

2008-2009 Class Size Report

Executive Summary

The 2008-09 Class Size Report reflects data collected on September 2, 2008. Class size data provide information about the Division and individual schools, including mean class size, frequency of class sizes, range of class sizes, and number of classes within monitored ranges. These data represent information for all core content classes, including world languages in middle and high schools and “homeroom” data for elementary schools.

Class Size Highlights:

- The *mean size* of elementary school homerooms across the Division is 19.54 students per classroom. Mean class sizes across individual schools *range* from 16.82 at Red Hill Elementary to 22.53 at Crozet Elementary.
- The *mean size* of middle school core content and world languages classes across the Division is 21.64 students per classroom. Mean class sizes *range* across individual schools from 16.62 at Walton Middle School to 24.19 at Sutherland Middle School.
- The *mean size* of high school core content and world languages classrooms across the Division is 21.57 students per classroom. Mean class sizes *range* across individual schools from 21.33 at Monticello High School to 21.66 at Albemarle High School.
- The Standards of Quality specify that teachers should be assigned in such a manner that, throughout a division, the average class size in English across grades six through 12 should not exceed 24. The average class size across all sections is 21.11.
- There are 56 students enrolled in the Junior ROTC program at Monticello High School.
- Two non-European languages are offered at the high school level throughout the Division: Chinese and Japanese. There are 11 students enrolled in Chinese and 73 students enrolled in Japanese.
- Of the 145 courses in the Division's secondary schools with fewer than 14 students, approximately 20 may be underenrolled and not subject to the three conditions that typically result in small class sizes.

2008-09 Class Size Report

Introduction

The 2008-09 Class Size Report is based on data collected on September 2, 2008. Class size data provide information about the division and individual schools including mean class size, frequency of class sizes, range of class sizes, and number of classes within monitored ranges. These data represent information for all core content classes, including world languages in middle and high schools and "homeroom" data for elementary schools. Also reported are enrollment data for the Junior ROTC pilot program at Monticello High School. Mean class sizes are not reported for non-core classes, with the exception of health and physical education (PE) classes (included in the Appendix). With the exception of the Junior ROTC program, trend data are reported for a five-year period. Questions answered through data analysis include:

- What is the mean class size for the Division and for each school?
- What is the range of mean class sizes for the Division and for each school?
- What is the frequency of class sizes for the Division?
- What is the range of class sizes for the Division?
- For the monitored range of classes above 25 (elementary) or 27 (middle and high) students, why are some classes larger, and when appropriate, what strategies are schools using to address learning needs in these classes?

The Strategic Plan for Albemarle County Public Schools identifies data-based decision-making as critical to the continuous improvement of the division and each school. The data and information in the Class Size Report present the Board and Division staff with the opportunity to ask further questions about class size reduction initiatives and student achievement at both the division and school levels. Information provided in the Annual Progress Report to the Board, coupled with the Class Size Report, affords our Board members and Division staff with data essential to an informed discussion of the impact of class sizes upon student achievement.

Elementary Schools

The mean size of elementary school homerooms across the Division is 19.54 students per classroom. Mean class sizes across individual schools range from 16.82 at Red Hill Elementary to 22.53 at Crozet Elementary. Some teachers in schools, such as Title I teachers, PE teachers, etc., traditionally do not have students assigned to homerooms, so the mean class sizes are based upon the actual numbers of students assigned to kindergarten, first, second, third, fourth, fifth, and cross-grade (combination) classrooms (e.g., K/1).

The elementary schools with Title I programs are Agnor-Hurt, Cale, Greer, Red Hill, Scottsville, Stony Point, Woodbrook, and Yancey.

Actual class sizes across the Division at the time data were collected for this report ranged from 10 students in a kindergarten classroom at Red Hill Elementary to 27 students in a third-grade classroom at Crozet Elementary and a fifth-grade classroom at Yancey Elementary.

As reported in the class size frequency table (see Table 4 in the Appendix), 98.3% of the elementary classrooms contain 25 or fewer students, while 84.9% of classrooms contain 22 or fewer students. Only two classrooms, or 0.7%, contain 27 or more students.

Trend data show that the division had 292 elementary classrooms in September 2008, 293 elementary classrooms in September 2007, 291 elementary classrooms in September 2006, 277 elementary classrooms in September 2005, and 272 elementary classrooms in September 2004.

Notes on Specific Schools:

1. One kindergarten classroom at Broadus Wood Elementary has 25 students. The principal reports that kindergarten classrooms have full-time teaching assistants for all but 30 minutes each day. Also, both kindergarten classrooms have a student teacher this semester, creating an 8:1 ratio of students to adults. The principal also notes that the size of fifth-grade classrooms could have been increased in order to have smaller kindergarten classrooms. However, since the students now in fifth grade were in larger third- and fourth-grade classrooms, the principal wanted them to be in smaller classes for fifth grade.
2. At the time data were generated for this report, Crozet Elementary had two second-grade classrooms with 25 students each, two third-grade classrooms with 26 students each, and another third-grade classroom with 27 students. The principal reports that new teachers were hired for first and third grades, making the student-teacher ratio in those grades 20:1, the same as in kindergarten and first grades. For the large second-grade classrooms, a half-time literacy specialist and the school's Curriculum and Technology Integration Partner, both of whom are trained teachers, help make groups smaller for core content instruction.
3. Murray Elementary has one third-grade classroom with 24 students. The principal reports that the gifted resource teacher helps support math instruction in this classroom. A special education teacher supports both math and literacy instruction. Besides one teaching assistant assigned to the classroom, a second teaching assistant provides support during intervention time. Finally, the ESOL teacher also supports the class two days each week.
4. Three combined K/1 classrooms at Stone-Robinson Elementary have 24 students each. The principal notes that all seven K/1 classrooms at Stone-Robinson have between 21 and 24 students. The plan is to open a new K/1 classroom so that no classroom has more than 21 students.
5. When data were generated for this report, the only second grade classroom at Yancey Elementary had 26 students. The principal reports that during one morning block, both a Title I and a collaborative teacher assist with instruction. During the afternoon block, a collaborative teacher and a teaching assistant assist. Finally, an additional teacher pulls small groups of students out for special work three days each week.

