



BLOOMFIELD BOARD OF EDUCATION - BOARD OF EDUCATION CURRICULUM COMMITTEE MEETING

Board of Education Curriculum Committee Meeting AT Tuesday, October 22, 2024

Bloomfield Board of Education 1133 Blue Hills Avenue Board Room, 1133 Blue Hills Avenue ,
Bloomfield, CT 06002

1. Establishment of a Quorum and Call to Order
H. Frydman
2. Consent Agenda
 - A. Approval of Minutes - Curriculum Committee Special Meeting - October 1, 2024
H. Frydman 2
3. New Business
 - A. Bloomfield Public Schools Attendance Toolkit
L. Lamenzo and J. Titelbaum 4
 - B. Class Size Report
J. Titelbaum 17
4. Adjournment
H. Frydman



Board of Education – Special Curriculum Committee Meeting
Tuesday, October 1, 2024 at 6:30 P.M.
Bloomfield Board of Education, Board Room
1133 Blue Hills Avenue
Bloomfield, CT 06002

ATTENDANCE: H. Frydman, Chair Absent
T. Mack-Mohammed Absent
F. Bogle-Assegai Present
L. Easmon *ex-officio* Present

ALSO PRESENT: K. Dunbar L. Simone T. Moore
F. Bogle-Assegai B. Silver L. Lamenzo
E. Pierce A.M. Cullinan J. Titelbaum
D. Greco

1. Establishment of a Quorum and Call to Order

F. Bogle-Assegai called the meeting to order at 6:31 p.m. The roll was called and a quorum was present.

2. Consent Agenda

A. Approval of Minutes – Curriculum Committee – May 28, 2024

B. Approval of Minutes – Curriculum Committee – April 25, 2024

A motion was made by F. Bogle-Assegai and seconded by L. Easmon for the Curriculum Committee approve the meeting minutes listed under the consent agenda, as presented.

F. Bogle-Assegai Aye
L. Easmon Aye

The motion was passed unanimously 2-0-0.

3. Old Business

A. Early Start Program Overview

Lauren Serafino, teacher and Rose Rose, teacher presented an overview of the Early Start program which ran from July 8 through July 26, 2024. Students entering grades 1-4 attended a half day learning experience at Metacomet Elementary School. The themes included Life Cycles, Health and Nutrition, Insects and Butterflies, Fairy Tales and Charlotte’s Web (for grade 4 students). The program culminated with a field trip to Mystic Aquarium.

Student entering grades 5-8 attended Early Start at Carmen Arace. The theme focused on the Olympics. Student participated in research based projects, narratives and non-fiction. In addition, students from Bloomfield High School served as teacher interns



and assisted in daily classroom activities. The program culminated with a family event to showcase projects and participate in Olympic themed activities.

L. Simone asked about the social/emotional adjustment and growth data of those students who attend the summer programming versus student who did not attend.

4. New Business

A. Curriculum Next Steps

Dr. Bethany Silver, Interim Superintendent provided an update on the curriculum next steps. She noted academic performance from on the recent high stakes assessment data is very concerning. The district has partnered with The New Teacher Project (TNTP), to help create a vision for excellent instruction. The first step in this process is a curriculum inventory. A curriculum inventory is comprehensive record of a district's content, structure, delivery, and assessment of curriculum. The district is starting with the core subject areas.

