

SCHOOL DISTRICT OF SOUTH ORANGE AND MAPLEWOOD

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**TO: Peter P. Horoschak, Superintendent
Members of the Board of Education**
FROM: Jim Memoli and Marilyn Davenport
RE: High School and Middle School Scheduling
DATE: February 13, 2004

What follows is an analysis of the Columbia High School schedule and the middle school schedule as requested by the Board of Education.

CHS SCHEDULE

Is the staff fully scheduled?

Yes. A full schedule for a CHS teacher includes five classes, lunch, one full year of duty, and a minimum of 200 minutes of preparation time per week. All teachers are fully scheduled with the exception of:

- ◆ The four subject chairs that teach one class each;
- ◆ Several part time teachers or teachers who are combination teacher/aide; and
- ◆ Four teachers who have a reduced teaching load because of other assigned duties or contractual stipulations.

The present CHS schedule results in teachers having more than the contractual amount of preparation time per week.

How many classes have an enrollment of 28 students or more, and what are they?

- ◆ There are 157 physical education classes that have an enrollment of 28 students or more.
- ◆ Music performance classes with an enrollment of 28 students or more are:

Title	Enrollment
Mixed Chorus Grade 9	30
Concert Choir	33
Concert Band	32
Symphonic Band	48
Wind Ensemble	56

- ♦ **Table 1** reflects the number of classes in other disciplines that have an enrollment of 28 students or more.

Table 1

Number of Classes with an Enrollment of 28 or More

	28	29	30	31	32	33	34	35	Total
Science	10	2	1						13
Social Studies	2	1							3
Health		1	3	1				2	7
World Languages		1	1	1					3
Math	3	1	1	1					6
Driver's Education	2	1	1	1					5
TOTAL	17	7	7	4				2	37

Table 2 reflects the course title, level, and enrollment of each class reflected in **Table 1** with an enrollment of 28 students or more.

Table 2

Classes with an Enrollment of 28 or More

Course Title	Level	Enrollment
Biology-HN	4	28
Chemistry-Adv	5	28
Chemistry-HN	4	28
Chemistry-HN	4	28
Chemistry	3	28
Chemistry	3	28
Physics	3	28
Physics- HN	4	28
Physics-Adv	5	28
Physics	3	28
Driver's Education		28
Driver's Education		28
Geometry - HN	4	28
Pre-Calculus – HN	4	28
Pre-Calculus – HN	4	28
US History 1 - AP	6	28
US History 2 – AP	6	28
Algebra – HN	4	29
Chemistry- HN	4	29
Chemistry-HN	4	29
Driver's Education		29
Health - Gr 12		29
Spanish 3-HN	4	29
US History 1 – AP	6	29
Spanish 3-HN	4	30
Driver's Education		30
Algebra HN	4	30
Health - Gr 12		30
Health - Gr 12		30
Health - Gr 9		30
Physics-Adv-	5	30
Algebra – HN	4	31
Driver's Education		31
Health - Gr 12		31
Spanish 3-HN	4	31
Health - Gr 12		35
Health - Gr 12		35

Adv – Advanced

HN – Honors

AP – Advanced Placement

How many classes have an enrollment of less than 15 students, and what are they?

According to BOE Policy #2312, class size for English/Social Studies for the Foreign Born (ESL), Supplemental (remedial), Special Services, and the Alternative Program are permitted to fall below the established minimum limit (see attached policy).

- ♦ There are six ESL classes offered through the Department of World Language/ESL with an enrollment of less than 15.
- ♦ There are 23 supplemental classes offered by the Mathematics Department. **Table 3** reflects the number of classes of supplemental math at each grade level and the average enrollment for those classes.

Table 3

Grade Level	Supplemental Math Classes		
	# of Classes (Average Enrollment)		
	Semester 1	Semester 2	Full Year
10	4 (13)	6 (14)	
11			10 (14)
12	2 (14)	1 (11)	1 (9)

- ♦ There are 25 supplemental classes offered by the English Language Arts Department. **Table 4** reflects the number of classes of supplemental English classes at each grade level and the average enrollment for those classes.