Notes on Specific Schools:

1. There is one fourth-grade classroom at Agnor-Hurt Elementary with 25 students. The principal reports that because reading and math are grouped strategically, fourth-grade groups for instruction are actually 14 students or fewer. Grouping is fluid, with students changing groups as their proficiency levels change. The principal also reports that a retired teacher has been hired at a 0.5 Full-Time Equivalency (FTE) to support reading and math instruction in fourth and fifth grades, and help alleviate the numbers.
2. At the time the data for this report were generated, Brownsville Elementary had two fourth-grade classrooms with 25 students each, two fifth-grade classrooms with 24 students each, and another fifth-grade classroom with 25 students. The principal reports that she has approximately 1.6 FTE staffing remaining. She plans to put a teacher in kindergarten to reduce class sizes there, and hopes to use the remaining FTE for a part-time teacher to support language arts and math instruction in fourth or fifth grade. Interviews were underway at the time this report was prepared. For whichever grade level does not receive the part-time teacher, in-school tutors and specialists will provide support, although emergency staffing for a dedicated teacher would be preferable. The principal notes that the school did achieve the projected enrollment after the tenth day of classes.
3. Crozet Elementary has one fifth-grade classroom with 24 students. The gifted resource and special education teachers assist in this classroom to help with core content instruction.
4. When data were generated for this report, there was one fourth-grade classroom at Hollymead Elementary with 24 students. The principal reports that of the three other fourth-grade classrooms, one has 22 and two have 23 students. The intent is to add any new students to these three sections until each of them reaches 24 students. With regard to the

fourth-grade classroom with 24 students, the 24th student was placed there intentionally based on a literacy assessment; the teacher of this class collaboratively plans and teaches daily with the literacy specialist. The principal reports that she is in the process of hiring a teaching assistant who will be assigned to the fourth grade to assist with the larger numbers in that grade as a whole.

5. There is one fifth-grade classroom at Murray Elementary with 24 students. The principal reports that the gifted resource teacher supports math instruction while a literacy specialist supports language arts instruction. A special education teacher and a teaching assistant also support both fifth-grade classrooms during multiple content times.
6. The only fifth-grade classroom at Scottsville Elementary had 24 students at the time data were generated for this report. At the time the report was being written, that classroom was down to 23 students. The principal reports that for language arts, the fourth and fifth grades have a daily common block in which a total of 53 students are instructed by three classroom teachers plus the literacy specialist. Three days each week, this group is also joined by the gifted resource teacher. The special education teacher or teaching assistant also provides extra support for special education students. The fifth-grade teacher has an assistant for the math block every day and support from the gifted resource teacher three days each week. Finally, during any content instructions, the special education students are supported by the special education teacher or teaching assistant.
7. There is only one fifth-grade classroom at Yancey Elementary, and at the time data were generated for this report, it had 27 students. The principal notes that fourth and fifth grades are departmentalized so that there are two teachers during math and language arts instructional time. Further, additional teachers are made available if hand-on learning requires extra support. Extended learning time occurs daily for both fourth and fifth grades, and the master schedule allows teachers to provide additional work for students in areas of both strength and weakness.

Middle Schools

As reported in Table 7 in the Appendix, the mean size of middle school core content and world languages classes is 21.64 students per classroom across the division. Mean class sizes range across individual schools from 16.62 at Walton Middle School to 24.19 at Sutherland Middle School. Factors causing variance in mean class sizes across middle schools include:

- Differentiated staffing formula used in this division; and
- Building-level decisions to use FTEs to staff programs (e.g., exploratory programs), grade levels, and core content classes beyond division/state minimal requirements and based upon both the learning needs of students and issues specific to a particular school community.

As with elementary schools, the FTEs assigned to schools for staffing purposes also fund teaching assistants, librarians, exploratory, PE, guidance, literacy specialists, gifted resource, strings, technology, and intervention staff for each school. Special education staff may support regular classroom teachers in collaborative teaching within core content classrooms, as well as provide pull-out, self-contained, or resource support to students outside regular classroom instruction. No middle schools qualify for Title I support.

Mean size by grade level is not included for middle schools since the focus is on core content and world languages classrooms rather than grade levels. Typically, mean class sizes in core content classrooms vary according to the course level (i.e., practical, standard, advanced/honors, and honors). Differentiation of course levels is phased in from sixth to eighth grade with focus on reducing class sizes in levels where at-risk students are typically scheduled. Eighth-grade math, language arts, and world languages mean class size data are presented as information in Table 8 (see Appendix) to demonstrate comparisons across levels. *Please note: Some students in math 8 are seventh graders.*

At the time data were generated for this report, actual middle school class sizes ranged across the Division from four students in an eighth-grade practical language arts class at Walton Middle School and 10 or fewer students in practical or standard level classrooms at each middle school to 35 students in an honors algebra I class and an advanced Spanish I class at Sutherland Middle School. Changes in practical level class enrollments occur throughout September as students are assessed and placed in these classes to receive intervention, such as that provided through the Language! literacy program. The goal for class size in practical level language arts is 10 or fewer students. As reported in Table 9 in the Appendix, 85.5% of the middle school classrooms contain 27 or fewer students, and 54.2% of classrooms contain 22 or fewer students. Sixty-one classroom, or 14.5%, contain 28 to 35 students. Trend data show that the Division had 494 core content and world languages middle school classes in 2004, compared with 534 in 2005, 495 in 2006, 442 in 2007, and 421 this year. The decline in the number of middle school classes is due to concerted efforts to keep class sizes larger, unless there is a compelling reason (e.g., remediation in a particular area). The switch by several middle schools from teaching science and social studies as year-long courses to teaching them as semester courses has meant fewer sections in these areas, but with extended instructional time.

