SOUHEGAN HIGH SCHOOL
SCIENCE FACILITIES

PROGRAMMATIC REPORT

November 2025

Executive Summary

A programmatic facilities study provides the Board with reliable information on which to base the decision on the facilities needs related to science instruction at Souhegan High School. The capacity report, provided by Harriman Architects in November 2025, does not supply empirical support for the conclusions stated in the memo included in the agenda packet of the December 2025 meeting of the Souhegan School Board, and any decisions derived from this data would rest on insufficient and unreliable information. It is also notable that the report intended to inform the scale and scope of the proposed work was received only after those proposals had already been developed. A comprehensive and timely programmatic facilities analysis would have saved time and offered a defensible rationale for determining the scale and scope of the investment needed to modernize Souhegan's science facilities. As it stands, the Capacity Study provided by Harriman is not a viable document to present to voters as the primary justification for the proposed projects and does not meet the terms or spirit of the requirement in the RFP.

A programmatic facilities review has to being with an explicit educational philosophy. For Souhegan, that foundation was the Coalition of Essential Schools (CES). CES principles shaped the original conception of the school and were deliberately embedded in the building's configuration and use of space. Although CES no longer exists as a stand-alone organization, its core idea—personalization, equity, demonstration of mastery, and learning through inquiry and performance—continue to underpin many contemporary schools, and is still a cornerstone of the Souhegan Philosophy.

This raises the central question for Souhegan today: **Do our current science programs and facilities still embody these principles, or have our practices drifted while the building remained essentially unchanged?** The analysis that follows is intended to surface that tension and to inform decisions about curriculum, scheduling, and future investment in science facilities.

This analysis as presented to the School Board in December 2025 is intended to exemplify a programmatic facilities study, not just a capacity assessment. It should be used as part of any discussion regarding finding the optimum location for, and determining the scale and scope of, lab upgrades and renovation if needed. In addition to applying NHDOE square-footage recommendations to existing spaces, this report meaningfully analyzes which science courses are taught and the specific facilities and resources required to support each program.

In addition, this report evaluates the condition and instructional adequacy of the existing main-building science laboratories, explicitly addressing NEASC's documented findings that the 1992 labs do not meet current standards and require modernization. With a clear assessment of the suitability of these existing lab spaces, the report directly informs decisions about whether new or renovated laboratories should be located in the main building, the Annex, or elsewhere.

Programmatic facilities assessments are essential tools for understanding classroom utilization and scheduling constraints, and they address the central questions of educational planning:

- What programs should Souhegan offer?
- How many sections are required to sustain those programs?
- Which existing or potential spaces best support those programs now and over time?

Before considering capital construction or renovation, the district must first exhaust all programmatic options, including:
• Re-aligning science courses to appropriate laboratory spaces
• Consolidating under-enrolled sections
• Ensuring light electives do not displace lab-required instruction
• Evaluating whether recent curriculum expansions remain consistent with Souhegan's educational philosophy

The shift toward a broader elective model and the addition of new requirements (such as Writing Intensive) have dispersed instructional time and may be impacting Souhegan's traditional strengths in lab sciences and performance-based learning. A programmatic review should therefore assess whether the curriculum is optimally structured to support academic priorities, student outcomes, and efficient scheduling.

Only after these options have been fully evaluated should construction be considered. If facility improvements remain necessary, the work should:
• **Cluster laboratories** to maintain safety oversight, equipment access, and teacher collaboration
• **Prioritize the main building** when possible to preserve maximum long-term flexibility
• Ensure facilities decisions do not preclude future program changes or strategic use of the Annex

Bottom Line:
The Board should rely on a comprehensive programmatic analysis to determine whether Souhegan needs renovation, a scheduling redesign, or both. Facilities decisions must be driven by educational goals, student needs, and responsible stewardship of public resources.

Souhegan High School
Programmatic Facilities Analysis

A programmatic facilities study is a comprehensive, data-driven evaluation of school programs, room usage, the physical condition of the space and equipment, and instructional scheduling. Such a study is based on the guiding educational philosophy of the institution, ensuring that space and design decisions advance the stated educational goals. It is an essential planning tool that connects curriculum to the facilities needed to deliver it effectively. As part of a comprehensive plan, it documents what programs are offered, where and how they are delivered, and whether the current configuration of spaces meets both present and future needs. It serves as a working management tool—**not a static report**—empowering administrators to make informed decisions about scheduling, capacity planning, staffing, and strategic resource allocation. Equally, it offers school boards a transparent analytical framework to evaluate educational efficiency, program effectiveness, and alignment with curriculum goals and community expectations. At Souhegan, this connection between educational philosophy and facility design has historically been a defining characteristic of the school.