B. Windsor Federal Bank Update

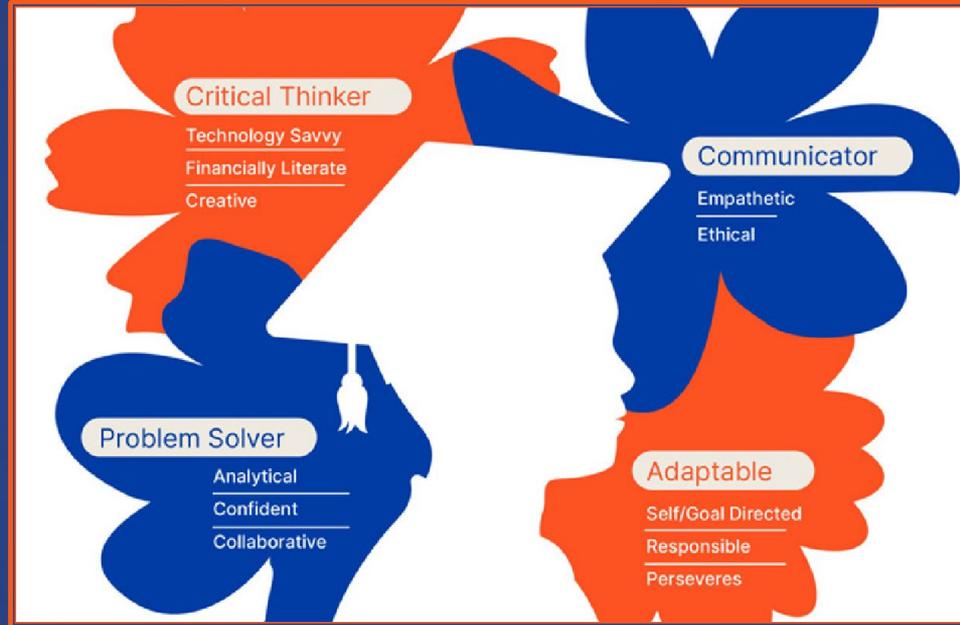
Lisa Lamenzo, Director of School Improvement opened the meeting with an update on the collaboration with Windsor Federal Bank. The Branch Manager has extended the enrollment period indefinitely for student account incentives to Bloomfield families. This will shared at upcoming PTO meetings. It is also embedded in the Financial Literacy workshop series.

5. Adjournment

The meeting concluded at 7:30 p.m.

H. Frydman, Chair

Graduates In Bloom



Bloomfield Public Schools Student Attendance Toolkit
Board of Education Curriculum Committee
October 22, 2024

Lisa Lamenzo

Director of School Improvement

Jason Titelbaum

District Data Systems Coordinator



Overview

Purpose

To inform the Board of Education Curriculum Committee on the district's student attendance data and improvement efforts.

Process

Review BPS Student Attendance Toolkit, district historical data, and goals.

Payoff

Understand and support district student attendance efforts.



Why?

Consistent and regular attendance is essential for student growth and lifelong success, leading to higher graduation rates, lower dropout rates, increased college attendance, and better job prospects.

Research shows that chronic absenteeism—missing 10% or more of school days—is a risk factor associated with a variety of negative academic and social outcomes including difficulty learning to read by third grade, lower academic performance in middle school, and increased dropout rates.

(Attendance Works, 2018)



Bloomfield Public Schools

Leadership Vision | 2024-2025 School Year

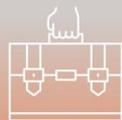


Academics

Instruction

Data Teams

Focus Walks



Professional Practice

PD Pathways

Educator Evaluation

Leadership Development



Culture and Climate

Attendance

Systems

Stakeholder Surveys



Portrait of a Graduate

- Critical Thinker
- Communicator
- Problem Solver
- Adaptable



District Priorities

Holistic
Accountability

Rigorous
Curriculum,
Instruction,
and
Assessment

Positive
School
Climate

Family and
Community
Engagement

Focus on Student Attendance



BLOOMFIELD PUBLIC SCHOOLS
STUDENT ATTENDANCE TOOLKIT

Created July 26, 2024

Table of Contents

- Who is this toolkit for?
- Why is Attendance Important?
- Attendance Defined
- Getting and Tracking Data
- Attendance Team Best Practices
- Three Tiered System of Intervention to Improve Attendance
- Monitoring Systems
- Communication
- Appendix



Attendance Team Best Practices Checklist



Before

- Start with a Team:** Assemble a team. Consider including School Nurse, Counselor, Social Worker, Administrative Support Staff, SPED Staff, and Teachers. Members should reflect the diverse perspectives of your student demographics.
- Protect Time:** Having a regular cadence of attendance meetings for the team is key. This could be a standalone attendance meeting or part of an already existing structure.