Notes on Specific Schools:

1. Burley Middle School had six class sections with more than 27 students at the time that data were generated for this report. Two sections of honors algebra I are large because there is only one math teacher certified for high school classes. The other large classes are due to staffing issues. The principal reports that a slight increase in enrollment would afford an additional 0.5 FTE staffing, which would help alleviate the number of large sections.
2. At the time data were generated for this report, Henley Middle School had 27 class sections with more than 27 students. Five of these were honors algebra I sections. The principal notes that a sixth section was formed during the second week of September, lowering class sizes in all algebra I sections. The principal also reports that all the language arts and math classes with more than 27 students are at the advanced and/or honors level based on the decision to create additional sections of standard level classes to keep those classes small. Most of the other large class sections result from students' scheduling conflicts or the school's commitment to common planning time for teachers.
3. Jouett Middle had three class sections with more than 27 students at the time data were generated for this report, all eighth-grade classes at the advanced/honors or honors level. The principal reports that these were due to students being assigned to certain sections due to singleton classes elsewhere in their schedules. Also, Jouett places a priority on keeping sizes smaller in classes for students on and below grade level.
4. Sutherland Middle School had 23 class sections with more than 27 students when data were generated for this report. The principal reports that many of the large classes are due to scheduling issues. Scheduling all the Language! classes to meet during the same block means that there are smaller language arts classes during that block, with larger ones in other blocks. Also, a high number of sixth-grade students qualify for advanced level language arts this year. The advanced classes are larger in order to keep the standard level classes smaller. Finally, advanced Spanish I and honors algebra I sections are large because the demand is slightly higher than comfortably can be accommodated, yet not high enough to justify the creation of new sections. With algebra, the addition of a new section would increase the sizes of lower level math classes.
5. Walton Middle School has two class sections with more than 27 students, both of which are advanced language arts sections. The principal notes that Walton is nearing the point of having half of the students participating at the advanced level; however, scheduling additional sections of advanced level classes would mean larger standard level or collaborative classes. The principal also notes that the advanced classes at each

grade level are offered at the same time, allowing the gifted resource teacher to pull students for flexible interest or need-based groups, which helps ease the size situation.

Comprehensive High Schools

The mean size of high school core content and world languages class sections across the Division is 21.57 students per class section (see Table 11 in the Appendix). There is very little difference in mean class size between schools. Mean class sizes range across individual schools from 21.33 at Monticello High School to 21.66 at Albemarle High School. The primary factor causing variance in mean class sizes across high schools involves building level decisions to use FTEs to staff programs (e.g., electives), intervention/prevention tutorials, and core content classes beyond division/state minimal requirements and based upon both the learning needs of students and issues specific to a particular school community.

As with middle schools, the FTEs assigned to high schools for staffing purposes also fund teaching assistants, librarians, electives, PE, guidance, literacy specialists, gifted resource, technology, and intervention staff for each school. Special education staff may support regular classroom teachers through collaborative teaching within core content class sections, as well as provide pull-out, self-contained, or resource support to students outside regular classroom instruction. No high schools qualify for Title I support.

Mean size by grade level is not included for high schools since the focus is on core content and world languages classrooms rather than grade levels. Typically, mean class sizes in core content class sections vary according to the course level (i.e., practical, standard, advanced, and honors). In high school, differentiation of course levels occurs in all core content areas and world languages with focus on reducing class sizes in levels where at-risk students are typically scheduled. During the 2001-02 school year, Monticello High School applied for a waiver to pilot an academic level in which advanced and standard level courses were collapsed into one level. This has continued in subsequent years.

Actual high school class sizes range across the division from 10 or fewer students in practical level classes or advanced world languages classes to 30 students in one section of honors geometry and two sections of AP government and politics at Albemarle High School. Changes in practical level class enrollments occur throughout September as students are assessed and placed in these classes to receive intervention, such as that provided through the Language! program.

As reported in Table 12 in the Appendix, 96.0% of the high school class sections contain 27 or fewer students, and 49.3% of class sections contain 22 or fewer students. As detailed in Table 13 (see Appendix), 33 class sections, or 4.0%, contain 28 or more students. Trend data show that the Division had 837 core content and world languages classes in 2004, 858 comparable classes in both 2005 and 2006, 845 in 2007, and 826 in 2008.

Notes on Specific Schools:

1. Albemarle High School had 14 class sections with more than 27 students as of the data generation for this report. Reasons for this include the movement of ninth- and eleventh-grade students into the Albemarle district during the summer. This increased the section sizes of honors world history I, advanced algebra I, standard earth science, advanced Virginia/US history, and Advanced Placement statistics. The addition of four new ninth graders also increased the size of the advanced Latin II section. There is only one teacher at Albemarle endorsed to teach Latin, and that teacher declined teaching an extra class, stating preference for one larger class over two smaller sections. The social studies department chair and Advanced Placement government teacher approved the large class sizes, in that some students will drop down a level during the year due to the

course's difficulty and rigorous homework requirements. In math, the large honors geometry classes were approved by the department chair and scheduled into a large classroom. Adding an extra section would have caused a staffing shortfall and scheduling difficulties for the department. The principal reports that scheduling was made more difficult this year by the requirement that scheduling be in place by June 30 to accommodate the planned database rollover in July. From June 30 through July 23, the database could not be used to enroll students or make any schedule changes. After July 23, schedule changes for current students and schedule development for new students had to be done individually by the guidance department. Finally, the principal reports that a -1.0 FTE error was made in Albemarle's staffing allocation in May 2008, which affected decisions regarding extra classes being considered for 2008-09. Some of these extra classes would have reduced class sizes. By the time the error was corrected in June, the extra classes had been removed and the master schedule was set.

