5	89	17.80	4	89	22.25	5	89	17.80	4	94	23.50	4	93	23.25	3	63	21.00
	Spanish II -H	4	113	28.25	4	90	22.50	3	82	27.33	4	104	26.00	4	92	23.00	5	113	22.60
	Spanish II - AE	8	159	19.88	7	144	20.57	6	139	23.17	6	123	20.50	7	133	19.00	6	134	22.33
	Total Spanish II	17	361	21.24	15	323	21.53	14	310	22.14	14	321	22.93	15	318	21.20	16	351	21.94
	Spanish III - CP	3	50	16.67	4	87	21.75	5	90	18.00	4	83	20.75	4	77	19.25	4	65	16.25
	Spanish III- AE	0	0	0.00	0	0	0.00	6	133	22.17	6	124	20.67	6	124	20.67	6	124	20.67
	Spanish III - H	3	80	26.67	3	83	27.67	2	67	33.50	3	66	22.00	4	83	20.75	4	86	21.50
	Spanish III AE / IV CP	7	155	22.14	6	144	24.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Spanish III CP / IVCPc	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Total Spanish III	13	285	21.92	13	314	24.15	13	290	22.31	13	273	21.00	14	284	20.29	14	275	19.64

		2010 - 2011			2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
	Enrollment	N = 1994			N = 1956			N = 1980			N=1960			N=1905			N=1902		
yr/ser	Course	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
	Spanish IV - H	2	61	30.50	3	73	24.33	3	69	23.00	3	60	20.00	3	58	19.33	3	67	22.33
	Spanish IV - AE	4	106	26.50	5	110	22.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Spanish IV - CP	3	44	14.67	3	38	12.67	4	72	18.00	3	54	18.00	3	53	17.67	3	51	17.00
	Spanish IV-AE/V-CP	0	0	0.00	0	0	0.00	4	104	26.00	4	98	24.50	5	105	21.00	5	115	23.00
	Total Spanish IV	9	211	23.44	11	221	20.09	11	245	22.27	10	212	21.20	11	216	19.64	11	233	21.18
	Spanish V-H/AP	2	31	15.50	1	28	28.00	1	30	30.00	2	25	12.50	1	24	24.00	2	28	14.00
	Spanish V-AE	2	38	19.00	2	28	14.00	1	32	32.00	2	38	19.00	1	19	19.00	1	16	16.00
	Sp. V CP	0	0	0.00	1	5	5.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Total Spanish V	4	69	17.25	4	61	15.25	2	62	31.00	4	63	15.75	2	43	21.50	3	44	14.67
	Grand Total Spanish	48	1037	21.60	48	1024	21.33	47	1022	21.74	47	961	20.45	47	948	20.17	47	964	20.51
	Latin I/III	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	2	63	31.50
	Latin I	2	47	23.50	3	50	16.67	2	47	23.50	1	31	31.00	2	29	14.50	0	0	0.00
	Latin I H	0	0	0.00	0	0	0.00	1	21	21.00	1	21	21.00	0	0	0.00	0	0	0.00
	Latin I H/III	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	1	24	24.00	0	0	0.00
	Latin I AE	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Latin II	0	0	0.00	0	0	0.00	0	0	0.00	1	27	27.00	1	18	18.00	1	21	21.00
	Latin II AE	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Latin II AE/H	1	29	29.00	1	24	24.00	1	20	20.00	1	15	15.00	1	10	10.00	1	15	15.00
	Latin III AE/H	1	14	14.00	1	16	16.00	1	16	16.00	0	0	0.00	1	10	10.00	0	0	0.00
	Latin III/IV AE/H	0	0	0.00	0	0	0.00	0	0	0.00	1	12	12.00	0	0	0.00	1	11	0.00
	Italian I	2	38	19.00	2	50	25.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Italian II AE/H	2	32	16.00	1	25	25.00	1	23	23.00	0	0	0.00	0	0	0.00	0	0	0.00
	Italian III AE/H	1	17	17.00	1	16	16.00	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00
	Italian III/IV AE/H	0	0	0.00	0	0	0.00	1	10	10.00	1	16	16.00	0	0	0.00	0	0	0.00
	Chinese I	1	19	19.00	1	16	16.00	1	27	27.00	1	15	15.00	1	16	16.00	1	19	19.00
	Chinese II AE	1	16	16.00	1	18	18.00	1	17	17.00	1	24	24.00	1	16	16.00	1	13	13.00
	Chinese III AE/H	1	16	16.00	1	15	15.00	1	14	14.00	1	17	17.00	1	18	18.00	1	10	10.00
	Chinese IV AE/H	0	0	0.00	0	0	0.00	0	0	0.00	1	11	11.00	1	9	9.00	1	7	7.00
	Total Other WL	12	228	19.00	12	230	19.17	10	195	19.50	10	189	18.90	10	150	15.00	9	159	17.67
	Grand Total W. Lang.	77	1621	21.05	77	1599	20.77	74	1563	21.12	74	1489	20.12	74	1425	19.26	71	1447	20.38