Souhegan's facilities were originally designed around Coalition of Essential Schools (CES) principles, which provided a coherent framework linking educational philosophy to physical space. Clustering, small classroom sizes, team-based areas, flexible rooms, and shared commons were deliberate choices rooted in a mission of depth, collaboration, and authentic learning. Today, however, facilities planning has become more challenging because the underlying educational philosophy is less clearly articulated, creating uncertainty about how space should evolve. Major capital decisions must therefore be grounded in explicit long-term educational goals and program contingencies, rather than simply updating existing layouts. Without that alignment, renovations risk locking in a status quo that may no longer reflect the needs or aspirations of Souhegan's students and community.

A programmatic facilities assessment must begin with two core components:

1. **Inventory of Educational Spaces**
   The study must identify every space currently used for instruction as well as any areas with potential instructional utility. Each room's functional characteristics (e.g., lab-ready infrastructure, accessibility, size, flexibility) are evaluated to determine:
   - **Capacity** (how many students a space can serve)
   - **Utilization** (how often and how effectively it is used)
   - **Appropriateness** (whether the space supports the program it houses)

   This analysis ensures that rooms not only meet regulatory requirements but also align with instructional best practices and efficient management of finite space.

2. **Inventory of Courses, Sections, and Enrollment**
   Effective scheduling requires clear insight into:
   - The number and type of course offerings
   - Section counts and enrollment levels
   - Unique constraints (e.g., lab requirements, specific equipment, safety standards)
   - How each program reflects the school's academic philosophy and learning culture

By matching program needs to facility capabilities, the study can identify inefficiencies and opportunities, whether through relocations, room reassignments, scheduling adjustments, or long-term capital improvements.

A Foundation for Decision-Making

When consistently updated and referenced, a programmatic study becomes a strategic planning compass. It allows Souhegan's educational leadership to:

- Maintain optimal student access to high-quality programming
- Ensure facilities support the evolving curriculum
- Improve scheduling efficiency and reduce bottlenecks
- Evaluate future enrollment impacts
- Support fiscally responsible planning and budget evaluation
- Provide transparent justification for operational and capital decisions

In short, a programmatic facilities study translates educational vision into operational reality. It gives Souhegan the ability to adapt effectively, supporting instructional excellence, preserving the school's mission, and responsibly stewarding community investment in its facilities.

Inventory of Educational Space

In undertaking a programmatic study of Souhegan High School, the first and indispensable step is to create a comprehensive inventory of educational space, defined, in accordance with Ed 321.02, as ***"those parts of a school building to which pupils are assigned for instructional purposes."***[1] Educational space is ***not limited to conventional classrooms but "includes, but is not limited to, classrooms, laboratories, gymnasiums, libraries, cafeterias, special-education space, and administration space."***[1] In other words, any enclosed (or suitably defined) area that bears the potential to support instruction must be captured — regardless of its current use or even if it is being used for non-instructional, ancillary, or support functions.

This exhaustive accounting reflects a deliberate commitment to align every square foot of the facility with the school's educational mission. Changing how a space is used — say, converting a former classroom into a school store or office space — does not exempt it from the inventory. On the contrary: only by recognizing every potential learning environment can administrators ensure that educational needs always have first claim on space. In prioritizing student instruction over ancillary or convenience-driven uses, the school preserves capacity, flexibility, and fidelity to the institution's academic purpose.

While mandatory state definitions like those in Ed 321.02 provide the legal baseline, broader educational facility planning principles, including those used by regional accrediting bodies such as the New England Association of Schools and Colleges (NEASC), reinforce the same philosophy: that school resources must first and foremost serve learning and teaching.[2] By beginning the study with a full and non-arbitrary mapping of every usable educational space, Souhegan ensures that

subsequent analyses of curriculum, scheduling, and capacity rest on a solid, defensible, and comprehensive foundation.

As shown in the first table, even when applying conservative student-per-room assumptions and including all convertible educational spaces (such as the mini-gym, cafeteria, auditorium, and the classrooms previously omitted in the Harriman assessment), Souhegan's total instructional capacity **exceeds 1,500 students**, demonstrating that a comprehensive inventory tells a very different story than the limited capacity report previously provided.

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[1] New Hampshire Code of Administrative Rules, Ed 321.02(g), via Cornell Law Institute.