2. Monticello High School had 10 class sections with more than 27 students at the time these data were generated. The principal reports that they consciously try to keep enrollments in practical and standard classes lower than 18, and enrollments in academic and advanced courses at 24 to 25. However, large numbers of students at practical and standard levels can force academic and advanced sizes higher. This year, Monticello was projected and staffed at 1,133 students; total enrollment as of the 10th day was 1,155. More specifically, between June 15 and September 2, 62 students withdrew and 88 new students enrolled, drastically affecting the master schedule. Regarding specific class sections with more than 27 students, the principal reports that the large sections of academic/advanced world history I primarily are due to numbers shifting over the summer. The principal also notes that the presence of a special education teacher co-teaching with the regular teacher in one of these sections facilitates instruction. In relation to the large dual enrollment government classes, the principal cites two issues. First, there is only one teacher qualified to teach the dual enrollment government class. Second, creating an extra section of the college level dual enrollment course would have made these classes smaller than the academic level government classes. In regard to the large sections of honors biology, the principal notes that, while a math, social studies, or English teacher can teach any subject within their discipline, science teachers must be certified by subject. There are two sections of practical biology, averaging 14 students each, and five sections of academic/advanced biology, averaging 23 students each. The principal reports that the plan for biology was intentional, particularly keeping the academic/advanced section sizes below 25. He cites biology as the Standards of Learning (SOL) course with the largest achievement gap between black and white students in 2008 (a gap of 29%, up from 11% in 2007 and 18% in 2006). Keeping academic/advanced section sizes below 25 is part of a commitment to eliminate this gap. Finally, the principal cites Spanish as one of the areas that increased greatly with the new enrollments over the summer, resulting in Spanish I sections being generally larger than originally projected.
3. Western Albemarle High School had nine class sections with more than 27 students. The large sizes in honors English 11 and U.S. history are due to new student enrollment. Large sizes in advanced U.S. government resulted because the PVCC dual enrollment class could not be run at Western this year. Many of the students who would have been in the dual enrollment class did not wish to enroll at the Advanced Placement level, creating larger classes at the advanced level. The principal reports that there is a new section of advanced government with only 12 students that serves as a "safety valve" for new students and any level changes. The physics classes combining advanced and honors levels arose in response to students' scheduling needs. Combined sections were the best way to meet the needs of students at all levels. The large Latin I classes arose because the teacher agreed to let more students into each class rather than deny them their selection of Latin to meet their foreign language requirement. Finally, the principal notes that, with the exception of government, there were not enough students to justify

additional sections in any of these areas. He does not expect normal instructional strategies to be affected.

English / Language Arts

The Standards of Quality (SOQ) specify that teachers should be assigned in such a manner that, throughout a division, the average class size in English across grades 6 through 12 should not exceed 24. There are 306 sections of English or language arts at the middle and high school levels, with class sizes ranging from four (in a section of eighth-grade practical language arts at Walton Middle School) to 33 (in a section of eighth-grade advanced/honors language arts at Sutherland Middle School). The average class size across all sections is 21.11.

Junior ROTC Program

During the 2001-02 school year, a plan to implement a Junior ROTC program at Monticello High School was approved by the School Board. Tables 15 and 16 present information on the enrollment over time by both gender and level (ROTC I through IV). The original target enrollment for the Air Force to sustain the program was 100 students enrolled by Fall 2005. As can be seen in Tables 15 and 16 (see Appendix), this target has not yet been met.

The Monticello principal reports that he is pleased with the enrollment in Junior ROTC. He feels that the current instructors have done a great job of growing the program, citing the ROTC I and II numbers as a reflection of the work. If these numbers are maintained, the principal feels that the program could reach 90 to 100 in two more years. The principal also notes that the ROTC drill team meets as a class during zero period. Eighteen students enrolled in the drill team class are also enrolled in regular ROTC classes; however, the Air Force allows them to be counted twice towards enrollment targets.

Non-European Languages

Two non-European languages, Chinese and Japanese, are offered at the high school level throughout the Division. Monticello High School offers Chinese, taught on-site, and Japanese, offered through the Virginia Satellite Education Network. At the time the data were generated for this report, there were seven students enrolled in Chinese II and four students enrolled in Chinese III. There were three students enrolled in Japanese II and one student enrolled in Japanese III. Western Albemarle High School offers Japanese, taught on-site, with 15 students enrolled in Japanese I (one on a no credit basis), seven students enrolled in Japanese II, five students enrolled in Japanese III, and two students enrolled in Japanese IV. Albemarle High School no longer offers Arabic, but still offers Japanese on-site. There are 21 students enrolled in Japanese I, eight students enrolled in Japanese II, and 11 students enrolled in Japanese III. Finally, although Russian is technically a European language, it is not one traditionally offered at the high school level. In 2008, Monticello High School is offering Russian during zero period, with seven students enrolled in Russian I, three students enrolled in Russian II, and one student enrolled in Russian III.

Secondary School Courses With 14 or Fewer Students

To provide additional information, a snapshot is provided of the type of courses offered at the Division's secondary schools with enrollments of 14 or fewer students. Table 17 (see Appendix) illustrates the course offerings by school along with the actual number of students enrolled.

- Many of the small class sizes existing in our Secondary schools are due to targeted efforts of school administrators. For example, in many of the practical and standard level courses, fewer numbers of students were preferred. Research supports the notion that class sizes of 14 or fewer students can yield positive achievement gains.

- In addition to offering small class sizes for practical and standard level courses, a number of small class sizes exist in higher-level courses as well. Higher-level world languages courses and advanced content classes tend to be smaller. As cohorts of students progress through the series of courses within a subject, an amount of attrition is expected.
- It should be noted that a portion of the small class sizes are due to scheduling parameters. For example, three sections of practical earth science courses may include a class of 14 and two classes of 23. This variance may be due to scheduling conflicts among individual students. The average class size for the three sections would be 20, but the class of 14 would appear to be underenrolled. Additional staffing burdens do not result in such scheduling anomalies.

For all 145 sections with less than 14 students, approximately 20 courses may actually be underenrolled and not subject to the three conditions above that create small class sizes. Additionally, these courses are all electives at the high school level and advanced content courses at the middle school level, which may explain why their class size is so small.

References

See Appendix for Tables 1-17, and for information on the sizes of health and PE classes.