During

Agenda

- Establish group norms
- Define roles and responsibilities
- Establish a standard meeting agenda. As the team leader, the principal sets the parameters for the team members, and either serves as the team facilitator or identifies another skilled facilitator who will serve as the attendance team leader [Sample agenda](#)

Data-Driven Decision Making

- Assess the number of students requiring early intervention and those needing intensive support, as well as student level data.
- Examine data by school, grade, and student group, identify areas that need more attention
 - ★ What trends are we seeing when comparing demographics? Is one demographic outperforming others? Is there one demographic that has a higher absenteeism rate than others?
 - ★ Is there a specific area of town we should look into based on data? Is there a need for more transportation for our students? Can we assist families that might need transportation?
 - ★ Are students not attending school on a given day of the week? What's happening on that day?
 - ★ Do we have programming for days which are impacted by attendance?

Understanding Absence Reasons

- Identify root causes for student absences

Planning for Interventions

- In planning for interventions, begin by exploring potential strategies tailored to address the root cause.
- Once you have brainstormed intervention ideas, evaluate these interventions considering feasibility, required resources, and potential impact on attendance improvement.
- Next prioritize strategies based on impact and your team's ability to implement them effectively. This collaborative approach ensures that the interventions chosen are not only practical but also aligned with your team's strengths and resources, ultimately leading to more successful attendance outcomes.

Outline the steps needed to implement each strategy

- Once you've chosen which strategies to pursue, document a plan for implementation including what, who, when, how?



AFTER

Establish when and how you will assess the success of each strategy

- What data will you collect and review to ensure it works for every student group as well as overall?
- When will you collect and review it?
- How will you decide whether to adopt, expand, adapt, or abandon the intervention if it doesn't work?



Communication

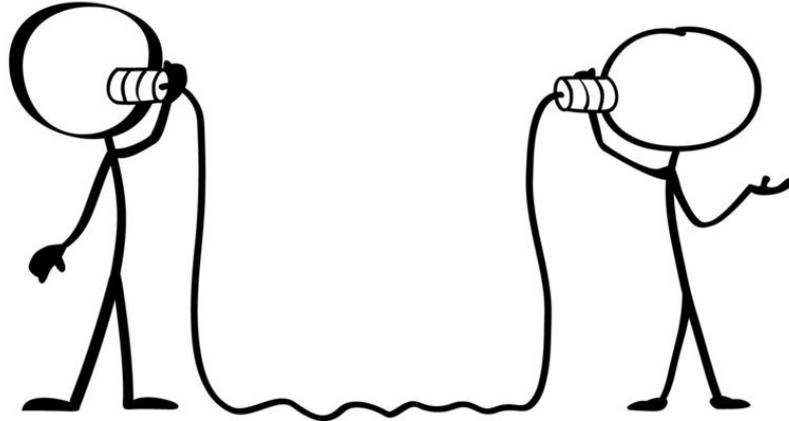
Communication Strategies for Attendance Improvement
Effective communication is crucial in promoting consistent student attendance. Both school-level and district-level communication play significant roles in this effort.

School-Level Communication:

1. Personalized Outreach
2. Attendance Letters
3. Attendance Robocalls
4. Apptegy Reinforcement

District-Level Communication:

1. Apptegy
2. Monthly Letter Updates to Families
3. Monthly Email to all Staff
4. Community Outreach



Attendance Definitions

Chronic Absenteeism:

“a child who is enrolled in a school under the jurisdiction of a local or regional board of education and whose total number of absences at any time during a school year is equal to or greater than ten per cent of the total number of days that such student has been enrolled at such school during such school year;”

Defined in CGS 10-198c

Truancy:

“a child age five to eighteen, inclusive, who is enrolled in a public or private school and has four unexcused absences from school in any one month or ten unexcused absences from school in any school year.”

