

LMS Scheduling Overview

March 7, 2018

Introduction:

In the ELA curriculum guide, there is a significant focus on Informational Text/Writing and Argument/Opinion Text/Writing. These are areas which often require the teacher to expand into content area topics such as Science (ie. environmental topics) and Social Studies (ie. social issues). Our Journeys and Study Synch resources also provide support in these areas. The intent of the ELA curriculum guide is to meet the curriculum standards across content areas, not only in an ELA class.

As we prepare our students for college and career readiness, we are developing literacy in areas such as science, social studies, and math. ELA-Content will be the half of the 90 minutes of ELA instructional time students receive each day. The specialists, who know their content area and have strong foundations in ELA, will provide the instruction. This emphasis on content ELA will provide a nice supplement to the Journeys resources, which have an emphasis in literature and narrative writing.

We have implemented this model in the past as a result of research-based practices which support an integration of these skills into content areas. At that time, standardized assessment result scores increased in the areas of writing and informational literacy both annually and in growth.

Important Points:

- Each student will continue to have the same instruction time in ELA, 90 minutes per day.
- ELA Content will provide the opportunity for students to learn isolated ELA skills and critical, 21st Century ELA skills.
- Journeys and Study Synch provides resources which will be implemented in the ELA Content classes as they are in the current model for some of the delivery of instruction.

Team Configurations 2018-2019, Option 1:

| Overview of Schedule for Litchfield Middle School 2018-2019 | | | | |
|--|-------------------------|---|---|---|
| Grade | Content Teachers | Student Ratios (Actual Enrollment) | Regular Content | Unified Arts |
| 5 | 4 | 22 | *Math *Science *Social Studies *ELA *ELA Content | Music - S Library - S Physical Education - Q Health - Q Family and Consumer Science Art - Q Band - F Chorus - F |
| 6 | 4 | 20 | *Math *Science *Social Studies *ELA *ELA Content | Technical Education/STEAM - S Computer Programming - S Health Physical Education - Q Art - Q Family and Consumer Science - S Band - F Chorus - F |
| 7 | 5 | 23 | *Math 7 *Math 7/8 *Science *Social Studies *ELA | Computer Programming - S Technical Education/STEAM - S Art - Q Family and Consumer Science - Q Physical Education - Q Health - Q Band - F Chorus - F |
| 8 | 5 | 24 | *Math 8 *Algebra I *Science *Social Studies *Language Arts *Literacy with Technology | Spanish I - F Exploratory Spanish - F Family and Consumer Science - Q Art - Q Health - Q Physical Education - Q Band - F Chorus - F |

*Q = Quarterly Class

*S = Semester Class

*F = Full Year

Grades 5 and 6 ELA Information:

The English/Language Arts (ELA) curriculum guide is extensive, with five competencies, followed by 26 indicators. The nature of the approach to ELA delivery of instruction is collaborative so that there are cross-content connections occurring at the grade level.

We will continue to have a content-specialists teaching each of the following core areas:

1. English/Language Arts
2. English/Language Arts (Content)
3. Science
4. Social Studies
5. Math

With this configuration, we are restructuring our ELA instructional programming (Reading-Language Arts) for each student at grades 5 and 6. ELA Content will be a Reading/Writing-focused class in all content areas. The class will target the ELA competencies and indicators in a cross-content approach. For example:

Competency: Analyze and evaluate complex literature and informational text.

Indicators:

- Analyze and critique a variety of increasingly complex informational texts, including texts for science, social studies, arts and technical subjects.

Competency: Write well-structured arguments, narratives, and informative/explanatory pieces.

Indicators:

- Write arguments to support claims with clear reasons and relevant evidence.
- Create informative/explanatory writing that presents and analyzes information, concepts and ideas related to a topic.
- Write narratives of real or imagined experiences or events using relevant descriptive details and well-structured event sequences.
- Gather, evaluate, and integrate research, using multiple sources, including the use of digital Tools.
- Cite references from all sources.
- Self-assess resources that are reliable and/or unreliable.
- Present information in a variety of formats, including analytical written components.

Sample Student Schedule:

Period 1 - Math

Period 2 - Science
Period 3 - Social Studies
Period 4 - ELA
Period 5 - ELA
Period 6 - UA 1
Period 7 - UA 2

Ultimately, the New Hampshire State Assessment is an indicator of the outcomes expected of our students in the ELA area. Please see sample Grade 5 and 6 ELA questions below.

Unified Arts:

One of the core pillars of middle level education is in the exploratory model of Unified Arts (UA) programming. Currently, we provide a model which limits the number of students who can participate in a full experience of our full UA program, either due to OSHA class-size limitations or other classes during those times (ie. Band and Chorus, CORE class).

Again, we are proud of the advancements we have made as a District and a middle school in moving our program to a 21st century model. Most recently, we have adopted a PLTW-based program for our Tech. Ed/STEAM and Computer Programming classes, including coding, programming, and robotics. By re-structuring our Unified Arts program in response to enrollment, we will have the ability to provide a full-UA rotation to all students while maintaining individual levels of support as required.

