



2011-12 Preliminary Class Size Report

Based on 10/31/2011 Unaudited Register

November 2011



**Department of
Education**

Dennis M. Walcott, Chancellor

2011-2012 Preliminary Class Size Definition

- Each school year, the NYCDOE reports on class size twice – a Preliminary report in November and an Updated report in February.
 - This Preliminary report is based on early data in ATS and STARS – schools’ register and scheduling systems – from October 31, 2011.
- Class size summaries report the number of students (“seats filled”) and number of sections in grades K-8 and Core courses in Middle Schools and High Schools.
- For Core course sections in Middle and High Schools, schools identify specific standardized course names. Courses can be offered across grade levels, leading to High School courses given in Middle Schools and vice versa.
- School-level data from ATS and STARS are unaudited, pending reviews and updated throughout the year. Middle Schools and High Schools typically finalize their schedules in STARS at the end of each term.
 - Historically, early data analysis includes long-term absences, incomplete scheduling data, and other characteristics that are updated by schools by the February report.
- All school-level and citywide data and trends from this report must be considered Preliminary in light of these known issues.



Class Size Context in 2011-12

- In the current school year, schools have experienced both a reduction in funding by 2.4%, on average, and an increase in costs, largely due to increases in teacher salaries and costs of special education.
- Preliminary class size data indicates that overall, on average, schools have been able to keep class size increases below what might have been expected given the 2.4% budget cuts.
- As in prior years, schools were urged to minimize reductions to their instructional programs and eliminate teaching positions only when absolutely necessary to meet their budget cuts.
 - Due to increased City funding of \$2 billion to offset the loss of Federal Stimulus funds (ARRA) and New York State revenue, no teachers have been laid off. In addition, an agreement with the UFT provided additional resources that helped reduce cuts to the schools.
- Continued concern regarding federal and state revenues and the need to close a fiscal year 2013 City budget gap will continue to negatively impact schools' abilities to maintain or improve class sizes in the future.



Class Size Context in 2011-12 (continued)

- Citywide, average class size¹ increased by 1.7%, an increase of 0.4 students per class
 - Elementary Schools² increased by 3.1% from 23.7 to 24.4 average students per class
 - Middle Schools² increased by 1.1% from 26.8 to 27.1 average students per class
 - High Schools² increased by 1.7% from 26.4 to 26.8 average students per class
- Approximately half of all schools decreased school-wide class size or increased less than the budget cut of 2.4%
 - 499 schools decreased class sizes
 - 227 schools increased class sizes by less than 2.4%
 - 734 schools increased class sizes by more than 2.4%



Class Size – Summary Data

2011-12 Average Class Size - Preliminary

(Based on 10/31/2011 unaudited register and scheduling data; audited data available end of January)

	All*	GE*	ICT*	G&T*	<u>GE and ICT</u>						
					English	Math	Social Studies	Science	All Core		
Gen Ed, CTT, G&T	K-3	23.9	24.0	23.0	24.9						
	4-5	25.5	25.7	24.7	25.0						
	6-8**	27.2	27.4	26.0	28.6	26.8	26.9	27.2	27.1	27.0	
	9-12***	27.0	26.9	27.4	n/a	26.5	26.4	27.3	27.4	27.0	
Special Class	K-8	6:1:1	8:1:1	12:1	12:1:1	5.7	7.6	9.8	9.7	9-12 English	12.0
										9-12 Math	13.1
										9-12 Social Studies	12.5
										9-12 Science	13.1

* Official class, except for High School. Excludes Special Class (Self-Contained Special Education) classes.

ICT is Integrated Co- Teaching (a.k.a. CTT or Collaborative Team Teaching), with two teachers sharing a class that combines General Ed and Special Education students.

** Includes 9th grades residing in Jr. High Schools (i.e., 6-9 schools).

*** High School courses are all Core academic classes, as reported in STARS.

Class Size – Change over time

(General Education and ICT classes only)

Grade Level	Preliminary FY2012	Updated FY2011	FY2010	FY2009	FY2008	FY2007	FY2006	FY2005	FY2004
K	22.8	22.1	21.7	20.7	20.6	20.7	20.9	20.8	20.9
1	24.0	22.9	22	21.3	21.1	21.3	21.2	21.7	21.6
2	24.2	23.2	22.2	21.4	21.1	21.1	21.1	21.2	21.6
3	24.6	23.7	22.5	21.9	21	21.3	21.4	21.5	22.2
4	25.3	25	24.4	23.4	23.5	23.9	24	24.3	24.6
5	25.7	25.4	24.8	24.2	24.1	25	25.5	26.2	26.4
6	27.0	26.2	26.1	25.6	25.5	26	26.4	26.7	27.1
7	27.2	27.1	26.8	26.5	26.2	27.2	27.3	28	28.3
8	27.4	27.3	27.5	26.8	26.6	27.2	27.3	28	28.1

Middle School Core	27.0	26.7	26.2	25.2**	- **	- **	- **
HS Core	27.0	26.5*	26.6*	26.2*	26.1*	25.6	26.2

* Starting in FY08, HS average class size methodology was no longer comparable to historical class data. In FY09, changes to ICT reporting further shifted methodology.

** Class size information for middle school academic courses became available for the first time in FY09.



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Reporting Methodology in 2011-2012

- In the continuing effort to update school-level data, Middle Schools and High Schools were instructed over the summer to confirm their course data based on a standardized list of general course names and subjects. This year, class size reports are organized by this updated data in STARS – CoreSubjectID. This process will continue to make course-level data more accurate.
- In 2010-11, nearly all Middle Schools moved to the STARS (formerly HSST) scheduling data system. In the short term, the change to STARS resulted in somewhat inconsistent data as principals used the system for the first time. In the longer term, this change should result in more accurate reporting of core and elective courses.
- In previous years, accurate reporting of ICT courses required a manual matching process to make sure single sections with two teachers were not being reported as two different sections. The accurate reporting of ICT courses continues to improve significantly due to updates to STARS and an increased training initiative guiding support networks and schools.