ABRHS Course Section Size

October 1, 2015

ENGLISH DEPARTMENT

of Sections (n) by Size

Course	Sections	Enrolled	Ave. Size	1-15		16-20		21-25		26-30		Above 30	
				n	%	n	%	n	%	n	%	n	%
English I - H	5	111	22.20			1	20%	4	80%				
English I	17	333	19.95			12	71%	5	29%				
English I CP1(Trn)	1	11	11.00	1	100%								
English I CP1 (Ind)	1	15	15.00	1	100%								
American Studies	4	88	22.00			2	50%	1	25%	1	25%		
English II - H	6	124	20.67			2	33%	4	67%				
English II - AE	7	129	18.43	1	14%	4	57%	2	29%				
English II - CP	4	89	22.25			1	25%	3	75%				
English II CP1 (Ind)	1	16	16.00			1	100%						
English III - H	6	133	22.17			3	50%	2	33%	1	17%		
English III - AE	10	223	22.30			1	10%	9	90%				
English III - CP	4	87	21.75			1	25%	3	75%				
English III - CP1	1	16	16			1	100%						
English IV - H/AP	3	62	20.67			1	33%	2	67%				
English IV - Project	2	56	28.00							2	100%		
Senior Sem Electives	30	686	22.87	1	3%	4	13%	17	57%	8	27%		
English IV - CP1	1	13	13.00	1	100%								
Eng.(MAP)	2	14	7.00	2	100%								
Total English*	105	2206	21.01	7	7%	34	32%	52	50%	12	11%		

*Total number of sections will differ from the Oct 1 Class Counts report as calculations here are based on actual number of sections (not 1.0 FTE sections).

Format of chart taken from Newton Public Schools Enrollment Planning & Class Size Report, January 2015

SOCIAL STUDIES DEPARTMENT

of Sections (n) by Size

Course	Sections Enrolled		Avg. Size	1-15		16-20		21-25		26-30		Above 30	
	n	%		n	%	n	%	n	%	n	%		
World History - H	5	115	23.00			2	40%	2	40%	1	20%		
World History - AE	12	272	22.67			1	8%	10	83%	1	8%		
World History - CP	5	76	15.20			5	100%						
World History - CP1 (Trn)	1	11	11.00	1	100%								
American Studies AE	4	88	22.00			2	50%	1	25%	1	25%		
USH/GOV I - H	3	64	21.33			2	67%	1	33%				
USH/GOV I - AE	9	218	24.22					7	78%	2	22%		
USH/GOV I - CP	4	77	19.25			3	75%	1	25%				
USH/GOV I - CP1	1	11	11.00	1	100%								
USH/GOV II - H	4	104	26.00					2	50%	2	50%		
USH/GOV II - AE	11	254	23.09			2	18%	8	73%	1	9%		
USH/GOV II - CP	5	93	18.60			4	80%	1	20%				
USH/GOV II - CP1	1	18	18.00			1	100%						
Psych - H	3	128	42.67									3	100%
Psych - AE	6	131	21.83			3	50%	2	33%	1	17%		
Psych - CP	2	37	18.50			1	50%	1	50%				
Sociology	6	118	19.67			3	50%	3	50%				
Holocaust (Facing Hist.)	1	23	23.00					1	100%				
You and the Law	3	44	14.67	2	67%	1	33%						
European History - H/AP	2	60	30.00							1	50%	1	50%
Economics	4	96	24.00					3	75%	1	25%		
International Relations	4	89	22.25			1	25%	2	50%	1	25%		
Political Science (sem)	2	38	19.00			1	50%	1	50%				
Pub. Speak. Deb. (sem)	2	32	16.00	1	50%	1	50%						
Psychology (MAP)	1	5	5.00	1	50%								
Total Social Studies*	101	2202	21.80	6	6%	33	33%	46	46%	12	12%	4	4%

*Total number of sections will differ from the Oct 1 Class Counts report as calculations here are based on actual number of sections (not 1.0 FTE sections).