LMS has made significant progress in alignment to School Board and District goals with the implementation of a 1:1 model in the eighth grade, transition to a Learning Commons Model, and integration of six PLTW units including robotics and coding. With these initiatives, we are looking to provide increased support in our Learning Commons, where the Library Media Specialist will not be required to teach classes. This would provide more access to our Learning Commons space for content classes and groups of students. Additionally, with the increased focus on STEAM programming and reliance on 21st century tools, it will become increasingly necessary to have a Technology Integrator available to students and staff.

In the NH Department of Education Minimum Standards document, all of our current Unified Arts programs are required with the exception of World Language and Technical Education (highly recommended).

Option 2:

Keep all content areas structure the same as current structure with increased class period lengths to roughly 55 minutes.

| Grade | Content Teachers | Student Ratios (Actual Enrollment) | Regular Content | Unified Arts |
|-------|------------------|------------------------------------|--|---|
| 5 | 4 | 22 | *Math *Science *Social Studies *ELA | Music - S Library - S Physical Education - Q Health - Q Family and Consumer Science Art - Q Band - F Chorus - F |
| 6 | 4 | 20 | *Math *Science *Social Studies *ELA | Technical Education/STEAM - S Computer Programming - S Health Physical Education - Q Art - Q Family and Consumer Science - S Band - F Chorus - F |

Option 3:

Instead of the shared content area being ELA, we could identify Social Studies.

Grade 5 ELA Sample Questions:

Passage 1: Early Allergy Season Arrives with Warm Temperatures

SALT LAKE CITY—Recently, doctors across the region have received a record number of patients complaining of the same symptoms. Many describe scratchy throats, runny noses, and itchy, watery eyes. It may sound as if these folks suffer from the common cold, but doctors think that unusually warm temperatures this spring have led to an early release of tree pollen and the start of allergy season. The good news is that most of these patients are not sick with a “cold.” The bad news is that they suffer from springtime allergies, or “hay fever.”

1

GUEST

Which detail from Passage 1 describes the main reason a record number of patients have the same symptoms?

- Ⓐ “Many describe scratchy throats, runny noses, and itchy, watery eyes.”
- Ⓑ “. . . unusually warm temperatures this spring have led to an early release of tree pollen and the start of allergy season.”
- Ⓒ “. . . an allergy is the body’s answer to materials that it considers harmful; such materials are called allergens.”
- Ⓓ “‘Allergens can cause a number of reactions in the body,’ says Dr. Mayweather.”

Part A

Select two main ideas presented in Passage 1.

- A) Allergies can be confused with a cold.
- B) Allergens include many natural materials.
- C) Allergies come from the body’s response to certain materials.
- D) Millions of Americans suffer from allergy symptoms each year.
- E) Warm weather can cause allergy season to start sooner than normal.

8

GUEST

How does point of view affect what the reader learns about colds and allergies in each passage?

- Ⓐ Passage 1 explains what causes allergies; Passage 2 explains what causes the common cold.
- Ⓑ Passage 1 describes the cure for allergies; Passage 2 describes the cure for the common cold.
- Ⓒ Passage 1 compares allergies to the common cold; Passage 2 compares the common cold to allergies.
- Ⓓ Passage 1 tells how the weather has no effect on allergy symptoms; Passage 2 tells how the weather leads to the common cold.

According to Passage 2, what is the main difference between an allergy and a cold?

- (A) Only colds can be prevented.
- (B) Only allergies make people suffer.
- (C) Only allergies begin with a reaction.
- (D) Only colds can be passed between people.

Caves

Passage 1: Underground Adventures

by Kimberly Williams Shaw

- 1 Have you ever been inside a deep, dark cave? Spelunkers (cave explorers) spend much of their time exploring these large underground holes, and for good reason. You can discover strange-looking creatures, see lots of weird-shaped formations, and get very dirty!
- 2 Experienced spelunkers know that you need old warm clothes, a helmet, a headlamp (with spare lights and batteries), water, snacks, and several **caving friends** before starting any journey inside a wild cave. These

1

GUEST

Write a 2-3 paragraph explanation about exploring caves. Your explanation must be based on ideas, concepts, and information that can be determined through analysis of the "Caves" passage set.

Manage your time carefully so you can

- plan
- write
- revise
- edit

Type your answer in the space provided.

B I U Ix

Animal Camouflage

Passage 1: Hide-and-Seek

by Cindy Breedlove

Blending in can help a creature survive.

Do you like playing hide-and-see? Some animals play a hiding game, too. They try not to get caught by the animals that are seeking them.

Some animals have skin colors or patterns that help them blend into their surroundings. This kind of disguise is called camouflage. It makes it harder for other animals to see, catch, and eat these animals.