Defined in CGS 10-198a

Chronic Absenteeism

	Actuals							Goals	
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	YTD 2024-2025	2024-2025	2025-2026
District (K-12)	8.1%	10.9%	17.3%	20.4%	18.1%	17.1%	14.6%	15.0%	12.0%
District (PK-12)	12.2%	14.2%	21.4%	24.4%	22.2%	19.2%	16.0%	20.0%	15.0%
BHS	5.7%	7.9%	13.1%	20.1%	13.4%	14.3%	17.3%	11.0%	8.0%
GEMS	9.0%	20.8%	23.7%	33.3%	29.1%	28.8%	29.7%	19.0%	15.0%
CAMS	8.3%	8.7%	16.2%	19.2%	18.3%	13.8%	9.4%	10.0%	6.0%
CAIS	6.3%	6.7%	10.8%	14.2%	14.2%	13.8%	9.0%	10.0%	6.0%
MES	8.2%	12.6%	14.3%	14.7%	16.7%	13.4%	6.0%	10.0%	6.0%
LLA (K-2)	10.0%	10.6%	24.2%	19.5%	17.4%	15.6%	13.3%	13.0%	10.0%
LLA (PK)					50.0%	11.1%	5.6%	13.0%	10.0%
LLA (All)	10.0%	10.6%	24.2%	19.5%	19.1%	15.3%	12.7%	13.0%	10.0%
WECMS	37.7%	35.4%	47.6%	51.2%	48.4%	36.2%	24.1%	29.0%	20.0%
Steps to Success	8.3%	14.3%	37.5%	23.5%	26.7%	19.1%	12.5%	16.0%	10.0%
State (K-12 Only)	10.4%	12.2%	19.0%	23.7%	20.0%	17.7%		5.0%	5.0%

Data as of October 17, 2024



District Goal: 95% or more of students will have an attendance rate of 92% or higher

School	Total Students with Attendance Rate of 92% or higher	Total Number of Students	Year to Date % Attendance Rate of 92% or higher	2023-2024 % Attendance Rate of 92% or higher
BHS	383	525	73.0%	78.1%
GEMS	105	175	60.0%	65.5%
CAMS	170	203	83.7%	78.8%
CAIS	181	211	85.8%	82.0%
MES	162	183	88.5%	79.9%
Laurel (All)	201	252	79.8%	79.8%
Laurel (K-2)	187	234	79.9%	79.6%
Laurel (PK)	14	18	77.8%	83.3%
WECMS	192	286	67.1%	52.6%
Steps	7	8	87.5%	76.2%
Total (PK-12)	1401	1843	76.0%	73.7%
Total (K-12)	1387	1825	76.0%	77.8%

Data as of October 17, 2024

Next Steps

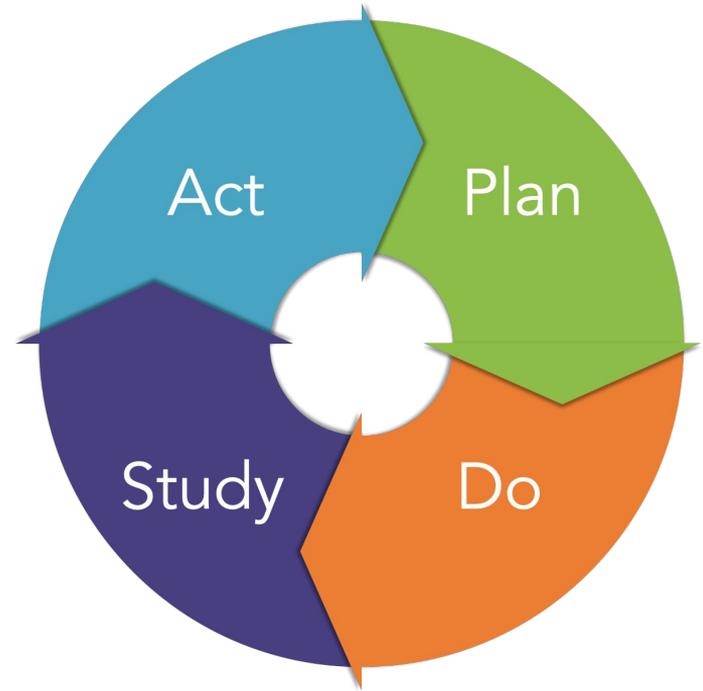
Continued data analysis and tiered intervention

- School Attendance Meetings
- School Progress Monitoring Meetings
- District Data Summits

Attendance Updates to Board of Education

- Middle of the Year
- End of the Year

Continue to build a multi-tiered approach to communication



The following report includes information regarding the Class Size of sections in Bloomfield Public Schools. This report is completed annually and is included in the budget book for public information. Each listing represents a section being taught.

