



DOVER SCHOOL DISTRICT

EMPOWERING ALL LEARNERS!

Dover Elementary Schools Teacher/Student Ratio Scenarios May 2022

Fully Staffed Model

Garrison – 22 FTE – General Education Teachers

Horne Street – 24 FTE – General Education Teachers

Woodman Park – 24 FTE – General Education Teachers

Guideline: You may distribute general education teacher FTEs across the three elementary schools to achieve the most effective results based on student needs.

Enrollment: Enrollment is based on moving the current grades forward to the next grade level except for kindergarten which is based on the four-year average. From your experience, you may adjust, but you will need to explain the adjustment.

Garrison School

GRADE LEVEL	ENROLLMENT	NUMBER OF FTES	TEACHER to STUDENT RATIO
Kindergarten	71		
First Grade	68		
Second Grade	68		
Third Grade	86		
Fourth Grade	80		

Horne Street School

GRADE LEVEL	ENROLLMENT	NUMBER OF FTES	TEACHER to STUDENT RATIO
Kindergarten	78		
First Grade	83		
Second Grade	64		
Third Grade	80		
Fourth Grade	73		

Woodman Park School

GRADE LEVEL	ENROLLMENT	NUMBER OF FTES	TEACHER to STUDENT RATIO
Kindergarten	81		
First Grade	89		
Second Grade	79		
Third Grade	81		
Fourth Grade	72		



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Reduced Staff Model

Garrison – 22 FTE – General Education Teachers – One transferred from HSS To GES

Horne Street – 22 FTE – General Education Teachers – One transferred from HSS to GES

Woodman Park – 23 FTE – General Education Teachers

Reduction: 1 General Education Teacher FTEs at each school.

Guideline: You may distribute general education teacher FTEs across the three elementary schools to achieve the most effective results based on student needs.

Enrollment: Enrollment is based on moving the current grades forward to the next grade level except for kindergarten which is based on the four-year average. From your experience, you may adjust, but you will need to explain the adjustment.

Garrison Elementary School

GRADE LEVEL	ENROLLMENT	NUMBER OF FTES	TEACHER to STUDENT RATIO
Kindergarten	71/65	5	1:13
First Grade	68/68	4	1:17
Second Grade	68/70	4	1:17.5
Third Grade	86/87	5	1:17.4
Fourth Grade	80/81	4	1:20.25

Horne Street School

GRADE LEVEL	ENROLLMENT	NUMBER OF FTES	TEACHER to STUDENT RATIO
Kindergarten	78/78	5	1:15.6
First Grade	83/90	5	1:18
Second Grade	64/68	4	1:17
Third Grade	80/82	4	1:20.5
Fourth Grade	73/71	3	1:23.6

Woodman Park School

GRADE LEVEL	ENROLLMENT	NUMBER OF FTES	TEACHER to STUDENT RATIO
Kindergarten	81/63	4	1:15.75
First Grade	89/87	5	1:17.4
Second Grade	79/76	5	1:15.2
Third Grade	81/78	5	1:15.6
Fourth Grade	72/69	4	1:17.25



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Research Summary – Dr. Allan R. Odden and Dr. Lawrence O. Picus

Recommendation - Class Size:

- 15 to 1 for grades K-3
- 25 to 1 for grades 4-12

Core content teachers are defined as the grade-level classroom teachers in elementary schools and the core content area teachers in middle and high schools. Core content areas subjects include mathematics, science, language arts, social studies, and world language, the latter in middle and high schools.

The Tennessee STAR study, a randomized controlled trial experiment, found that students in kindergarten to grade 3 in the small classes achieved at a significantly higher level than those in regular class sizes, and that the impact was even larger for low income and minority students (Finn, 2002; Finn and Achilles, 1999; Grissmer, 1999; Krueger,

2002; Word, et al., 1990). The same research also showed that a regular class of 24-25 with a teacher and an instructional aide *did not* produce a discernible positive impact on student achievement, a finding that undercuts proposals and widespread practices that place instructional aides in elementary classrooms (Gerber, Finn, Achilles, & Boyd-Zaharias, 2001).

The positive impacts of the small classes in the Tennessee study persisted into middle and high school years, and even the years beyond high school (Finn, Gerger, Achilles & J.B. Zaharias, 2001; Konstantopoulos & Chung, 2009; Krueger, 2002; Mishel & Rothstein, 2002; Nye, Hedges & Konstantopoulos, 2001a, 2001b). The longer students were in small classes (i.e., in grades, K, 1, 2, 3) the greater the impact on grade 4-8 achievement. This study concluded that the full treatment – small classes in all of the first four grades – had the greatest short – and long-term impacts (Konstantopoulos and Chung, 2009). Longitudinal research on class size reduction also found that the lasting benefits of small classes can include a reduction in the achievement gap in reading and mathematics in later grades (Krueger & Whitmore, 2001).

Evidence on the most effective class sizes in grades 4-12 is harder to find. Most of the research on class size reduction has been conducted at the elementary level. The national average class size in middle and high schools is about 25. Nearly all comprehensive school reform models are developed on the basis of a class size of 25, which is the result of general practice and professional judgement (Odden, 1997a; Stringfield, Ross & Smith, 1996).

Finally, in these times when funds for schools are scarce, it is legitimate to raise the issue of the cost of small classes versus the benefits. Whitehurst and Cringos (2011) argue that though the Tennessee STAR study supports the efficacy of small classes, recent research has produced more ambiguous conclusions related to class size. They also note that this more recent research includes class size reductions in grades above K-3 and most of it relies on “natural experiments” rather than randomized controlled trials. Moreover, they conclude, while the costs of small classes

are high, the benefits, particularly the long-term benefits, outweigh the costs and conclude that small class sizes “pay their way.”