1

GUEST

Write a 2-3 paragraph explanation about how animals use camouflage. Your explanation must be based on ideas, concepts, and information that can be determined through analysis of the "Animal Camouflage" passage set.

Manage your time carefully so you can

- plan
- write
- revise
- edit

Type your answer in the space provided.

B I U Ix

Grade 6 ELA Sample Questions:

Homework

Passage 1: Too Much Homework!

from *Time for Kids, News Scoop Edition*

American kids spend more time than ever on homework. Will their hard work pay off?

1 It's a typical day for Molly Benedict. The 6th-grader gets home from Presidio Middle School in San Francisco, California. She does not break for cookies; she does not phone a friend. She even walks right past the TV.

2 Molly has a quick snack and starts chipping away at more than 100 math problems. Then it's time for science. She studies the way blood circulates through the

Write an essay for your school newspaper arguing whether elementary and middle schools should stop assigning homework. Your essay must be based on ideas, concepts, and information from the "Homework" passage set.

Manage your time carefully so you can

- plan
- write
- revise
- edit

Be sure to

- include a claim
- use evidence from multiple sources

Do not over rely on one source. Type your answer in the space provided.



Busy in Flight

Passage 1: The Blue Mud Daubers

by Jamil Overton

1 Utah provides excellent homes for many types of wasps. In fact, for two types of wasps their homes are provided by a different species of wasp altogether. The Mud Dauber Wasps do some borrowing when it comes to their living arrangements.

The Blue Mud Dauber: Nest Borrower

2 Wasps and bees always sting, right? Wrong: Mud Dauber Wasps do not often sting. Some of these solitary black wasps do not have stingers at all. They like to come inside houses, but they are not interested in people. What they are interested in is a snack. They

Write a 2-3 paragraph explanation for your local newspaper about the Mud Dauber Wasp, the bee, and the common housefly. Your explanation must be based on ideas, concepts, and information that can be determined through analysis of the "Busy in Flight" passage set.

Manage your time carefully so you can

- plan
- write
- revise
- edit

Type your answer in the space provided.



Words 0/4000, # Chars 0/20000

Passage 1: Multicultural Cooking

Latin America: Chile

by Carole Lisa Albyn and Lois Sinaiko Web

Latin America includes South and Central America and Mexico. The geography, as much as the history, has influenced the development of each country and its culture. At one time the Andes, the 4,000-mile mountain range that runs parallel with the Pacific coast, kept not only the countries isolated from one another but also kept apart different cultures within each country. The foods of Latin American countries are a blending of Native American with Portuguese and Spanish

Why is seafood such a popular dish in Chile, according to Passage 1?

- Ⓐ There is a lot of coastline in Chile and fish is affordable.
- Ⓑ Many traditional Native American dishes contained fish.
- Ⓒ Everyone in Chile knows how to fish, so plenty is available.
- Ⓓ Fish was used by the European settlers and became common.

How would this image aid the reader's understanding if it were added to Passage 2?



- Ⓐ It shows what the pan should look like after it has been buttered.
- Ⓑ It shows the reader what is meant by adding salt and pepper to taste.
- Ⓒ It shows approximately how much flour should be used in the recipe.

SAU 27
Litchfield School District

MEMORANDUM

TO: James O'Neill, Superintendent Date: March 2, 2018

FROM: Michele E. Flynn
Administrative Assistant CC:

SUBJECT: LMS Course Enrollment
LMS Class Size Averages and Ratios
LMS Projected Class Sizes

This report contains the following information based on course enrollment and student enrollment at the middle school as of February 2018.

LMS Course Enrollment by Course and Section contains the actual number of students in each course section and highlights the average number of students in each course section.

LMS Average Class Sizes is a summary of the average number of students in each course section.

LMS Student-Teacher Ratios are based on the overall number of students in each course, with the exception of Band and Chorus, as these classes are combined.

Actual and Projected Enrollment reflects the number of students enrolled in all grades in 2017-2018. The projections for 2018-2019, 2019-2020, and 2020-2021 are based on enrollment projections received in October 2017.

Below the enrollment tables are projected class sizes for the next three years using the 5 teacher model for each grade.

Please note that these are estimates and projections only.