For classes at Wintonbury, Laurel, Metacomet, Carmen Arace Intermediate School, and Carmen Arace Middle School, classes are all full year courses. For Global Experience Magnet School and Bloomfield High School, classes listed are only full year courses and Semester length (BHS) or Trimester length (GEMS) courses. The reason these are the only courses listed is because these are active courses. Schedule changes in the next marking period can change the numbers.

Some of the sections are highlighted yellow. These sections are yellow based on the class size and the language written into the Bloomfield Education Association contract. Per the 2022-2025 contract, the Maximum and Recommended Class Sizes are listed below and can be found on page 28 of the contract:

Type of Class	Maximum Size	Recommended Size
Pre-K	20	18
Kindergarten	25	20
Grades 1-8	30	25
Secondary Academic and Phys. Ed. Classes	30	25
Secondary Indust. Educ. and Science Labs	25	20
GEMS	20	16

The class sizes are based on student enrollment on October 1, 2024. This date is what is used by the Connecticut State Department of Education to determine enrollment for school districts. Using this date allows us to have a set group of students to create this report. As students register with Bloomfield Public Schools and leave to move out of the district, the enrollment numbers will change.

Class Size Report
Elementary Schools
October 1, 2024
DRAFT

SCHOOLS:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Avg. Class Size	Total # Students
Wintonbury Early Childhood Magnet School/Preschool Early Education Program (PEEPS)																								
Pre-Kindergarten	18	18	18	17	17	17	17	17	17	17	17	17	17	17	17	17	16	15					17.0	306
Wintonbury Average Class Size/Total # Students:																						17.0	306	
Laurel Literacy Academy																								
Pre-Kindergarten	16																						16.0	16
Kindergarten	13	12	12	12	10	10																	11.5	69
Grade 1	17	14	14	14	14	13																	14.3	86
Grade 2	14	14	13	12	12	12																	12.8	77
Laurel Average Class Size/Total # Students:																						13.1	248	
Metacomet Elementary School																								
Grade 3	15	15	15	14	14	13	13																14.1	99
Grade 4	16	15	14	13	13	13																	14.0	84
Metacomet Average Class Size/Total # Students:																						14.1	183	
Steps to Success																								
Kindergarten to Grade 4	5																						5.0	5
Grade 5 to Grade 8	3																						3.0	3
Steps to Success Average Class Size/Total # Students:																						4.0	8	

Carmen Arace Intermediate School (CAIS) Class Size Report

October 1, 2024

DRAFT

Enrollment as of 10/1/2024:	
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Grade 5:	99
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Grade 6:	<u>111</u>
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TOTAL:	210
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Grade	Cores/Unified Arts	Course	1	2	3	4	5	6	7	8	Avg. Class Size	
5	Cores	Language Arts	17	17	16	16	16	16			16.3	
		Math	17	17	16	16	16	16			16.3	
		Reading/Vocabulary	17	17	16	16	16	16			16.3	
		Science	17	17	16	16	16	16			16.3	
		Social Studies	17	17	16	16	16	16			16.3	
	Cores Average:											16.3
	Unified Arts	Art	18	17	17	17	15	14	11	11		15.0
		Band	17	16	10	5						12.0
		Chorus	21	17	16							18.0
		Music	17									17.0
		Physical Education	20	19	18	17	17	15	14	11		16.4
		Talented and Gifted	12	11								11.5
	Unified Arts Average:											15.1
	Grade 5 Average Class Size:											15.8
	6	Cores	Language Arts	19	19	19	19	18	17			18.5
			Math	19	19	19	19	18	17			18.5
Reading/Vocabulary			19	19	19	19	18	17			18.5	
Science			19	19	19	19	18	17			18.5	
Social Studies			19	19	19	19	18	17			18.5	
Cores Average:											18.5	
Unified Arts		Art	20	20	20	19	19	19	17	17		18.9
		Band	14	9	8	8						9.8
		Chorus	20	19								19.5
		Music	19	14								16.5
		Physical Education	22	22	20	20	20	19	19	18		20.0
		Talented and Gifted	12	10								11.0
Unified Arts Average:											17.1	
Grade 6 Average Class Size:											17.8	
CAIS - AVERAGE CLASS SIZE:											16.8	

