

# ADJUSTING TEACHER/STUDENT RATIOS K-6

## Report to Assistant Superintendent

September 28, 2006

**SCHOOL:** YEMS

**PRINCIPAL:** Debra Young

**DATE REPORT PREPARED:** September 29, 30, 2006

GRADE	TEACHER	NUMBER OF STUDENTS	NUMBER OF PULL OUT STUDENTS	AIDE HOURS
4	Karen Hansen	27	3 (2 – 1 pd per day) (1- 30 min. per week)	2.16 hrs. per week
4	Debra Henry	27	2 (1 period per day)	1.67 hrs. per week
4	Susan Benton	26	1 (1 - 30 min. per week)	1.25 hrs per week

Principal Recommendations: (check appropriate ones)

Class:

<input type="checkbox"/>	<input type="checkbox"/>	no change, continue to monitor
<input type="checkbox"/>	<input type="checkbox"/>	additional aide time
<input type="checkbox"/>	<input type="checkbox"/>	class reduction – assign students to another class
<input type="checkbox"/>	<input type="checkbox"/>	class reduction – assign students to another building
<input type="checkbox"/>	<input type="checkbox"/>	create additional classrooms – single grade
<input type="checkbox"/>	<input type="checkbox"/>	create additional classrooms – multi-grade level
<input type="checkbox"/>	<input type="checkbox"/>	add additional teacher time
<input type="checkbox"/>	<input type="checkbox"/>	other

**PRINCIPAL'S COMMENTS:**

A current total of 70 students in the 4<sup>th</sup> grade level exists in our building, which is divided into three classrooms. Of these 70 students, 13 have significant learning needs (have an IEP) and are fully included. 40 of these students are labeled Intensive or Strategic for Reading through the Dibels Assessment, and 48 of these students are labeled Intensive or Strategic for Math skills. 30% of these 70 students are from economically disadvantaged families. Since the 4<sup>th</sup> grade will be tested through PSSA Assessment this year and will count toward AYP for the school, these

are significant numbers impacting the overall achievement of our students. When tested with the PSSA at the end of third grade, 25% of these 70 students scored Basic or Below Basic.

A final point to be considered is the severe physical crowding in the rooms, themselves. During one of Dr. Towsey's visits to our building, he noted the obvious crowded appearance of the fourth grade rooms. Additional aide or aide time would only add another body to these already overcrowded rooms.

I propose the addition of another 4<sup>th</sup> grade teacher, and the creation of a 4<sup>th</sup> grade classroom in room 307, which is located right next to the existing 4<sup>th</sup> grade rooms on the second floor. This could be accomplished by moving the shared office of the LS and Autistic Support teacher to the smaller room next to the speech office on the first floor. The room exists, the books and materials exist, and the only additional expense would be the salary and fringes for a fourth teacher.