[2] NEASC Accreditation Standards for Learning Environments, New England Association of Schools and Colleges.

INVENTORY OF EDUCATIONAL SPACE

Building	Room Number	Room Use	Total Sq. Ft.	Description	Limited Capacity	Max Capacity (32sf/student*)	Capacity
Annex	A202	Conference Rm	387	Seminar Room	12	12	12
Annex	A222	Conference Rm	563	Seminar Room	17	17	17
Annex	A103	Classrooms	1,200	Computer Lab	20	37	24
Annex	A107	Classrooms		Computer Lab	20	0	0
Annex	A108-A111	Classrooms	2,355	Art Room and Art Kilns	20	73	73
Annex	A114	Classrooms	823	Classroom	20	25	24
Annex	A115	Classrooms	800	Classroom	20	25	24
Annex	A116	Classrooms	827	Classroom	20	25	24
Annex	A117	Classrooms	870	Classroom	20	27	24
Annex	A118	Classrooms	935	Art Room	20	29	24
Annex	A119	Classrooms	747	Computer Lab	20	23	23
Annex	A121	Classrooms	747	Classroom	20	23	23
Annex	A122	Classrooms	864	Classroom	20	27	24
Annex	A201	Classrooms	957	Classroom	20	29	24
Annex	A203	Classrooms	946	Classroom	20	29	24
Annex	A208	Classrooms	925	Classroom	20	28	24
Annex	A210	Classrooms	940	Classroom	20	29	24
Annex	A211	Classrooms	940	Classroom	20	29	24
Annex	A212	Classrooms	782	Classroom	20	24	24
Annex	A213	Classrooms	828	Classroom	20	25	24
Annex	A214	Classrooms	828	Science Lab	20	25	24
Annex	A215	Classrooms	850	Science Lab	20	26	24
Annex	A217	Classrooms	857	Science Lab	20	26	24
Annex	A218	Classrooms	880	Science Lab	20	27	24
Annex	A220	Classrooms	837	Science Lab	20	26	24
Annex	A221	Classrooms	860	Science Lab	20	26	24
Main	113	Unused	100	Former Coat Room	0		0
Main	114	Unused	100	Former School Store	0		0
Main	140 - Cafeteria	Cafeteria	3,557	Cafeteria	22	111	111
Main	AUDITORIUM	THEATER	3,716	Auditorium	22	116	116
Main	STAGE	THEATER	2,082	Stage	22	65	65
Main	GYM	Gym	8,000	Gym	22	250	40
Main	MINIGYM	Gym	800	Mini Gym	22	25	24
Main	INFO CENTER	Library	3,681	INFO CENTER	22	115	115
Main	101	Classrooms	770	Classroom	22	24	24
Main	102	Classrooms	620	Classroom	19	19	19
Main	103	Breakout	425	Breakout room	13	13	13
Main	104	Classrooms	620	Classroom	19	19	19
Main	105	Classrooms	640	Classroom	20	20	20
Main	106	Classrooms	620	Classroom	19	19	19
Main	107	Classrooms	620	Classroom	19	19	19
Main	115	Classrooms	1,000	Family & Consumer Science	22	31	24
Main	116	Classrooms	800	Transitions	22	25	24
Main	- School Store	Classrooms	800	School Store	22	25	24
Main	122	Classrooms	1,011	Computer Lab	22	31	24
Main	124	Classrooms	776	Transitions	22	24	24
Main	125	Classrooms	776	Reading Classroom	22	24	24
Main	126	Classrooms	880	Classroom	22	27	24
Main	127	Classrooms	880	Classroom	22	27	24
Main	128	Classrooms	835	Classroom	22	26	24
Main	129	Classrooms	725	Classroom	22	22	22
Main	130	Classrooms	600	Classroom	18	18	18
Main	131	Classrooms	665	Classroom	20	20	20
Main	132	Classrooms	665	Transitions	20	20	20
Main	133	Classrooms	665	Transitions	20	20	20
Main	149	Classrooms	1,974	Weight Room/Former Shop	22	61	61
Main	168	Classrooms	2,165	MUSIC - Band	60	67	67
Main	167	Classrooms	1,505	MUSIC - Chorus Room	40	47	47
Main	202	Classrooms	600	Learning Commons	18	18	18
Main	204	Classrooms	620	Alt Support	19	19	19
Main	203	Classrooms	620	Alt Support	19	19	19
Main	205	Classrooms	620	Classroom	19	19	19
Main	206	Classrooms	620	Classroom	19	19	19
Main	207	Classrooms	620	Classroom	19	19	19
Main	208	Classrooms	620	Classroom	19	19	19
Main	209	Classrooms	600	Learning Commons	18	18	18
Main	220	Classrooms	750	Learning Commons	22	23	23
Main	221	Classrooms	750	Learning Commons	22	23	23
Main	222	Classrooms	1,400	Science Lab	22	27	24
Main	223	Classrooms	1,300	Science Lab	22	25	24
Main	224	Classrooms	1,750	Science Lab	22	33	24
Main	225	Classrooms	1,200	Science Lab	22	24	24
Main	226	Classrooms	1,200	Science Lab	22	24	24
Main	227	Classrooms	734	Classroom	22	22	22
Main	228	Classrooms	807	Classroom	22	25	24
Main	229	Classrooms	807	Classroom	22	25	24
Main	230	Classrooms	600	Classroom	18	18	18
Main	241	Tech Support	575	Technology	17	17	17
		Total	59,666	50	1597	2458	2144