Carmen Arace Middle School (CAMS) Class Size Report

October 1, 2024

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Enrollment as of 10/1/2024:	
Grade 7:	104
Grade 8:	98
TOTAL:	202

Grade	Cores/Unified Arts	Course	1	2	3	4	5	6	7	8	9	10	11	Avg. Class Size	
7	Cores	Accelerated Math 7	13											13.0	
		Language Arts	14	13	13	13	12	12	11	10					12.3
		Math	14	14	12	12	10	9	9						11.4
		Science	15	14	14	13	13	13	11	10					12.9
		Social Studies	15	14	14	13	13	13	12	9					12.9
	Cores Average:														12.4
	Unified Arts*	Art	18	15	15	15	14	14	12	12					14.4
		Band	24	15	9	8									14.0
		Chorus	20	19	17										18.7
		Music	13												13.0
		Physical Education	19	19	17	17	16	15	12	12					15.9
	Unified Arts Average:														15.3
	Grade 7 Average Class Size:														13.6
	8	Cores	Accelerated LA 8	16											16.0
			Accelerated Math 8	11	8										
Algebra I			13												13.0
Language Arts			12	12	12	11	10	9	7						10.4
Math			12	11	10	10	9								10.4
Science			13	13	12	12	12	11	9	9					11.4
Social Studies			14	13	13	12	11	11	10	9					11.6
Cores Average:														11.2	
Unified Arts*		Art	16	15	14	14	12	12	11	9					12.9
		Band	19	11	9	4									10.8
		Chorus	17	15											16.0
		Music	17	15											16.0
		Physical Education	18	15	14	14	14	14	13	13					14.4
Unified Arts Average:														13.5	
Grade 8 Average Class Size:														12.2	
CAMS - AVERAGE CLASS SIZE:														12.9	

INTERVENTION/ACCELERATION CLASSES:

Grade	7	Course	1	2	3	4	5	6	7	8	9	10	11	Avg. Class Size
Grade	7	Academy/Academic Support	15	11	11	11	10	10	10	8	6	3		9.5
		Talented and Gifted	9	8										
	8	Academy/Academic Support	12	12	12	10	10	10	9	8	5	4		9.2
		Talented and Gifted	10	9										

*Some students take the same Unified Arts class twice in a 4 day rotation

Data based on October 1, 2024 Enrollment

GEMS Class Size Report*

October 1, 2024

DRAFT

School Enrollment as of 10/1/2024			
Grade 6	26	Grade 9	26
Grade 7	25	Grade 10	20
Grade 8	27	Grade 11	25
		Grade 12	27
Total Enrollment:		176	

DEPARTMENT/COURSE NAME	1	2	3	4	5	6	7	8	Avg. Class Size
English/Language Arts									12.7
Essentials of ELA (English 6)	14	12							13.0
Expression in ELA (English 7)	13	12							12.5
English 8	14	13							13.5
American Literature	14	7							10.5
Film and Composition	14								14.0
Introduction to Literature	16	12							14.0
Marginalized Voices and Composition	13								13.0
World Literature	13	11							12.0
Mathematics									12.4
Advanced Algebra	11	10							10.5
Algebra 1	12	11							11.5
Financial Algebra	15								15.0
Geometry	12	11							11.5
Mathematics 6	14	12							13.0
Mathematics 7	13	12							12.5
Mathematics 8	14	13							13.5
Pre-Calculus	13								13.0
Science									12.2
Anatomy	14	12							13.0
Biology	11	10							10.5
Chemistry	12	10							11.0
Introduction to Computer Science	12	11							11.5
Physical Science	13	12							12.5
Science 6	14	12							13.0
Science 7	13	12							12.5
Science 8	14	13							13.5
Social Studies									12.7
African American History & Latin Studies	12	11							11.5
African History and Culture	13	12							12.5
Asian History and Culture	14	13							13.5
Comparative Civics	11	11							11.0
Economics & Personal Finance	14	11							12.5
Latin History and Culture	14	12							13.0
US History	14	13							13.5
World History	14	14							14.0
World Languages									7.7

All courses listed are offered throughout the school year.