Respectfully submitted,

Michele E. Flynn

LMS COURSE ENROLLMENT BY COURSE AND SECTION

| | | | 2015-16 | Avg Class | 2016-17 | Avg Class | 2017-18 | Avg Class |
|----------------------------|---------------------------------|----------|---------|-----------|---------|-----------|---------|-----------|
| Art | Art - Gr 5 | 1 | 23 | | 17 | | 13 | |
| | | 2 | 18 | | 20 | | 14 | |
| | | 3 | 20 | | 17 | | 15 | |
| | | 4 | 22 | | 21 | | 17 | |
| | | 5 | 20 | 20.6 | 22 | 19.4 | 14 | 14.6 |
| | Art - Gr 6 | 1 | 19 | | 18 | | 18 | |
| | | 2 | 17 | | 11 | | 15 | |
| | | 3 | 16 | | 24 | | 19 | |
| | | 4 | 13 | | 19 | | 20 | |
| | | 5 | 20 | 17.0 | 16 | 17.6 | 23 | 19.0 |
| | Art - Gr 7 | 1 | 23 | | 19 | | 19 | |
| | | 2 | 16 | | 17 | | 23 | |
| | | 3 | 23 | | 16 | | 22 | |
| | | 4 | 24 | | 23 | | 24 | |
| | | 5 | 24 | 22.0 | 24 | 19.8 | 22 | 22.0 |
| | Art - Gr 8 | 1 | 18 | | 23 | | 24 | |
| | | 2 | 18 | | 15 | | 10 | |
| | | 3 | 14 | | 18 | | 14 | |
| | | 4 | 19 | | 19 | | 20 | |
| | | 5 | 16 | 17.0 | 6 | 16.2 | 15 | 16.6 |
| Computer / Business | Computer Literacy - Gr 6 | 1 | 21 | | 20 | | 18 | |
| | | 2 | 15 | | 20 | | 21 | |
| | | 3 | 21 | | 22 | | 21 | |
| | | 4 | 20 | | 19 | | 18 | |
| | | 5 | 20 | 19.4 | 24 | 21.0 | 22 | 20.0 |
| | Computer Literacy - Gr 7 | 1 | 16 | | 21 | | 21 | |
| | | 2 | 7 | | 12 | | 9 | |
| | | 3 | 19 | | 19 | | 17 | |
| | | 4 | 24 | | 23 | | 21 | |
| | | 5 | 17 | 16.6 | 16 | 18.2 | 24 | 18.4 |
| English | Language Arts - Gr 5 | 1 | 23 | | 21 | | 16 | |
| | | 2 | 24 | | 21 | | 15 | |
| | | 3 | 22 | | 20 | | 15 | |
| | | 4 | 24 | | 22 | | 15 | |
| | | 5 | 22 | 23.0 | 21 | 21.0 | 17 | 15.6 |
| | Language Arts - Gr 6 | 1 | 21 | | 24 | | 22 | |
| | | 2 | 24 | | 23 | | 23 | |
| | | 3 | 17 | | 21 | | 21 | |
| | | 4 | 23 | | 24 | | 22 | |
| | | 5 | 23 | 21.6 | 25 | 23.4 | 22 | 22.0 |

LMS COURSE ENROLLMENT BY COURSE AND SECTION

| | | 2015-16 | Avg Class | 2016-17 | Avg Class | 2017-18 | Avg Class |
|----------------|---|----------|-----------|-------------|-----------|-------------|-----------|
| English | Language Arts - Gr 7 | 1 | 25 | | 24 | | 26 |
| | | 2 | 23 | | 15 | | 22 |
| | | 3 | 27 | | 25 | | 24 |
| | | 4 | 19 | | 19 | | 22 |
| | | 5 | 25 | 23.8 | 25 | 21.6 | 23 |
| | Language Arts - Gr 8 | 1 | 22 | | 24 | | 22 |
| | | 2 | 22 | | 26 | | 18 |
| | | 3 | 28 | | 25 | | 24 |
| | | 4 | 17 | | 15 | | 22 |
| | | 5 | 20 | 21.8 | 22 | 22.4 | 21 |
| | Literature and Technology - Gr 8 | 1 | 19 | | 20 | | 19 |
| | | 2 | 20 | | 25 | | 14 |
| | | 3 | 25 | | 19 | | 23 |
| | | 4 | 21 | | 26 | | 25 |
| | | 5 | 23 | 21.6 | 20 | 22.0 | 23 |
| | Reading - Gr 5 | 1 | 22 | | 21 | | 16 |
| | | 2 | 24 | | 21 | | 15 |
| | | 3 | 24 | | 20 | | 14 |
| | | 4 | 22 | | 22 | | 15 |
| | | 5 | 24 | 23.2 | 21 | 21.0 | 17 |
| | Reading - Gr 6 | 1 | 23 | | 23 | | 25 |
| | | 2 | 20 | | 24 | | 23 |
| | | 3 | 19 | | 21 | | 15 |
| | | 4 | 23 | | 24 | | 23 |
| | | 5 | 21 | 21.2 | 25 | 23.4 | 23 |
| FACS | Family and Consumer Science - Gr 5 | 1 | 23 | | 17 | | 13 |
| | | 2 | 19 | | 20 | | 14 |
| | | 3 | 20 | | 17 | | 15 |
| | | 4 | 21 | | 21 | | 17 |
| | | 5 | 20 | 20.6 | 22 | 19.4 | 14 |
| | Family and Consumer Science - Gr 6 | 1 | 19 | | 18 | | 17 |
| | | 2 | 17 | | 11 | | 15 |
| | | 3 | 16 | | 24 | | 19 |
| | | 4 | 13 | | 19 | | 20 |
| | | 5 | 20 | 17.0 | 16 | 17.6 | 23 |
| | Family and Consumer Science - Gr 7 | 1 | 23 | | 19 | | 20 |
| | | 2 | 16 | | 17 | | 21 |
| | | 3 | 23 | | 16 | | 22 |
| | | 4 | 24 | | 23 | | 23 |
| | | 5 | 24 | 22.0 | 24 | 19.8 | 22 |