Definitions of Terms Used in this Report

<i>Collaborative Teaching</i>	Resource teachers, such as gifted or special education teachers, may be scheduled by the principal to work with a regular education teacher to co-teach core content instruction. In these cases, classes may be larger, but so is the ratio of teachers to students.
<i>Cumulative Percent</i>	Successive additions of percentages to show the number of classes within a specific range such as the percentage of classes with 22 or fewer students
<i>Differentiated Funding</i>	Local initiative funded by the School Board to provide additional staffing to schools based upon the percentage of students qualified for free or reduced lunch. This funding was instituted as the result of research that linked lowering class sizes and provision of intervention /prevention services to the academic progress of students at risk of not achieving academic success.
<i>English as a Second or Other Language (ESOL)</i>	Instructional efforts to assist foreign students in becoming fully proficient in English
<i>Frequency</i>	Number of occurrences of a specific class size
<i>Full-Time Equivalency (FTE)</i>	One full-time teacher (1 FTE) or the equivalent number of teaching assistants (1 full-time TA = .33 FTE). Principals fund part-time teachers, teaching assistants, or “buy back” planning periods based upon FTEs.
<i>Language!</i>	Literacy intervention program adopted by the Division for use in secondary schools. This program is used typically as a resource in practical level language arts instruction. The goal for class size in practical level language arts classrooms is 10 students or fewer.
<i>Mean Class Size</i>	Average class size

<i>Standards of Quality (SOQ)</i>	Regulations set by the Commonwealth of Virginia with which school divisions and schools must comply. Receipt of funds allocated to specific state initiatives, such as class size reduction, is tied to compliance with the regulation.
<i>Title I</i>	Federal program designed to improve educational opportunities for educationally disadvantaged students and close achievement gaps experienced by economically disadvantaged and minority students
<i>World Languages</i>	Non-English language courses taught in the schools

Appendix

Table 1. Grades K-3 Class Size Means as of September 2, 2008

<i>School</i>	<i>Mean Size</i>	<i>Number of Classrooms</i>
Agnor-Hurt	20.19	16
Baker-Butler	19.19	16
Broadus Wood	21.67	9
Brownsville	18.14	14
Cale	18.15	20
Crozet	23.08	13
Greer	17.41	17
Hollymead	20.87	15
Meriwether Lewis	20.46	13
Murray	21.00	8
Red Hill	14.75	8
Scottsville	16.86	7
Stone-Robinson	20.53	15
Stony Point	18.36	11
Woodbrook	19.09	11
Yancey	16.71	7
<i>Division</i>	<i>19.29</i>	<i>200</i>

Table 2. Division Mean Class Size by Elementary Grade Level

<i>Grade Level</i>	<i>Mean Size</i>	<i>Number of Classrooms</i>
Kindergarten	18.22	46
K/First	22.22	9
First	19.36	45
Second	19.14	50
Third	19.84	50
Fourth	19.72	46
Fourth/Fifth	23.00	1
Fifth	20.40	45

Table 3. Elementary Class Size Means as of September 2, 2008

<i>School</i>	<i>Kindergarten</i>	<i>K-1</i>	<i>First</i>	<i>Second</i>	<i>Third</i>	<i>Fourth</i>	<i>4-5</i>	<i>Fifth</i>
Agnor-Hurt	20.25		19.00	22.00	19.50	22.00		20.00
Baker-Butler	15.50		22.00	17.75	21.50	20.75		21.75
Broadus Wood	24.00		18.50	21.00	22.67	22.50		17.33
Brownsville	21.67		14.75	18.75	18.33	24.33		24.33
Cale	16.33		18.00	19.20	19.75	19.60		21.00
Crozet	22.00	20.00	21.00	24.00	26.33	19.33		23.33
Greer	19.00		17.75	15.60	17.75	17.00		21.00
Hollymead	21.25		20.25	21.33	20.75	22.75		18.75
Meriwether Lewis	16.67		22.00	22.00	21.00	21.00		19.50
Murray	17.00		22.50	21.00	23.50	15.00		23.50
Red Hill	11.00		18.00	16.50	13.50	22.00	23.00	22.00
Scottsville	12.00		21.50	16.00	19.00	15.00		24.00
Stone-Robinson		23.14		17.00	19.50	21.67		18.00
Stony Point	16.67		20.50	18.00	19.00	19.50		17.50
Woodbrook	20.50	18.00	24.00	16.67	17.67	14.33		16.33
Yancey	18.00		13.50	26.00	14.00	14.50		27.00
Division	18.22	22.22	19.36	19.14	19.84	19.72	23.00	20.40

Table 4. Frequency of Actual Elementary Class Sizes for the Division

<i>Class Sizes</i>	<i>Frequency</i>	<i>Cumulative Percent</i>
10	1	0.3
11	0	0.3
12	3	1.4
13	5	3.1
14	7	5.5
15	10	8.9
16	19	15.4
17	29	25.3
18	37	38.0
19	26	46.9
20	33	58.2
21	41	72.3
22	37	84.9
23	21	92.1
24	10	95.5
25	8	98.3
26	3	99.3
27	2	100.0
Total Classes	292	

Table 5. Class Size Longitudinal Frequency Data for Grades K-3

<i>Year</i>	<i>Number of Classrooms</i>				
	<i>< 20 students</i>	<i>20-24 students</i>	<i>25-27 students</i>	<i>28-31 students</i>	<i>TOTAL</i>
2008	102	90	8	0	200
2007	116	82	3	0	201
2006	122	73	4	0	199
2005	86	98	4	1	189
2004	91	83	9	0	183

Table 6. Class Size Longitudinal Frequency Data for Grades 4-5

<i>Year</i>	<i>Number of Classrooms</i>				
	<i>< 20 students</i>	<i>20-24 students</i>	<i>25-27 students</i>	<i>28-29 students</i>	<i>TOTAL</i>
2008	35	52	5	0	92
2007	35	55	2	0	92
2006	50	36	6	0	92
2005	28	58	2	0	88
2004	26	49	11	3	89