MATH DEPARTMENT
of Sections (n) by Size

Course	Sections Enrolled		Avg. Size	1-15		16-20		21-25		26-30		Above 30	
				n	%	n	%	n	%	n	%	n	%
Algebra I - H	2	44	22.00					2	100%				
Algebra I - AE	7	153	21.9			1	14%	6	86%				
Algebra I - CP	6	100	16.7	2	33%	4	67%						
Elem.Alg I -1 CP1 (Trn)	1	9	9.00	1	100%								
Elem.Alg I -1 CP1	2	38	19.00			2	100%						
Elem.Alg I -2 CP1	2	44	22.00					2	100%				
Found.Alg/Math Fund.	1	8	8.00	1	100%								
Geometry H	4	110	27.50							4	100%		
Geometry AE	6	155	25.83					3	50%	3	50%		
Geometry CP	8	54	19.25			5	63%	3	38%				
Geometry CP1	2	25	12.50			2	100%						
Algebra II - H	4	112	28.00					1	25%	3	75%		
Algebra II - AE	8	194	24.25					4	50%	4	50%		
Algebra II - CP	4	76	19.00	1	25%	2	50%	1	25%				
Algebra II - CP/CP1	5	107	21.40			2	40%	3	60%				
Precalc/Intro Calc H	2	56	28.00							2	100%		
Precalc/Intro Calc AE	6	137	22.83	1	17%			4	67%	1	17%		
Precalculus CP	8	173	21.63			2	25%	6	75%				
Calculus AE	1	16	16.00			1	100%						
BC Calc -H/AP	1	40	40.00									1	100%
AB Calc -H/AP	4	101	25.25					2	50%	2	50%		
Java Prog - H/AP (sem)	3	61	20.33			1	33%	2	67%				
Intro to JAVA (sem)	3	73	24.33					3	100%				
MAP I & II/Cons.Mth	2	13	6.50	2	100%								
Prob/Stat (sem)	4	108	27.00					2	50%	1	25%	1	25%
Stats H/AP (sem)	4	105	26.25					2	50%	1	25%	1	25%
Accounting	1	22	22.00					1	100%				
Total Math*	101	2134	21.13	8	8%	22	22%	47	47%	21	21%	3	3%

*Total number of sections will differ from the Oct 1 Class Counts report as calculations here are based on actual number of sections (not 1.0 FTE sections).

SCIENCE DEPARTMENT

of Sections (n) by Size

Course	Sections	Enrollment	Avg. Size	1-15		16-20		21-25		26-30		Above 30	
				n	%	n	%	n	%	n	%	n	%
Earth Science - H	5	125	25.00					3	60%	2	40%		
Earth Science - AE	6	132	22.00			1	17%	4	67%	1	17%		
Earth Science - CP	5	79	15.80	2	40%	3	60%						
Earth Science - CP1	1	7	7.00	1	100%								
Earth Science - CP1 (Trn)	1	11	11.00	1	100%								
Biology - H	7	194	27.71							6	86%	1	14%
Biology - AE	6	143	23.83							4	67%	2	33%
Biology - CP	6	103	17.17	1	17%	5	83%						
Biology - CP1	2	33	16.50	1	50%	1	50%						
Chemistry - H	5	118	23.60					4	80%	1	20%		
Chemistry - AE	7	159	22.71					7	100%				
Chemistry - CP	9	155	17.22	1	11%	8	89%						
Physics - H	3	83	27.67							3	100%		
Physics - AE	6	152	25.33					3	50%	3	50%		
Physics - CP	8	150	18.75			6	75%	2	25%				
FS Life Sciences CP1	1	7	7.00	1	100%								
Env.Sci. - H/AP	2	42	21.00			1	50%	1	50%				
Adv. Chemistry H/AP	2	51	25.50					1	50%	1	50%		
Adv. Biology H/AP	3	81	27.00					1	33%	2	67%		
SciTech CP1	2	30	15.00	1	50%	1	50%						
Bioethics (sem)	4	75	18.75			2	50%	2	50%				
Anat. & Physiol. (sem)	4	80	20.00			3	75%	1	25%				
Physical Science CP	1	23	23.00					1	100%				
Physical Science CP1	1	13	13.00	1	100%								
Ocean/Marine Bio (sem)	4	87	21.75					4	100%				
MAP I & II	1	10	10.00	1	100%								
Total Science*	102	2143	21.01	11	11%	31	30%	34	33%	23	23%	3	3%

*Total number of sections will differ from the Oct 1 Class Counts report as calculations here are based on actual number of sections (not 1.0 FTE sections).