LMS COURSE ENROLLMENT BY COURSE AND SECTION

| | | | 2015-16 | Avg Class | 2016-17 | Avg Class | 2017-18 | Avg Class |
|----------------|---|----------|---------|-----------|---------|-----------|---------|-----------|
| FACS | Family and Consumer Science - Gr 8 | 1 | 19 | | 23 | | 24 | |
| | | 2 | 18 | | 16 | | 11 | |
| | | 3 | 14 | | 18 | | 13 | |
| | | 4 | 19 | | 19 | | 21 | |
| | | 5 | 16 | 17.2 | 7 | 16.6 | 15 | 16.8 |
| Health | Health - Gr 5 | 1 | 20 | | 18 | | 15 | |
| | | 2 | 19 | | 19 | | 13 | |
| | | 3 | 20 | | 17 | | 15 | |
| | | 4 | 21 | | 20 | | 15 | |
| | | 5 | 23 | 20.6 | 21 | 19.0 | 14 | 14.4 |
| | Health - Gr 6 | 1 | 18 | | 19 | | 18 | |
| | | 2 | 17 | | 12 | | 15 | |
| | | 3 | 16 | | 24 | | 19 | |
| | | 4 | 15 | | 19 | | 20 | |
| | | 5 | 20 | 17.2 | 17 | 18.2 | 23 | 19.0 |
| | Health - Gr 7 | 1 | 23 | | 18 | | 19 | |
| | | 2 | 16 | | 19 | | 22 | |
| | | 3 | 23 | | 19 | | 23 | |
| | | 4 | 24 | | 22 | | 22 | |
| | | 5 | 24 | 22.0 | 20 | 19.6 | 24 | 22.0 |
| | Health - Gr 8 | 1 | 20 | | 22 | | 24 | |
| | | 2 | 18 | | 14 | | 11 | |
| | | 3 | 14 | | 19 | | 14 | |
| | | 4 | 19 | | 18 | | 21 | |
| | | 5 | 15 | 17.2 | 6 | 15.8 | 15 | 17.0 |
| Library | Library - Gr 5 | 1 | 23 | | 20 | | 16 | |
| | | 2 | 23 | | 21 | | 15 | |
| | | 3 | 24 | | 22 | | 17 | |
| | | 4 | 22 | | 22 | | 15 | |
| | | 5 | 23 | 23.0 | 21 | 21.2 | 17 | 16.0 |
| Math | Algebra - Gr 8 | 1 | 22 | | 25 | | 22 | |
| | | 2 | 21 | | 21 | | 19 | |
| | | 3 | | 14.3 | 18 | 21.3 | 22 | 21.0 |
| | Math - Accelerated - Gr 7 | 1 | 25 | | 23 | | 23 | |
| | | 2 | 28 | | 25 | | 21 | |
| | | 3 | | 17.7 | 21 | 23.0 | 23 | 22.3 |
| | Math - Gr 5 | 1 | 24 | | 21 | | 16 | |
| | | 2 | 22 | | 20 | | 15 | |
| | | 3 | 22 | | 20 | | 14 | |
| | | 4 | 23 | | 22 | | 15 | |
| 5 | | 24 | 23.0 | 21 | 20.8 | 17 | 15.4 | |