Understanding the Limitations of the Existing Capacity Assessment

The capacity figures previously presented to the School Board were prepared as a **facilities capacity assessment**, not a ***programmatic facilities study***. While that analysis provides useful insight into selected general-education instructional areas, it does not attempt to measure Souhegan High School's full educational capacity as defined by state regulation (Ed 321.02) or by widely accepted programmatic planning standards.

Although it may seem counterintuitive to view spaces such as cafeterias, auditoriums, and weight rooms as educational spaces, state regulations explicitly include them within the definition of educational capacity. Even if their use is not considered now, any assessment should determine how they could be utilized if the need arises. Souhegan is fortunate to be in a position where these spaces do not need to be pressed into service for core academic instruction. Districts operating under tighter capacity constraints often lack this flexibility and might reasonably envy Souhegan's ability to preserve such spaces for their intended educational and community purposes.

Specifically, the capacity assessment:

- **Only counted a subset of instructional rooms** currently scheduled for core academic courses
- **Omitted multiple spaces that were originally designed as classrooms**, but are now used differently
- Did **not** evaluate the instructional potential of those spaces or how they could be reassigned to support student learning

Capacity forfeited by excluding viable spaces from the report:

ROOM	DESCRIPTION	SIZE
103	CLASSROOM NOT INCLUDED	466
117	SCHOOL STORE NOT INCLUDED	835
122	COMPUTER LAB NOT INCLUDED	992
149	WEIGHT ROOM NOT INCLUDED	1,894
202	LEARNING COMMONS NOT INCLUDED	750
203	SPEECH NOT INCLUDED	469
204	READING NOT INCLUDED	570
206	CLASSROOM NOT INCLUDED	594
208	LEARNING COMMONS: SABER FLEX NOT INCLUDED	631
209	LEARNING COMMONS NOT INCLUDED	746
221	LEARNING COMMONS: LG GROUP INSTR NOT INCLUDED	1,529
A103	A103 COMPUTER LAB NOT INCLUDED	1,237
TOTAL SQUARE FOOTAGE EXCLUDED FROM REPORT		**10,713**
CAPACITY FORFEITED BY EXCLUSION		***329***

These rooms, along with several other omitted areas that have been converted to office or student-service functions, are legally and functionally "educational spaces" under Ed 321.02, even if their present use differs from traditional scheduling patterns. Excluding them results in a conservative and incomplete estimate of how many students the building can support. By the standards used in the capacity report, these "excluded" spaces could accommodate 329 more students. It is also important to note that over 12,000 square feet of staff and administrative office space is excluded from both assessments. In periods when space may be constrained, these areas remain fully eligible

for instructional use and should not be omitted from comprehensive capacity planning considerations.

Inventory of Educational Space Assigned to Administration and Staff							
Building	Room Number	Room Use	Total Sq. Ft.	Description	Limited Capacity	Max Capacity (32sf/student*)	Capacity
Main		Division 2	1,187	Admin/Staff	22	37	24
Main		Division 2 Conference Room	258	Admin/Staff	8	8	8
Main		Division 2 Paras	694	Admin/Staff	21	21	21
Main		Division 1	1,737	Admin/Staff	22	54	54
Main		D. Lead Office	99	Admin/Staff	3	3	3
Main		Domain Lead.	191	Admin/Staff	5	5	5
Main		Conf Room	495	Admin/Staff	15	15	15
Main		Office	270	Admin/Staff	8	8	8
Main		Office	97	Admin/Staff	3	3	3
Main		Nurse	300	Admin/Staff	9	9	9
Main		SRO	169	Admin/Staff	5	5	5
Main		Exam SF	104	Admin/Staff	3	3	3
Main		Main Ofc-All	1,894	Admin/Staff	22	59	59
Main		Student Svs-All	2,122	Admin/Staff	22	66	66
Annex		Staff Room	754	Admin/Staff	22	23	23
Annex		Office	689	Admin/Staff	21	21	21
Annex		Conf Room	215	Admin/Staff	6	6	6
Annex		2nd Fl Staff Rm	900	Admin/Staff	22	28	24
		Total	**12,175**	**18**	**239**	**374**	**357**