WORLD LANGUAGE DEPARTMENT
of Sections (n) by Size

Course	Sections	Enrolled	Avg. Size	1-15		16-20		21-25		26-30		Above 30	
				n	%	n	%	n	%	n	%	n	%
French I	1	16	16.00			1	100%						
French II - H	2	55	27.50							2	100%		
French II - AE	2	49	24.50					1	50%	1	50%		
French II - CP	1	12	12.00	1	100%								
French III - H	2	59	29.50							1	50%	1	50%
French III - AE	1	24	24.00					1	100%				
French III - CP	1	14	14.00	1	100%								
French IV-H/V-AE	2	37	18.50			2	100%						
French IV-AE/V-CP	1	29	29.00							1	100%		
French IV - CP	1	10	10.00	1	100%								
French V - H/AP	1	19	19.00			1	100%						
Spanish I	2	47	23.50					2	100%				
Spanish I - AE	1	14	14.00	1	100%								
Spanish II	2	41	20.50			1	50%	1	50%				
Spanish II - H	5	113	22.60			1	20%	3	60%	1	20%		
Spanish II - AE	6	134	22.33			1	17%	5	83%				
Spanish II - CP	3	63	21.00			2	67%	1	33%				
Spanish III - H	4	86	21.50										
Spanish III - AE	6	124	20.67			2	33%	4	67%				
Spanish III - CP	4	65	16.25	2	50%	1	25%	1	25%				
Spanish IV - H	3	67	22.33					3	100%				
Spanish IV-AE/V-CP	5	115	23.00			1	20%	4	80%				
Spanish IV - CP	3	51	17.00	1	33%	2	67%						
Spanish V - H/AP	2	28	14.00	2	100%								
Spanish V - AE	1	16	16.00			1	100%						
Latin I/III	2	63	31.50							1	50%	1	50%
Latin II H	1	15	15.00	1	100%								
Latin II	1	21	21.00					1	100%				
Latin III H Cicero/IV H Vergil	1	11	11.00	1	100%								
Chinese I	1	19	19.00			1	100%						
Chinese II AE	1	13	13.00	1	100%								
Chinese III AE/H	1	13	13.00										
Chinese IV AE/H	1	7	1.00	1	100%								
World Language Total:	71	1450	20.42	13	18%	17	24%	27	38%	7	10%	2	3%

Course Scheduling Dates for 2015-2016 Year

ABRHS*****

February 2	2015-16 Program of Studies goes on-line at the ABRHS Website.
February 2 -March 2	Teachers complete the Course Recommendation process.
March 3(Advisory)	Advisory to distribute On-Line PCR instructions.
March 4 - March 6	Teachers review completed recommendations with students.
March 9 @ 8:00 AM	PS Parent Portal is opened for Grade 11 course selections
March 10 @ 8:00 AM	PS Parent Portal is opened for Grade 10 course selections
March 11 @ 8:00 AM	PS Parent Portal is opened for Grade 9 course selections
March 18 @ 3:30 PM	Course selection portion of the PS Parent Portal is closed. Selected courses for 2015-16 school year are displayed.
March 23 -April 2	HS Override Process
May 1	Last day of changes for all students

RGJRHS*****

Feb 11 @ 7:00	Eighth Grade Parents Night
Feb 23- March 20	JRHS Teachers complete the Course Recommendation process.
March 12	ABRHS visits JRHS students
March 12 -20	Teachers review completed recommendations with students.
March 23 @ 8:00 AM	PS Parent Portal is opened for grade 8 course selections
March 30 @ 3:30 PM	Course selection portion of the PS Parent Portal is closed. Selected courses for the 2015-16 school year are displayed.
April 1- April 10	JRHS Override Process
April 30	8 th Grade Override Night
May 1	Last day for all course changes