Table 4

Grade Level	Supplemental English Classes		
	# of Classes (Average Enrollment)		
	Semester 1	Semester 2	Full Year
10	5 (13)	5 (13)	
11			10 (13)
12	2 (12)	1 (11)	2 (12)

- ◆ There are 81 teacher assigned special education sections. Twenty-one of these sections are dedicated to in-class support. The remaining 60 sections are stand-alone special education classes with enrollments of less than 15 students. **Table 5** reflects the number of special education classes by enrollment.

Table 5

Special Education Classes

Student Enrollment	# of Classes		
	Semester 1	Semester 2	Full Year
4	1		
5	3	3	4
6		1	4
7	3		7
8		3	5
9		1	13
10		1	2
11	4	3	7
12	4	3	3

- ◆ The equivalent of 4.6 FTEs are dedicated to the Alternative Program at Montrose. Presently the student enrollment at Montrose is 47.

A singleton is a course that has only one section offered across the entire schedule. **Table 6** reflects the number of singletons by disciplines that have an enrollment of less than 15 students

Table 6

Number of Singletons with an Enrollment of Less than 15

	14	13	12	11	10	9	8	7	6	5	4	Total
Art	1											1
Business			1									1
World Languages		1	2	2	1					1		7
Math					1		1					2
TOTAL	1	1	3	2	2		1			1		11

Table 7 reflects the course title, level, and enrollment of each class reflected in **Table 6** with an enrollment of less than 15 students.

Table 7

Singletons with an Enrollment of Less than 15 Students.

Course Title	Level	Enrollment
*Japanese –HN	4	5
Spanish 5 – HN	4	11
Spanish Literature AP	6	12
French Language AP	6	13
French Literature AP	6	11
Latin 3	3	10
Italian 3 and 4 (Combo)	4	12
**Crafts 2		14
Intro to College Accounting		12
Introduction to JAVA (Sem. 1)	3 / 4	10
Computer Science AP	6	8

HN – Honors

AP – Advanced Placement

***Japanese is a distance-learning course delivered via satellite. A world language teacher is assigned to this class as a duty, in addition to his/her five assigned classes.**

****crafts 1 is a prerequisite for crafts 2**

Table 8 reflects those classes that have multiple sections where the average enrollment of the sections is less than 15.

Table 8

**Classes with Multiple Sections
Where the Average of the Sections is Less than 15**

Course Title	Level	# of Sections	Enrollment of Each Section	Average Enrollment
Music Fundamentals		2	19, 7	13
Drama Literature and Performance	2	3	17, 14, 10	14
Poetry Reading and Writing	2	2	11, 14	13
French 2	2	2	12, 14	13
Latin 2	3	2	14, 10	12
Latin 2	4	2	12, 14	13
French 5	4	2	9, 13	11
Algebra 2	1	2	11, 14*	13
Geometry	1	1	14*, 8	11

*** Special Education Combination Class**

What about changing the high school schedule from a nine period schedule to an eight period schedule?

Mrs. Espersen, Director of Guidance, Mrs. Pollack, Columbia High School Principal, and Mr. Shillito, former Director of Guidance met to discuss the possibility of implementing an 8 period day at Columbia High School. Mr. Shillito actually developed a tentative model for an 8 period day in October 2001 that was reviewed at this meeting.

Listed are some questions that were raised regarding the 8 period day:

- ✓ *Is it possible to come up with a model?*

Yes, Mr. Shillito actually developed a tentative model for an 8 period day in October 2001. Adding a "0" period at the beginning of the day and a "+1" period at the end of the day could allow for additional flexibility.

- ✓ *Can all students be scheduled in to 7 periods plus lunch?*

Yes, based on the calculations of the number of rooms, seat capacity and the per period needs, it would be possible to schedule students for 35 credits which would include their academic requirements, physical education, and electives.

- ✓ *Would teaching positions be reduced?*

No, but the amount of preparation time for teachers would be reduced from 430 minutes per week to 225 minutes per week. The SOMEA Contract stipulates a minimum of 200 minutes of preparation time per week.