Table 7. Mean Class Size Data for Middle Schools

<i>School</i>	<i>Mean Size</i>	<i>Number of Classrooms</i>
Burley	21.76	66
Henley	22.91	134
Jouett	21.10	81
Sutherland	24.19	75
Walton	16.62	65
<i>Division</i>	<i>21.64</i>	<i>421</i>

Table 8. Division Mean Size Comparisons for Course Levels in Middle Schools

<i>Math Level</i>	<i>Mean Size</i>	<i>Language Arts Level</i>	<i>Mean Size</i>	<i>World Languages</i>	<i>Mean Size</i>
Honors Geometry	19.33	LA 8 Adv/Honors	25.00	Spanish I Adv	21.42
Honors Algebra I	26.95	LA 8 Standard	17.47	French I Adv	20.50
Math 8 w/Pre-Alg	19.18	LA 8 Practical	4.00		
Math 8 Standard	17.46				

Table 9. Frequency of Actual Middle School Class Sizes for the Division

<i>Class Sizes</i>	<i>Frequency</i>	<i>Cumulative Percent</i>
10 or fewer	20	4.8
11	4	5.7
12	9	7.8
13	10	10.2
14	6	11.6
15	7	13.3
16	14	16.6
17	14	20.0
18	14	23.3
19	27	29.7
20	26	35.9
21	38	44.9
22	39	54.2
23	32	61.8
24	28	68.4
25	27	74.8
26	25	80.8
27	20	85.5
28	18	89.8
29	18	94.1
30	14	97.4
31	3	98.1
32	4	99.0
33	2	99.5
34	0	99.5
35	2	100.0
<i>Total Classes</i>	<i>421</i>	

Table 10. Class Size Longitudinal Frequency Data for Middle Schools

Number of Students in Classrooms	Year	Number of Classes					
		Burley	Henley	Jouett	Sutherland	Walton	TOTAL
20 or fewer	2008	19	33	34	21	44	151
	2007	44	53	30	19	31	177
	2006	40	55	55	26	34	210
	2005	30	44	54	43	43	214
	2004	36	76	61	27	25	225
21-27	2008	41	74	44	31	19	209
	2007	30	71	36	50	31	218
	2006	38	87	50	43	40	258
	2005	31	69	76	48	55	279
	2004	28	54	57	43	50	232
Over 27	2008	6	27	3	23	2	61
	2007	5	20	12	8	2	47
	2006	1	9	3	13	1	27
	2005	0	22	7	12	0	41
	2004	3	3	0	24	7	37

Table 11. Mean Class Size Data for High Schools

School	Mean Size	Number of Classrooms
Albemarle	21.66	368
Monticello	21.33	235
Western Albemarle	21.65	223
Division	21.57	826

Table 12. Frequency of Actual High School Class Sizes for the Division

<i>Class Sizes</i>	<i>Frequency</i>	<i>Cumulative Percent</i>
10 or fewer	20	2.4
11	10	3.6
12	13	5.2
13	9	6.3
14	18	8.5
15	16	10.4
16	29	13.9
17	26	17.1
18	30	20.7
19	51	26.9
20	62	34.4
21	62	41.9
22	61	49.3
23	98	61.1
24	84	71.3
25	76	80.5
26	79	90.1
27	49	96.0
28	24	98.9
29	6	99.6
30	3	100.0
<i>Total Classes</i>	826	

Table 13. High School Classes With More Than 27 Students

Content Area	Number of Classes (Class Sizes)		
	AHS	MHS	WAHS
Hon English 11			2 (28, 28)
Acd/Adv World Hist I		2 (28 ¹ , 28)	
Hon World History I	1 (28)		
Acd/Adv Va/US Hist	2 (28, 28)		
AP US History			1 (28)
Acd/Adv Va/US Govt			2 (28, 28)
PVCC Pol Sci 211		3 (28, 28, 28)	
AP Govt/Politics	4 (28, 29, 30, 30)		
Adv Algebra I	1 (28)		
Hon Geometry	3 (29, 29, 30)		
AP Statistics	1 (28)		
Std Earth Science	1 (28 ²)		
Hon Biology		4 (28, 28, 28, 29)	
Physics ³			2 (28, 28)
Adv Latin I			2 (28 ⁴ , 29 ⁵)
Adv Latin II	1 (29)		
Acd/Adv Spanish I		1 (28)	
Total	14 classes	10 classes	9 classes

¹Nine students in this class are enrolled on a collaborative basis.

²Two students in this section are enrolled only for the first semester.

³Both these classes combine advanced physics and honors physics. One class has eight advanced and 20 honors students; the other has 10 advanced and 18 honors students.

⁴One student in this section is enrolled only for the first semester and on a no credit basis.

⁵One student in this section is enrolled on a no credit basis.

Table 14. Class Size Longitudinal Frequency Data for High Schools

Student Numbers in Classrooms	Year	Number of Classes			
		AHS	MHS	WAHS	TOTAL
20 or fewer	2008	120	84	80	284
	2007	103	109	98	310
	2006	121	117	114	352
	2005	136	126	113	375
	2004	123	125	99	347
21-27	2008	234	141	134	509
	2007	230	133	125	488
	2006	222	122	133	477
	2005	214	109	132	455
	2004	210	95	140	445
Over 27	2008	14	10	9	33
	2007	27	8	12	47
	2006	13	11	5	29
	2005	4	15	9	28
	2004	17	26	2	45

Table 15. Junior ROTC Enrollment by Gender

<i>Year</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
2008	38	18	56
2007	36	18	54
2006	31	15	46
2005	24	17	41
2004	28	25	53
2003	20	22	42
2002	22	16	38

Table 16. Junior ROTC Enrollment by Level

<i>Year</i>	<i>ROTC I</i>	<i>ROTC II</i>	<i>ROTC III</i>	<i>ROTC IV</i>	<i>Total</i>
2008	27	16	8	5	56
2007	25	14	6	9	54
2006	31	2	9	4	46
2005	14	18	7	2	41