Support and Special Education Classes

Learning Center 1	ELE
Learning Center 2	ELE American History
Learning Center 3	ELE II
Learning Center 4	
Learning Center 5	English I (Transition)*
Bridges	Earth Science CP1 (Transition)*
R.E.A.L.	World History CP1 (Transition)*
S.C.E.	El. Alg. 1-1 CP1 (Transition)*
Social/Pragmatic Skills	
Speech & Language	Academic Support Center
	Found of Algebra*
Eng. Fundamentals	Night P. E.
History Fundamentals	WorkStudy
Life Sciences Fundamentals*	
Math Fundamentals*	ODP
	ODP Eng
MAP Biology*	ODP Mth
MAP Consumer Math*	ODP Radio
MAP English I & II*	ODP Sci
MAP Geometry*	ODP Ss
MAP Learning Center	ODP Sp & Lang
MAP P.E.	P.E.(Adpt)
MAP Psychology*	Life Skills
MAP Science*	
MAP Seminar	

*included on Oct 1 Class Counts Report

ABRHS Class Size Report



NOVEMBER 5, 2015

Overview of Presentation Goals



- Historical and current class sizes at the high school
- Factors that affect class size
- Looking ahead: enrollment and student needs

Historical and Current Class Sizes by Department

	2010 - 2011			2011-2012			2012-2013			2013-2014			2014-2015			2015-2016		
Enrollment	N = 1994			N = 1956			N = 1980			N=1960			N=1905			N=1902		
Course	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.	Sect.	Total #	Ave.
English	93	2001	21.52	93	1950	20.97	100.5	1974	19.64	89	1912.5	21.49	89	1857	20.87	90	1863	20.7
S.S.	90.5	2098.5	23.19	94	2135.5	22.72	98	2231.5	22.77	95.5	2170.5	22.73	93.5	2138.5	22.87	94	2074.5	22.07
Math	88	2050	23.3	90	2034	22.6	91	2100.5	23.08	92	2121.5	23.06	93	2077	22.33	94	2060.5	21.92
Science	95	2112.5	22.24	95	2035.5	21.43	95	2062	21.71	94	2085.5	22.19	94	1970	20.96	96	2022	21.06
W. Lang.	77	1621	21.05	77	1599	20.77	74	1563	21.12	74	1489	20.12	74	1425	19.26	71	1447	20.38

Historical and Current Class Sizes by Level

		All Departments	English	Social Studies	Math	Science	World Language
H/AP	# Sections	103.5	20.0	17.0	20.5	27.0	19.0
	# Enrolled	2568.0	430.0	471.0	546.0	694.0	427.0
	Average	24.81	21.50	27.71	26.63	25.70	22.47
AE	# Sections	135.5	21	42	29.5	25.0	18.0
	# Enrolled	3054.5	440.0	963.0	691.5	586.0	374.0
	Average	22.54	20.95	22.93	23.44	23.44	20.78
CP	# Sections	92.0	8	16	26.0	29.0	13.0
	# Enrolled	1687.0	176.0	283.0	503.0	510.0	215.0
	Average	18.34	22.00	17.69	19.35	17.59	16.54
CP1	# Sections	23.0	5	3	8.0	7.0	
	# Enrolled	329.0	71.0	40.0	124.0	94.0	
	Average	14.30	14.20	13.33	15.50	13.43	

Factors that Affect Class Size: The Scheduling Process

- A multi-step process beginning in February
- Goals
 1. Balanced student enrollment
 2. Smaller class sizes at intermediate level when possible
 3. Balanced teaching loads
 4. 100% of course requests for 80-85% of students

Factors that Affect Class Size Range



- Appeals process
- Course changes
- Room availability

Factors that Affect Class Size Range (contd.)



- **Teacher load balance**
- **Available FTEs**
- **Supported sections**
- **Combined courses**

Looking ahead: Enrollment and Student Needs

- **Impact of declining enrollment as one piece of the overall picture**
- **Increase in high needs student populations**

Looking ahead: Enrollment and Student Needs (contd.)

- Impact of summer school, summer PE and other variables on student schedules
- Work focusing on mental health, wellness, and learning
- Review of schedule and scheduling options
- Projected increase in students requiring IEPs as projected at JHS

Thank you!

- JoAnn Campbell, Principal, ABRHS
- Lorry Dorey, Associate Principal
- Tina Vanasse, Data Manager
- Padmini Narayan, Data Assistant