By accounting for all spaces, this report provides that more comprehensive analysis with a focus on science instruction, allowing decision-makers to understand not only current usage but also the full capability and adaptability of Souhegan's instructional environment.

Limited Capacity Analysis

Building	Room Number	Room Use	Total Sq. Ft.	Description	Limited Capacity	Max Capacity (32sf/student*)	Capacity
Annex	A108-A111	Classrooms	1,647	Art Room and Art Kilns	22	51	51
Annex	A114	Classrooms	823	Classroom	22	25	24
Annex	A115	Classrooms	800	Classroom	22	25	24
Annex	A116	Classrooms	827	Classroom	22	25	24
Annex	A117	Classrooms	870	Classroom	22	27	24
Annex	A118	Classrooms	935	Art Room	22	29	24
Annex	A119	Classrooms	747	Computer Lab	22	23	23
Annex	A121	Classrooms	747	Classroom	22	23	23
Annex	A122	Classrooms	864	Classroom	22	27	24
Annex	A201	Classrooms	957	Classroom	22	29	24
Annex	A203	Classrooms	946	Classroom	22	29	24
Annex	A208	Classrooms	925	Classroom	22	28	24
Annex	A210	Classrooms	940	Classroom	22	29	24
Annex	A211	Classrooms	940	Classroom	22	29	24
Annex	A212	Classrooms	782	Classroom	22	24	24
Annex	A213	Classrooms	828	Classroom	22	25	24
Annex	A214	Classrooms	828	Science Lab	22	25	24
Annex	A215	Classrooms	850	Science Lab	22	26	24
Annex	A217	Classrooms	857	Science Lab	22	26	24
Annex	A218	Classrooms	880	Science Lab	22	27	24
Annex	A220	Classrooms	837	Science Lab	22	26	24
Annex	A221	Classrooms	860	Science Lab	22	26	24
Main	GYM	Gym	9,882	Gym	22	308	40
Main	101	Classrooms	770	Classroom	22	24	24
Main	102	Classrooms	620	Classroom	19	19	19
Main	104	Classrooms	620	Classroom	19	19	19
Main	105	Classrooms	640	Classroom	20	20	20
Main	106	Classrooms	620	Classroom	19	19	19
Main	107	Classrooms	620	Classroom	19	19	19
Main	115	Classrooms	1,000	Family & Consumer Science	22	31	24
Main	116	Classrooms	800	Transitions	22	25	24
Main	122	Classrooms	1,011	Computer Lab	22	31	24
Main	124	Classrooms	776	Transitions	22	24	24
Main	125	Classrooms	776	Reading Classroom	22	24	24
Main	126	Classrooms	880	Classroom	22	27	24
Main	127	Classrooms	880	Classroom	22	27	24
Main	128	Classrooms	835	Classroom	22	26	24
Main	129	Classrooms	725	Classroom	22	22	22
Main	130	Classrooms	600	Classroom	18	18	18
Main	131	Classrooms	665	Classroom	20	20	20
Main	132	Classrooms	665	Transitions	20	20	20
Main	133	Classrooms	665	Transitions	20	20	20
Main	168	Classrooms	2,165	MUSIC - Band	22	67	67
Main	167	Classrooms	1,505	MUSIC - Chorus Room	22	47	47
Main	204	Classrooms	620	Alt Support	19	19	19
Main	203	Classrooms	620	Alt Support	19	19	19
Main	208	Classrooms	620	Classroom	19	19	19
Main	222	Classrooms	1,400	Science Lab	22	43	43
Main	223	Classrooms	1,300	Science Lab	22	40	24
Main	224	Classrooms	1,750	Science Lab	22	54	54
Main	225	Classrooms	1,200	Science Lab	22	37	24
Main	226	Classrooms	1,200	Science Lab	22	37	24
Main	227	Classrooms	734	Classroom	22	22	22
Main	228	Classrooms	807	Classroom	22	25	24
Main	229	Classrooms	807	Classroom	22	25	24
Main	230	Classrooms	600	Classroom	18	18	18
		Total	39,378	34	1,195	1,819	1,433

Programmatic Focus: Science Instruction and Laboratory Requirements

The primary focus of this study is to evaluate the placement and distribution of science courses between the main building and the Annex at Souhegan High School. This includes examining programming, scheduling, and room assignments to ensure that science instruction is delivered in spaces that are appropriate to course content, regulatory requirements, and educational best practices.