Table 17

School	Course	# of Students
AHS	PVCC English 11	12
AHS	English 10	14
AHS	Standard Ecology	13
AHS	Honors Latin IV	8
AHS	AP Spanish V	11
AHS	AP Spanish V	11
AHS	Practical English 10/12	7
AHS	Practical English 9, 10,11	9
AHS	Practical English 9, 10, 11	7
AHS	Practical Earth Science	14
AHS	Practical English 9/10	11
AHS	Practical Language	9
AHS	Chorus	10
AHS	Teach for Tomorrow	8
AHS	Teach for Tomorrow	14
AHS	Calculus III	12
AHS	Practical Geometry	11
AHS	AP French V	8
AHS	Practical Algebra Part II	13
AHS	Practical English 10/11	9
AHS	Practical English 10/11	5
AHS	English 9	13
AHS	Calculus III	12
AHS	Practical English 9	10
AHS	PVCC English 11	12
AHS	English 10	14
AHS	Practical Biology	12
AHS	Practical English 9/10/11	14
AHS	Practical Biology	7
AHS	Standard Physics	12
AHS	Standard Physics	12
AHS	Advanced Japanese II	8

Advanced Courses	Practical/ Standard Courses	Scheduling Conflicts	Po Undr C
12	13	14	
8	7	13	
11	9	14	
11	7	12	
12	14	11	
8	11	14	
12	9	13	
12	11	14	
8	13	14	
11	9	12	
7	5	12	
3	10	14	
11	12	12	
13	14	13	
14	7	12	
10	12	13	
13	12	13	
14	14	14	
12	7	13	
9	10	8	
14	7	14	
13	14	13	
13	12	8	
15	12	7	
11	14	9	
277	12	10	
	12	8	
	12	8	
	12	14	
	14	346	
	14		
	14		

Table 17

School	Course	# of Students	Advanced Courses	Practical/ Standard Courses	Scheduling Conflicts	Po Undr C
AHS	Advanced Japanese III	11		12		
AHS	Practical Alg I Part I	14		12		
AHS	Practical VA/US History	7		12		
Western	Study/Organizational Skills	10		13		
Western	Study/Organizational Skills	7		7		
Western	Algebra I Part I	12		10		
Western	Chemistry	11		12		
Western	APEX	7		13		
Western	APEX	3		1		
Western	AVID	11		1		
Western	Architecture	13		1		
Western	Psychology	14		6		
Western	Practical Algebra Part I	14		11		
Western	French I	14		6		
Western	Honors Latin IV	13		14		
Western	Philosophy	13		12		
Western	Speech/Communications	13		14		
Western	MAT/PROC TECH	12		12		
Western	Art	13		12		
Western	VA/US Government	14		13		
Western	Practical English	12		13		
Western	Practical English	12		12		
Western	Practical English	14		12		
Western	Advanced Alg/Trig	14		12		
Western	Advanced Japanese	10		8		
Western	World History	14		14		
Western	Spanish II	12		11		
Western	Earth Science	12		9		
Western	AP Physics	13		13		
Western	Standard Physics	12		6		
Western	Avid	14		12		
Monticello	AA VA/US Govt	14		8		

Table 17

School	Course	# of Students
Monticello	Practical English 12	12
Monticello	Standard ALG	12
Monticello	AP Govt/Politics	12
Monticello	Practical Biology	12
Monticello	Practical Biology	14
Monticello	Standard ALG	14
Monticello	Standard Ecology	14
Monticello	AP Calculus	9
Monticello	AP Statistics	14
Monticello	Standard Chemistry	12
Monticello	AP Govt/Politics	12
Monticello	Honors French IV	13
Monticello	Honors Calculus	13
Monticello	Practical English 10	12
Monticello	Advanced German	15
Monticello	Standard ALG	12
Monticello	Practical World History	13
Monticello	PVCC US History	11
Monticello	Russian	11
Monticello	Advanced Algebra	13
Monticello	Advanced Chinese	11
Monticello	Practical English 11	7
Monticello	Practical English	10
Monticello	Practical Language	12
Monticello	Photography	13
Monticello	Ceramics	14
Monticello	ROTC	13
Monticello	Yearbook	15
Monticello	Office Special	13
Burley	Honors Geometry	11
Burley	Standard Math 8	13
Burley	Math 8 w/Pre-Alg	10

Advanced Courses	Practical/ Standard Courses	Scheduling Conflicts	Po Undr C
	10		
	8		
	11		
	4		
	712		

Table 17

School	Course	# of Students
Burley	Advanced Spanish I	7
Burley	Standard Math 7	1
Burley	Standard Math 8	1
Burley	Standard Language Arts 8	1
Burley	Practical Language 6!	6
Burley	Standard Language Arts 8	11
Burley	Advanced Civics/Economics	12
Henley	Practical Language 6!	6
Henley	Standard Math 8	14
Henley	Practical Language 7!	12
Henley	US History 6	12
Henley	Standard Math 7	14
Henley	Standard History/Economics	12
Henley	Standard Language Arts 6	12
Henley	Standard Language Arts 6	13
Henley	US History 7	13
Henley	US History 6	13
Jouett	Standard Language Arts 6	13
Jouett	Honors Geometry	13
Jouett	Standard Language Arts 8	12
Jouett	US History 6	14
Sutherland	Standard Math 8	12
Sutherland	Practical Language 6!	12
Sutherland	Practical Language 6!	8
Walton	Standard Math 7	14
Walton	Math 7	13
Walton	Standard Math 6	11
Walton	Standard Math 6	9
Walton	Advanced Spanish I	10
Walton	Advanced Spanish I	13
Walton	Standard Math 8	13
Walton	Language Arts 7	8

Advanced Courses	Practical/Standard Courses	Scheduling Conflicts	Po Und C
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Table 17

School	Course	# of Students
Walton	US History I	14
Walton	Honors Algebra I	10
Walton	Language Arts 8	13
Walton	Honors Algebra 8	14
Walton	Language Arts 8	8
Walton	Standard Language Arts 6	6
Walton	Language Arts 6	7
Walton	Language Arts 7	9
Walton	Practical Language 7!	12
Walton	Practical Language 6!	8
Walton	Standard Math 6	10
Walton	Standard Math 6	8
Walton	Standard Math 7	11
Walton	Math 7	10
Walton	Practical Language 8	4
Walton	Civics/Economics	8
Walton	Advanced French I	12