LMS COURSE ENROLLMENT BY COURSE AND SECTION

| | | | 2015-16 | Avg Class | 2016-17 | Avg Class | 2017-18 | Avg Class |
|-------------------|----------------|-------------|---------|-----------|---------|-----------|---------|-----------|
| Math | Math - Gr 6 | 1 | 17 | | 25 | | 19 | |
| | | 2 | 21 | | 20 | | 17 | |
| | | 3 | 20 | | 23 | | 22 | |
| | | 4 | 24 | | 26 | | 25 | |
| | | 5 | 23 | 21.0 | 23 | 23.4 | 25 | 21.6 |
| | Math - Gr 7 | 1 | 24 | | 21 | | 24 | |
| | | 2 | 22 | | 17 | | 25 | |
| | | 3 | 21 | 22.3 | | 12.7 | | 16.3 |
| | Math - Gr 8 | 1 | 20 | | 27 | | 20 | |
| | | 2 | 21 | | 23 | | 23 | |
| | | 3 | 24 | 21.7 | | 16.7 | | 14.3 |
| | Music | Band - Gr 6 | 1 | 24 | 24.0 | 29 | 29.0 | 18 |
| Band - Gr 7 | | 1 | 36 | 36.0 | 23 | 23.0 | | |
| Band - Gr 7 & 8 | | 1 | | | | | 48 | 48.0 |
| Band - Gr 8 | | 1 | 24 | 24.0 | 31 | 31.0 | | |
| Chorus - Gr 5 & 6 | | 1 | | | | | 16 | 16.0 |
| Chorus - Gr 7 & 8 | | 1 | | | | | 10 | 10.0 |
| Music - Gr 5 | | 1 | 23 | | 21 | | 16 | |
| | | 2 | 23 | | 21 | | 15 | |
| | | 3 | 24 | | 21 | | 15 | |
| | | 4 | 23 | | 23 | | 17 | |
| | 5 | 22 | 23.0 | 21 | 21.4 | 17 | 16.0 | |
| Phys Ed | Phys Ed - Gr 5 | 1 | 19 | | 17 | | 15 | |
| | | 2 | 19 | | 20 | | 14 | |
| | | 3 | 20 | | 17 | | 14 | |
| | | 4 | 20 | | 20 | | 15 | |
| | | 5 | 23 | 20.2 | 22 | 19.2 | 14 | 14.4 |
| | Phys Ed - Gr 6 | 1 | 19 | | 20 | | 19 | |
| | | 2 | 17 | | 11 | | 15 | |
| | | 3 | 16 | | 24 | | 20 | |
| | | 4 | 13 | | 19 | | 20 | |
| | | 5 | 20 | 17.0 | 18 | 18.4 | 22 | 19.2 |
| | Phys Ed - Gr 7 | 1 | 23 | | 19 | | 19 | |
| | | 2 | 16 | | 19 | | 22 | |
| | | 3 | 22 | | 18 | | 23 | |
| | | 4 | 24 | | 22 | | 22 | |
| | | 5 | 24 | 21.8 | 20 | 19.6 | 24 | 22.0 |
| | Phys Ed - Gr 8 | 1 | 19 | | 15 | | 25 | |
| | | 2 | 18 | | 22 | | 11 | |
| | | 3 | 14 | | 19 | | 14 | |
| | | 4 | 19 | | 18 | | 20 | |
| | | 5 | 15 | 17.0 | 6 | 16.0 | 15 | 17.0 |

LMS COURSE ENROLLMENT BY COURSE AND SECTION

| | | 2015-16 | Avg Class | 2016-17 | Avg Class | 2017-18 | Avg Class |
|-----------------------|------------------------------|----------|-----------|-------------|-----------|-------------|-----------|
| Science | Science - Gr 5 | 1 | 24 | | 21 | | 16 |
| | | 2 | 22 | | 21 | | 16 |
| | | 3 | 23 | | 21 | | 14 |
| | | 4 | 20 | | 21 | | 17 |
| | | 5 | 22 | 22.2 | 21 | 21.0 | 17 |
| | Science - Gr 6 | 1 | 23 | | 25 | | 24 |
| | | 2 | 19 | | 23 | | 20 |
| | | 3 | 22 | | 23 | | 22 |
| | | 4 | 25 | | 22 | | 24 |
| | | 5 | 20 | 21.8 | 24 | 23.4 | 22 |
| | Science - Gr 7 | 1 | 25 | | 22 | | 24 |
| | | 2 | 28 | | 19 | | 22 |
| | | 3 | 25 | | 24 | | 25 |
| | | 4 | 17 | | 20 | | 24 |
| | | 5 | 24 | 23.8 | 24 | 21.8 | 22 |
| | Science - Gr 8 | 1 | 23 | | 22 | | 23 |
| | | 2 | 24 | | 22 | | 16 |
| | | 3 | 23 | | 24 | | 24 |
| | | 4 | 21 | | 20 | | 24 |
| | | 5 | 19 | 22.0 | 23 | 22.2 | 21 |
| Social Studies | Social Studies - Gr 5 | 1 | 22 | | 21 | | 16 |
| | | 2 | 22 | | 21 | | 15 |
| | | 3 | 24 | | 20 | | 15 |
| | | 4 | 22 | | 21 | | 15 |
| | | 5 | 23 | 22.6 | 22 | 21.0 | 19 |
| | Social Studies - Gr 6 | 1 | 23 | | 21 | | 24 |
| | | 2 | 21 | | 26 | | 22 |
| | | 3 | 19 | | 19 | | 23 |
| | | 4 | 23 | | 23 | | 22 |
| | | 5 | 22 | 21.6 | 24 | 22.6 | 20 |
| | Social Studies - Gr 7 | 1 | 25 | | 20 | | 24 |
| | | 2 | 22 | | 23 | | 19 |
| | | 3 | 25 | | 22 | | 21 |
| | | 4 | 22 | | 25 | | 25 |
| | | 5 | 24 | 23.6 | 17 | 21.4 | 25 |
| | Social Studies - Gr 8 | 1 | 21 | | 20 | | 17 |
| | | 2 | 23 | | 27 | | 25 |
| | | 3 | 23 | | 23 | | 22 |
| | | 4 | 17 | | 22 | | 25 |
| | | 5 | 21 | 21.0 | 19 | 22.2 | 17 |