Science laboratories are the only instructional spaces whose physical characteristics are specifically defined in New Hampshire Ed 321.18 and Ed 321.36.[1] These requirements are consistent with the New England Association of Schools and Colleges (NEASC) Learning Environment standards[2] and national safety recommendations established by the National Science Teaching Association (NSTA).

Not all science courses require laboratory classrooms. Courses that do not involve regular instructional activities requiring:
• Specialized safety systems (e.g., eyewash, fume hoods)
• Dedicated laboratory fixtures (e.g., gas lines, chemical-resistant surfaces)
• Controlled material storage
• Lab-specific supervision ratios

…are considered non-lab science courses for scheduling purposes and may be adequately housed in general-purpose classrooms. While access to plumbing and sinks is beneficial to instruction, such features do not, on their own, classify a room as a laboratory space under Ed 321. Therefore, most introductory or "light" sciences, typically taught in earlier grades or as concept courses, are appropriately accommodated in their current classroom settings, provided that hands-on lab components are limited to appropriately equipped spaces when needed.

However, Souhegan also offers advanced and equipment-dependent science programming such as:
• Chemistry
• Physics
• Engineering and applied sciences
• Upper-level biology or specialized electives

These courses require certified laboratory environments that support:
• Chemical handling and safety equipment
• Fixed utilities and ventilation
• Designated prep and storage areas
• Proximity to shared equipment and teacher collaboration

Under applicable standards, such courses must be scheduled in laboratory classrooms to meet

instructional goals and safety obligations.

Why Consolidation Matters

Even when all science rooms technically meet minimum requirements, centralizing science facilities within a single cluster enhances:
• *Efficient scheduling* of laboratory blocks
• *Teacher collaboration* and team planning
• *Student access to shared materials and equipment*
• *Safety oversight* and emergency response protocols
• *Maintenance and management of specialized systems*

Accordingly, one objective of this study is to develop a more coherent and cohesive science cluster that supports both program excellence and long-term operational efficiency.

In the table below, is an inventory of current science courses and their room assignments with enrollment by period and day—Gold days (odd-numbered periods) and Black days (even-numbered periods)—with open periods and single-semester sections highlighted. The schedule uses an alternating-day block system in which paired (e.g., periods 1 and 2) share the same 80-minute block on opposite days to determine true scheduling capacity.

Period	1-2	3-4	5-6	7-8
222 Black (Even)	AP Chem (12)	Chem (23)		
222 Gold (Odd)			Chem (17)	AP Chem (12)
223 Black (Even)	Chem (20)		Chem (17	
223 Gold (Odd)		Chem (16)		Chem (21)
224 Black (Even)	ADVANCED ENGINEERING (11)		ENGINEER SCIENCE (10)	ENGINEER SCIENCE (12)
224 Gold (Odd)	Robotics S2 (11)	ENGINEER SCIENCE (9)		
225 Black (Even)	AP Physics 1 (9)	Physics (13)	Astronomy S2 (12)	
225 Gold (Odd)	Physics (22)	Physics (10)	AP Physics C (10)	AP Physics C (13)
226 Black (Even)	Forensic Science S2 (18)	EARTH SYSTEMS SCIENCE (24)	EARTH SYSTEMS SCIENCE (21)	Forensic Science S2 (18)
226 Gold (Odd)	Forensic Science S1 (20)/3D Mode	EARTH SYSTEMS SCIENCE (24)	EARTH SYSTEMS SCIENCE (24)	
A214 Black (Even)	ANATOMY & PHYSIOLOGY (20)			
A214 Gold (Odd)	ANATOMY & PHYSIOLOGY (15)		ANATOMY & PHYSIOLOGY (19)	
A215 Black (Even)	LIVING SYSTEMS SCIENCE (11)	LIVING SYSTEMS SCIENCE (22)	LIVING SYSTEMS SCIENCE (13)	LIVING SYSTEMS SCIENCE (20)
A215 Gold (Odd)	LIVING SYSTEMS SCIENCE (23)		LIVING SYSTEMS SCIENCE (16)	
A217 Black (Even)	AP BIOLOGY (12)	Marine Science (17)		AP BIOLOGY (11)
A217 Gold (Odd)	Marine Science (23)			
A218 Black (Even)		Seminar Global Citizenship: Science (18)		Living Systems Science (17)
A218 Gold (Odd)	AP Environmental Science (10)	Seminar Global Citizenship: Science (19)		Living Systems Science (23)
A220 Black (Even)		EARTH SYSTEMS SCIENCE (24)	EARTH SYSTEMS SCIENCE (23)	
A220 Gold (Odd)		EARTH SYSTEMS SCIENCE (24)	EARTH SYSTEMS SCIENCE (24)	