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Advanced Courses	Practical/Standard Courses	Scheduling Conflicts	Po Unde C
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**Health and Physical Education Class Size Report
2008-09**

ELEMENTARY SCHOOLS

Agnor-Hurt

PE: 3 times per week—2 @ 50 minutes; 1 @ 30 minutes
Single classes 2 days per week—50 minutes; Friday all classes 30 minutes each
Hairston 1.0 FTE range 20-25 except preschool class (12)
Malm 1.0 FTE range 20-25

Baker-Butler

PE: 4 times per week—30 minutes per day
Thomas 1.0 FTE range 18-23
Johnson 1.0 FTE range 18-22
Pietrosimone 0.4 FTE range 15-25

Broadus Wood

PE: 5 days per week—30 minutes per day
Markos 1.0 FTE range 7-23
Pietrosimone 0.3 FTE range 8-23

Brownsville

PE: K-2 5 days per week—30 minutes per day
3-5 4 days per week—30 minutes per day
Bragg 1.0 FTE range 17-32
Witt 1.0 FTE range 20-34

Cale

PE: 4 days per week—30 minutes per day
Hudgins 1.0 FTE range 16-21
Ivory 1.0 FTE range 16-22
Heeschen 0.6 FTE range 17-21

Crozet

PE: 4 days per week—30 minutes per day
Laine 1.0 FTE range 18-25
Williams 0.7 FTE range 17-25

Greer

PE: 3 times per week—2 @ 45 minutes; 1 @ 30 minutes
Single classes 2 days per week—45 minutes, Friday all classes 30 minutes each
Bond 1.0 FTE range 16-25, 16-30 on Fridays
Watson 1.0 FTE range 16-24, 16-30 on Fridays

Hollymead

PE: 3 days per week—2 @ 45 minutes; 1 @ 30 minutes
Carroll 1.0 FTE range 18-24
Rosen 1.0 FTE range 18-23

Meriwether Lewis

PE: 3 times per week—45 minutes each
Williams 1.0 FTE range 18-21
Wymer 1.0 FTE range 15-22

Murray Elementary

PE: K-5 4 times per week—30 minutes each
Tillar-Hughes 1.0 FTE range 19-47
Waived 0.3 FTE for PE, but has teaching assistant with double classes (3)

Red Hill

PE: 5 days per week
Dobmeier 1.0 FTE range 11-35

Scottsville

PE: 4 days per week—30 minutes per day
Reid 1.0 FTE range 12-30

Stone-Robinson

PE: K-3, 5 3 times per week—2 @ 45 minutes, 1 @ 30 minutes
4 3 times per week—45 minutes
Landseadel 1.0 FTE range 17-24
Reardon 1.0 FTE range 16-24

Stony Point

PE: K-2 4 times per week—30 minutes per class
3-5 3 days per week @ 40 minutes with a double class on Wednesday
Flint 1.0 FTE range 17-21, 35-39 on Wednesdays
Waived 0.3 FTE in favor of a full-time teaching assistant

Woodbrook

PE: K-5 4 times per week—30 minutes
Lutz 1.0 FTE range 15-26
Mitchem 0.5 FTE range 14-24

Yancey

PE: K-1 3 times per week—2 @ 45 minutes, 1 @ 30 minutes
2-5 3 times per week—45 minutes
Beeler 1.0 FTE range 14-25

MIDDLE SCHOOLS

Burley

HPE: 5 times per week—42 minutes
Boyd 1.0 FTE range 22-32
Zentgraf 1.0 FTE range 21-30
Steger 1.0 FTE range 22-33

Henley

HPE: Alternating block—90 minutes
Toms 1.0 FTE range 29-35
Anderson 1.0 FTE range 27-34
Pehanick 1.0 FTE range 27-37
Davis 1.0 FTE range 28-34

Jouett

HPE: Alternating block—83 minutes

Laird	1.0 FTE	range 31-34
Maguire	1.0 FTE	range 31-33
Hopewell	1.0 FTE	range 29-33

Sutherland

HPE: Alternating block—88 minutes

Davis	1.0 FTE	range 26-33
Shiflett	1.0 FTE	range 27-34
Arthur	1.0 FTE	range 28-34

Walton

HPE: Alternating block—82 minutes

Archer	1.0 FTE	range 25-33
Burke	1.0 FTE	range 24-36

COMPREHENSIVE HIGH SCHOOLS

Albemarle

HPE: Alternating block schedule (90 minutes)

Campbell	1.0 FTE	range 20-28
Coughlin	1.0 FTE	range 22-28 (plus elective of 14)
Webb	1.0 FTE	range 8-26 (inc. 2 collaborative classes of 8-9)
Morris	1.0 FTE	range 20-28
Maynard	1.0 FTE	range 28-34 (plus 2 electives of 24-27)
Midolo	1.0 FTE	range 32-35
Cassell	1.0 FTE	range 25-34 (plus elective of 23)

Monticello

HPE: Meets every class Mondays except 3rd period (40 minutes)

Alternating block Tuesdays-Fridays (86 minutes)

Neuhauser	1.0 FTE	range 19-31
Price-Thomas	1.0 FTE	range 9-27 (inc. 1 collaborative class of 9)
Bradley	1.0 FTE	range 25-27
McDaniel	1.0 FTE	range 21-27
Redd		2 elective classes of 22-36

Western Albemarle

HPE: Meets every class Mondays except 5th period (50 minutes)

Alternating block Tuesdays-Fridays (85 minutes)

Whitten	1.0 FTE	range 16-24
Fields	1.0 FTE	range 14-24
Lawson	1.0 FTE	range 19-26
Maynard	1.0 FTE	range 19-26 (plus 3 electives of 19-21)
Sellers	1.0 FTE	range 22-26