- ✓ *What are the pros and cons of an 8 period day?*

PROS

- All classes would meet every day for 45 minute (no dropped period), thus providing greater continuity of instruction.
- Students would maintain a 35 credit per year schedule for four years, (140 credits) thus exceeding the state graduation requirement by 30 credits and present district graduation requirements by 20 credits.
- Instructional time would be increased (a class which presently meets for 212-215 minutes per week would meet for 225 minutes per week).
- Allows staff more creativity and flexibility in scheduling.
- The Conference Period would be reinstated at the end of the day.
- Adding a "0" period and/or a "+1" period will allow students to participate in all academic options plus participate in, e.g., Chorus, Band, and Orchestra during those periods.

- The need for study halls would be greatly reduced.
- All students would be fully scheduled from 8:05 a.m. to 2:46 p.m. with a Conference Period from 2:46-3:14.

CONCERNS

- Classroom space was originally a concern. However, after calculating the seats needed, it was determined that there were sufficient seats for all students each period as long as all of the additional new classrooms and the Black Box theater are completed.
- Students who require supplemental instruction in English language arts and/or mathematics may need to forego some electives unless these classes can be offered in the “0” period or the “+1” period. These students will continue to carry 35 credits each year, and possibly more.
- Classified students may need to be scheduled for support classes in lieu of some electives. These students will continue to carry 35 credits each year, and possibly more.

Further work needs to be done to prepare for the implementation of the 8 period day and the contractual implications needs to be examined carefully. However, it is the consensus of the CHS administration that an 8 period day could be successfully scheduled.

MIDDLE SCHOOL SCHEDULE

Are the middle school staffs fully scheduled?

Yes. A full schedule for a middle school teacher includes five classes, a 30-minute mid-day student contact activity, a 30-minute lunch, and 300 minutes of preparation time per week. All teachers are fully scheduled with the exception of:

- one teacher at South Orange Middle School who teaches 4.5 classes and a 30 minute mid-day student contact activity

How many classes have an enrollment of 28 students or more, and what are they?

Tables 1 and 2 reflect the number of classes in each middle school that have an enrollment of 28 students or more. Classes that are held as large group courses are not reflected in this table (e.g. band, chorus, physical education classes).

Table 1
Maplewood Middle School

	28	29	30	31	32	33	Total
Language Arts		4	2				6
Math		2	1				3
Science	2	3	1	2			8
Social Studies	3	1	4				8
World Languages	2	1					3
Art	1		1				2
TOTAL	8	11	9	2			30

Table 2
South Orange Middle School

	28	29	30	31	32	33	Total
Language Arts	2	3	3				8
Math	1	1	2				4
Science	2	3	3	1			9
Social Studies	4	4	3				11
Writing	1	2				1	4
Music	1	1					2
Art	2	1	1				4
Health		2					2
Home Economics	1						1
TOTAL	14	17	12	1		1	45

How many classes have an enrollment of less than 15 students, and what are they?

Tables 3 and 4 reflect the number of classes at each middle school that have an enrollment of less than 15 students.

Table 3
Maplewood Middle School

	6	7	8	9	10	11	12	13	14	Total
Language Arts						1	1	2	2	6
Math			1	1		3	2	2	2	11
Science						1	1	1	2	5
Social Studies						1	1	1	1	4
Art									3	3
Music									1	1
Read/Writing			2	1		1			3	7
French	1			2	1					4
Spanish			1			1				2
Home Economics									1	1
TOTAL	1		4	4	1	8	5	6	15	44

Resource Room and Project Ahead classes are not included in these totals.

Table 4
South Orange Middle School

	4	5	6	7	8	9	10	11	12	13	14	Total
Language Arts					1	2					1	4
Math			1		1		1		2	1	3	9
Science									1	1	1	3
Social Studies					1					2	1	4
Art											3	3
Music											3	3
French		1	1		2	3		1			1	9
Spanish	1						2	1	2			6
TOTAL	1	1	2		5	5	3	2	5	4	13	41

Resource Room and Project Ahead classes are not included in these totals.

What is the projected class size for sixth grade for the 2004-2005 school year?

Projected enrollment for grade 6 for 2004-2005 is 454. Placing approximately 110 students in the transitional program will create an average class size of 22 students in each content area.