This analysis suggests that scheduling patterns—not merely room availability—may be a factor in the current lab access constraints. Some science sections appear to be running below optimal enrollment, and several sections of Earth Systems, a lighter-intensity science course, are currently scheduled in fully equipped laboratory spaces despite not consistently requiring them. As a starting point before considering construction, the school should explore options such as reassigning non-lab courses to general classrooms, consolidating smaller sections where feasible, and distributing overlapping lab courses more evenly across available periods to increase access to specialized labs without additional staffing or new space. These potential adjustments may support stronger alignment between instructional needs and lab availability, while preserving student choice and

maintaining instructional quality — ensuring that programmatic solutions are fully exhausted before capital improvements are proposed.

Laboratory Classroom Scheduling Guidance

Science laboratories should be scheduled in a manner that supports safe operation, proper instructional sequencing, and adequate preparation time. The National Science Teaching Association (NSTA) recommends that science teachers have daily access to laboratory classrooms for setup and cleanup and that labs not be scheduled at full occupancy throughout the school day, as rushed transitions increase the risk of accidents and compromise required safety protocols.[1]

Based on common operational practice and general safety guidance for secondary school laboratories, lab classrooms should not be scheduled for 100% of the instructional day. Reserving at least one to two periods for setup, cleanup, equipment readiness, and safety checks is necessary to maintain proper laboratory operations. Under Souhegan's eight-period schedule, this translates to a practical target of approximately six instructional lab periods per day per laboratory classroom.[2]

This approach aligns with widely accepted scheduling guidance recommending that high schools operate at no more than 80-85% of total capacity, ensuring proper maintenance, safe turnover between lab activities, and appropriate operational buffers for staff and students.

Within those scheduled blocks, priority access must be given to courses that require laboratory facilities to meet instructional and regulatory expectations:
1. Lab-required courses (e.g., Chemistry, Physics, Engineering Science, upper-level Biology) → Dedicated lab rooms on a daily or frequent basis.
2. Hybrid laboratory courses (e.g., Biology, Marine Science when hands-on components occur) → General classroom instruction with scheduled access to lab rooms.
3. Light science or concept-based courses (e.g., Forensic Science, Environmental Science, Anatomy & Physiology) → May be scheduled in laboratory rooms only during available blocks and only if access for lab-required programs remains intact.

While many "light science" courses benefit from access to sinks, counter space, and specialized materials, the mere presence of plumbing or cabinets does not qualify a room as a laboratory under New Hampshire Ed 321 laboratory facility requirements.[3] Only rooms meeting defined infrastructure and safety standards are appropriate for high-risk laboratory instruction.

Summary principle: Light-science filler scheduling is appropriate only after lab-required courses are fully accommodated — and only when adherence to safety and setup time remains intact.

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[1] National Science Teaching Association (NSTA). Safety Guidelines for Secondary Science Facilities. (https://www.nsta.org/science-standards/teachers-and-administrators)

[2] Capacity Determination Guide: DeKalb County School District (https://dekalbschoolsga.blob.core.windows.net/wpcontent/2016/02/Capacity-Methodology-Guide-1.pdf#:~:text=preparation%20periods%20will%20also%20contribute,A%20list%20of)

[3] NH Administrative Rules Ed 321.18 & Ed 321.36 — Laboratory Facility Requirements.

Analysis of Lab Utilization and Section Assignments

A review of current scheduling shows that Souhegan's most resource-intensive laboratory spaces are not being fully leveraged for the students and programs that most require them. In several cases, highly specialized rooms — designed to support rigorous, hands-on laboratory instruction — are being prioritized for courses with **very low enrollment** or **minimal laboratory demand**, while equipment-intensive science programs are displaced into general-purpose classrooms in the Annex.