Data based on October 1, 2024 Enrollment

Enrollment data only includes Trimester 1 and Year Long Classes

GEMS Class Size Report*

October 1, 2024

DRAFT

DEPARTMENT/COURSE NAME	1	2	3	4	5	6	7	8	Avg. Class Size
French	12	10							11.0
French 1	6								6.0
French 2	1								1.0
French 3	2								2.0
Mandarin	11	10							10.5
Mandarin 1	4								4.0
Mandarin 2	6								6.0
Mandarin 3	5								5.0
Spanish	11	7							9.0
Spanish 1	12								12.0
Spanish 2	9								9.0
Spanish 3	10								10.0
Technology Education									13.0
Technology 6	14	12							13.0
Technology Leadership	13								13.0
Student Advisory									10.2
Advisory 6	14	12							13.0
Advisory 7	25								25.0
Freshman Seminar	12	12							12.0
College and Career Readiness 11	13	9	1						7.7
Talented and Gifted	5	5	4	4					4.5
Senior Seminar	15	12							13.5
Physical Education/Health									12.8
Fall Athletics	12	12							12.0
Health/Physical Education 8	14	13							13.5
Lifetime Fitness	13								13.0
Visual & Performing Arts									11.8
Art 7	13	12							12.5
Art 10	11	11							11.0
GEMS AVERAGE CLASS SIZE:									11.5

All courses listed are offered throughout the school year.

Data based on October 1, 2024 Enrollment

Enrollment data only includes Trimester 1 and Year Long Classes

BHS Class Size Report*

October 1, 2024

DRAFT

Enrollment as of 10/1/2024:	
Grade 9:	142
Grade 10:	109
Grade 11:	142
Grade 12:	134
TOTAL:	527

DEPARTMENT/COURSE NAME	1	2	3	4	5	6	7	8	9	Avg. Class Size
English/Language Arts										17.4
AP English 11	9	9								9.0
AP English 12	18	11								14.5
Freshman English	20	19	18	14						17.8
Honors Freshman English	23	16								19.5
Honors Junior English	24	24								24.0
Honors Senior English	23	13								18.0
Honors Sophomore English	21	16	12							16.3
Junior English	20	16	15	12						15.8
Senior English	26	24	24							24.7
Sophomore English	20	18	11	11						15.0
Mathematics										18.7
Algebra I	25	24	21	20						22.5
Algebra II	26	25	20	17						22.0
AP Calculus AB	9									9.0
AP Calculus BC	5									5.0
College Algebra	23	15	13							17.0
Foundations of Mathematics	25	22	17	17						20.3
Geometry	22	22	20	20	15					19.8
Honors Algebra I	12									12.0
Honors Algebra II	24	16								20.0
Honors Geometry	26									26.0
Honors Pre-Calculus	24	21								22.5
Pre-Calculus	9	6								7.5
Science										16.9
Anatomy & Physiology	19	18								18.5
AP Chemistry	7									7.0
AP Computer Science Principles	20									20.0
AP Environmental Science	10									10.0
Biology	17	16	14	13	11					14.2
Chemistry	24	23	19							22.0
Conceptual Chemistry	22									22.0
Forensic Science	21	13								17.0
Genetics	9									9.0
Honors Anatomy & Physiology	17									17.0
Honors Biology	11									11.0
Honors Chemistry	19	18								18.5

*Excluded courses for BHS:

Special Education Independent Study

Data based on October 1, 2024 Enrollment

Enrollment data only includes

Semester 1 and Year Long Classes

BHS Class Size Report*

October 1, 2024

DRAFT

DEPARTMENT/COURSE NAME	1	2	3	4	5	6	7	8	9	Avg. Class Size
Honors Integrated Science	15									15.0
Honors Physics	10									10.0
Integrated Science	27	24	24	23						24.5
Kinesiology	18									18.0
Physics	15	9								12.0
Science, Research, and Application	10									10.0
UCONN Medical Terminology	24									24.0
Social Studies										16.0
African American Experience	18	4								11.0
AP Psychology	23	8								15.5
AP US History	7									7.0
Caribbean Studies	11	5								8.0
Civics	15	14	10							13.0
Honors Civics	21	18								19.5
Honors Modern World History	21	12	11							14.7
Honors US History	24	18								21.0
Modern World History	26	26	26	23						25.3
Psychology	18	17								17.5
Topics in Latino American History	4									4.0
UCONN Introduction to Human Rights	14									14.0
US History	23	20	20	15	8					17.2
World Languages										16.9
French I	16									16.0
Honors French II	10									10.0
Honors French III	23									23.0
Honors French IV	5									5.0
Honors Spanish II	15									15.0
Honors Spanish III	21									21.0
Honors Spanish IV	11									11.0
Spanish I	25	19	19	17	16	11	11			16.9
Spanish II	26	25	23							24.7
Spanish III	23	23	10							18.7
Spanish IV	11									11.0
UCONN Spanish	12									12.0
Agriscience										10.6
Agri-Science Biology	12	5								8.5
Comparative Anatomy and Physiology	8									8.0
Ecology	7									7.0
Honors Agri-Science Biology	15	15								15.0
UCONN Companion Animals	13	8								10.5
UCONN Floral Art I	13									13.0
UCONN Horticulture	10									10.0
Business										16.4
College and Career Readiness	18									18.0

*Excluded courses for BHS:
Special Education Independent Study

Data based on October 1, 2024 Enrollment

Enrollment data only includes
Semester 1 and Year Long Classes

BHS Class Size Report*

October 1, 2024

DRAFT

DEPARTMENT/COURSE NAME	1	2	3	4	5	6	7	8	9	Avg. Class Size
Introduction to Business	20	15								17.5
Marketing	20	6								13.0
Personal Finance	20	19	17	17						18.3
UCONN Essentials of Economics	12									12.0
Career & Technology Programs										13.2
CNA Prep	13									13.0
Culinary Applications	10									10.0
Culinary Arts I	12	6								9.0
Food & Nutrition Fundamentals	9									9.0
Graphic Communication	18	16								17.0
Publication Design I	17	14								15.5
Yearbook Publishing	17									17.0
Physical Education/Health										17.9
Health II	21	20	19							20.0
Phys. Ed II	26	15	15	15	14	14	12			15.9
Phys. Ed III	21	21								21.0
Phys Ed./Health I	21	16								18.5
Visual & Performing Arts										11.9
3-D Art	15	9								12.0
3-D Art II	6									6.0
Advanced Art Studio	8									8.0
Art I	19	18	17	8						15.5
Art II	14									14.0
Concert Band I	13	11								12.0
Concert Band II	11									11.0
Concert Band III	13									13.0
Concert Choir	21									21.0
Concert Choir II	7									7.0
Mixed Chorale	11									11.0
Select Choir	11									11.0
Sound Design and Production	4									4.0
Voices of Inspiration Choir	10									10.0
J.R.O.T.C.										5.8
JROTC LET I	13	8								10.5
JROTC LET II	9	4	3							5.3
JROTC LET III	2	2								2.0
JROTC LET IV	6	5								5.5
Special Education/Special Programs/Resource Classes										9.0
Consumer Math	13									13.0
English 9 R	10	8								9.0
English 10 R	5									5.0
English R - 11/12	13									13.0
English Language Development Lab	5	5	5	2	2					3.8
Extending Learning Center	17	15	12	10	9	9				12.0

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Special Education Independent Study

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Semester 1 and Year Long Classes

BHS Class Size Report*

October 1, 2024

DRAFT

DEPARTMENT/COURSE NAME	1	2	3	4	5	6	7	8	9	Avg. Class Size
Student Exp & Dev II	9	8								8.5
Foundations of Math R	19									19.0
BHS AVERAGE CLASS SIZE:										15.2

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Special Education Independent Study

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Semester 1 and Year Long Classes