LMS COURSE ENROLLMENT BY COURSE AND SECTION

| | | | 2015-16 | Avg Class | 2016-17 | Avg Class | 2017-18 | Avg Class |
|-----------------------|------------------------------------|----------|----------------|------------------|----------------|------------------|----------------|------------------|
| Tech Ed | Technology Education - Gr 6 | 1 | 21 | | 19 | | 17 | |
| | | 2 | 15 | | 19 | | 21 | |
| | | 3 | 22 | | 22 | | 21 | |
| | | 4 | 20 | | 19 | | 18 | |
| | | 5 | 21 | 19.8 | 23 | 20.4 | 22 | 19.8 |
| | Technology Education - Gr 7 | 1 | 16 | | 21 | | 19 | |
| | | 2 | 7 | | 10 | | 9 | |
| | | 3 | 19 | | 16 | | 17 | |
| | | 4 | 24 | | 23 | | 23 | |
| | | 5 | 16 | 16.4 | 17 | 17.4 | 23 | 18.2 |
| World Language | Intro to Spanish - Gr 8 | 1 | 16 | | 10 | | 11 | |
| | | 2 | 11 | 13.5 | 16 | 13.0 | 17 | 14.0 |
| | Spanish I - Gr 8 | 1 | 25 | | 25 | | 23 | |
| | | 2 | 21 | | 25 | | 25 | |
| | | 3 | 24 | 23.3 | 28 | 26.0 | 24 | 24 |

AVERAGE CLASS SIZES

| Grade | Courses | 2015-16 | 2016-17 | 2017-18 |
|-------|----------------|---------|---------|---------|
| 5 | English | 23 | 21 | 16 |
| 6 | | 22 | 23 | 22 |
| 7 | | 24 | 22 | 23 |
| 8 | | 22 | 22 | 21 |
| 5 | Reading | 23 | 21 | 15 |
| 6 | | 21 | 23 | 22 |
| 8 | Lit Tech | 22 | 22 | 21 |
| 5 | Math | 23 | 21 | 15 |
| 6 | | 21 | 23 | 22 |
| 7 | | 22 | 13 | 16 |
| 8 | | 22 | 17 | 14 |
| 7 | Accel. Math | 18 | 23 | 22 |
| 8 | Algebra | 14 | 21 | 21 |
| 5 | Science | 22 | 21 | 16 |
| 6 | | 22 | 23 | 22 |
| 7 | | 24 | 22 | 23 |
| 8 | | 22 | 22 | 22 |
| 5 | Social Studies | 23 | 21 | 16 |
| 6 | | 22 | 23 | 22 |
| 7 | | 24 | 21 | 23 |
| 8 | | 21 | 22 | 21 |
| 5 | Music | 23 | 21 | 16 |
| 6 | Band | 24 | 19 | 18 |
| 7 | | 36 | 23 | |
| 7, 8 | | | | 48 |
| 8 | | 24 | 31 | |
| 5, 6 | Chorus | | | 16 |
| 7,8 | | | | 10 |
| 5 | Art | 21 | 19 | 15 |
| 6 | | 17 | 18 | 19 |
| 7 | | 22 | 20 | 22 |
| 8 | | 17 | 16 | 17 |
| 5 | FACS | 21 | 19 | 15 |
| 6 | | 17 | 18 | 19 |
| 7 | | 22 | 20 | 22 |
| 8 | | 17 | 17 | 17 |
| 5 | Health | 21 | 19 | 14 |
| 6 | | 17 | 18 | 19 |
| 7 | | 22 | 20 | 22 |
| 8 | | 17 | 16 | 17 |
| 5 | PE | 20 | 19 | 14 |
| 6 | | 17 | 18 | 19 |
| 7 | | 22 | 20 | 22 |
| 8 | | 17 | 16 | 17 |
| 5 | Library | 23 | 21 | 16 |
| 6 | Computer Lit | 19 | 21 | 20 |
| 7 | | 17 | 18 | 18 |
| 6 | Tech Ed | 20 | 20 | 20 |
| 7 | | 16 | 17 | 18 |
| 8 | Intro Spanish | 14 | 13 | 14 |
| 8 | Spanish I | 23 | 26 | 24 |

STUDENT - TEACHER RATIOS

| Grade | Teachers | Course | Overall Ratio Students to Teachers |
|---------|----------|------------|--|
| 5 | 5 | Content | 16:1 |
| 6 | 5 | Content | 22:1 |
| 7 | 5 | Content | 23:1 |
| 8 | 5 | Content | 21:1 |
| 7 | 1 | Accel Math | 22:1 |
| 8 | 1 | Algebra | 21:1 |
| 5 | 1 | Reading | 15:1 |
| 6 | 1 | Reading | 22:1 |
| 5 | 1 | Music | 16:1 |
| 6,7,8 | 1 | Band | exception |
| 5,6,7,8 | 1 | Chorus | exception |
| 5,6,7,8 | 1 | Art | 18:1 |
| 5,6,7,8 | 1 | FACS | 18:1 |
| 5,6,7,8 | 1 | Health | 18:1 |
| 5,6,7,8 | 1 | PE | 18:1 |
| 5 | 1 | Library | 16:1 |
| 6,7 | 1 | Comp Lit | 19:1 |
| 6,7 | 1 | Tech Ed | 19:1 |
| 8 | 1 | Spanish | 19:1 |

LITCHFIELD ACTUAL & PROJECTED ENROLLMENT

Jan-18

| School Year | Pre | K | 1 | 2 | 3 | 4 | ST 1-4 | 5 | 6 | 7 | 8 | ST 5-8 | 9 | 10 | 11 | 12 | ST 9-12 | TOTAL P-12 |
|-------------|-----|----|-----|-----|-----|-----|--------|-----|-----|-----|-----|--------|-----|-----|-----|-----|---------|------------|
| 07-08 | 38 | | 108 | 129 | 102 | 147 | 486 | 141 | 135 | 137 | 143 | 556 | 173 | 144 | 119 | 142 | 578 | 1,658 |
| 08-09 | 38 | | 109 | 103 | 126 | 101 | 439 | 146 | 137 | 135 | 144 | 562 | 150 | 146 | 130 | 130 | 556 | 1,595 |
| 09-10 | 21 | 60 | 107 | 102 | 109 | 130 | 448 | 103 | 152 | 133 | 130 | 518 | 150 | 134 | 142 | 124 | 550 | 1,597 |
| 10-11 | 25 | 77 | 105 | 110 | 109 | 110 | 434 | 132 | 107 | 154 | 131 | 524 | 126 | 135 | 122 | 139 | 522 | 1,582 |
| 11-12* | 19 | 64 | 103 | 101 | 115 | 105 | 424 | 113 | 137 | 105 | 151 | 506 | 126 | 122 | 127 | 118 | 493 | 1,506 |
| 12-13* | 25 | 57 | 93 | 103 | 101 | 115 | 412 | 116 | 115 | 137 | 111 | 479 | 145 | 123 | 114 | 123 | 505 | 1,478 |
| 13-14* | 32 | 56 | 75 | 98 | 108 | 103 | 384 | 119 | 111 | 122 | 139 | 491 | 112 | 142 | 117 | 103 | 474 | 1,437 |
| 14-15* | 29 | 60 | 78 | 75 | 98 | 105 | 356 | 103 | 118 | 110 | 124 | 455 | 140 | 107 | 139 | 113 | 499 | 1,399 |
| 15-16* | 35 | 54 | 75 | 80 | 79 | 102 | 425 | 114 | 113 | 120 | 111 | 458 | 129 | 140 | 107 | 133 | 509 | 1,392 |
| 16-17* | 39 | 47 | 85 | 88 | 85 | 82 | 426 | 107 | 120 | 111 | 119 | 457 | 115 | 125 | 132 | 98 | 470 | 1,353 |
| 17-18* | 44 | 52 | 67 | 86 | 90 | 87 | 426 | 80 | 114 | 118 | 109 | 421 | 110 | 108 | 118 | 130 | 466 | 1,313 |

| Projected Enrollments (3 yr weighted average) | | | | | | | | | | | | | | | | | | |
|---|--|----|----|----|----|----|-----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| 18-19 | | 60 | 74 | 71 | 88 | 93 | 386 | 89 | 85 | 114 | 117 | 405 | 107 | 106 | 103 | 113 | 429 | 1,220 |
| 19-20 | | 52 | 87 | 79 | 74 | 91 | 383 | 94 | 95 | 84 | 113 | 386 | 114 | 103 | 101 | 99 | 417 | 1,186 |
| 20-21 | | 49 | 76 | 92 | 82 | 76 | 375 | 93 | 101 | 94 | 83 | 371 | 110 | 110 | 98 | 97 | 415 | 1,161 |

2018-2019

| Grade | 5 | 6 | 7 | 9 |
|----------|------|----|------|------|
| Proj. | 89 | 85 | 114 | 117 |
| Class Sz | 17.8 | 17 | 22.8 | 23.4 |

With 5 Teachers per Grade

2019-2020

| Grade | 5 | 6 | 7 | 9 |
|----------|------|----|------|------|
| Proj. | 94 | 95 | 84 | 113 |
| Class Sz | 18.8 | 19 | 16.8 | 22.6 |

With 5 Teachers per Grade

2020-2021

| Grade | 5 | 6 | 7 | 9 |
|----------|------|------|------|------|
| Proj. | 93 | 101 | 94 | 83 |
| Class Sz | 18.6 | 20.2 | 18.8 | 16.6 |

With 5 Teachers per Grade