Key examples include:

- **Chemistry Labs 222 and 223**
  - Used for chemistry or AP chemistry **only 4 out of 8 periods** daily
  - Assigned **Saber Flex study halls** one period each during Semester 2
  - AP Chemistry sections are **12 students each** — well below typical lab capacity of 20–24
- **Engineering Lab (1700 sq. ft.)**
  - Scheduled **only 4 periods per day**
  - Extremely small enrollments: **11, 7, 10, and 12 students**
  - Total use: approximately **40 students per week**
    (plus a one-semester robotics course)

  *This room represents one of the **largest single instructional spaces on campus**, yet serves **the fewest students and course variety** relative to its footprint. **The administration may also wish to explore whether modest adjustments to the engineering lab could enable mixed-use scheduling, increasing laboratory access during periods when the room is currently unoccupied.***

- **Room 225 — Physics & Astronomy**
  - **7 sections**, average **12.7 students per class**
  - Only one section approaches a reasonable use of the space (22 students)
- **Lab 226**
  - Assigned only **Earth Systems** and **Forensics** — lighter science courses
  - Meanwhile, **AP Biology, Anatomy & Physiology, Marine Science, and AP Environmental Science** — all of which benefit from **specialized equipment, wet-lab infrastructure, and proximity to shared prep areas** — are taught in Annex classrooms designed for light science only

Key Programmatic Implication

Section size cannot be ignored when determining room assignment.

When highly specialized rooms serve **very limited numbers of students**, the result is a **poor return on educational space investment** — especially when **more demanding programs** are simultaneously denied access to appropriate facilities.

This imbalance directly affects:

- **Instructional quality**
- **Student access to hands-on laboratory learning**
- **Operational efficiency**
- **Safety and compliance with laboratory standards**

These findings do not imply that any individual course or program is unnecessary. Rather, they highlight the importance of evaluating how all sections collectively use Souhegan's most resource-intensive facilities. Before pursuing construction or expansion, the district should ensure that current laboratory capacity is being deployed in the most equitable, educationally aligned manner possible. Efficient scheduling and right-sizing decisions, when guided by instructional priorities, can significantly extend the functional capacity of existing science spaces.

Course Selection Trends and Their Programmatic Implications

The enrollment trends reflected in the table below show a clear shift in student course-taking patterns. Over time, a larger share of students is enrolling in light, lower-resource electives — particularly in business, digital media, and introductory survey courses. Meanwhile, the arts and laboratory sciences, which have historically been core pillars of Souhegan's identity, show flat or declining participation.

This creates a structural tension in the program:

- As more students move into an expanding menu of lighter electives and the new mandatory Writing Intensive course,
- Fewer remain to fill advanced or sequential courses in music and science,
- Which then drives section sizes down,
- Which then puts those courses at risk of being reduced or consolidated.

None of this reflects a flaw in any individual course or department. It is simply the predictable outcome when the breadth of course offerings expands more quickly than enrollment can sustain — particularly in a small school where every section matters.

Course Enrollment Trends

Course	2021-22	2022-23	2023-24	2024-25	2025-26	Change 22-26	Change 23-26	Change 24-26	Change 25-26
SABER FLEX S1	278	151	66	120	144	-134	-7	78	24
VISUAL ARTS EXPERIENCE	123	84		19	11	-112	-73	11	-8
SPANISH NOVICE A	116	62	43	44	72	-44	10	29	28
ASTRONOMY	52	30	16	17	12	-40	-18	-4	-5
ECONOMICS	173	181	150	45	135	-38	-46	-15	90
PRECALCULUS	52	44	23	28	19	-33	-25	-4	-9
FRENCH NOVICE A	37	18	10	13	13	-24	-5	3	0
CHEMISTRY	139	138	123	143	118	-21	-20	-5	-25
ENGINEER SCIENCE	43	47	41	51	30	-13	-17	-11	-21
PHYSICS	59	57	47	41	47	-12	-10	0	6
ROBOTIC SCIENCE	22	19	16	18	11	-11	-8	-5	-7
HUMANS AS SUBJECTS	38	35	27	35	28	-10	-7	1	-7
CURRENT ISSUES	48	50	31	32	39	-9	-11	8	7
AP SPANISH	21	13	6	10	15	-6	2	9	5
VIDEO PRODUCTION	12	12	6	7	7	-5	-5	1	0
PAINTING	20	12	10	9	15	-5	3	5	6
STEAM: 3D MODELING AND DESIGN	19	28	29	32	15	-4	-13	-14	-17
AP COMPUTER SCIENCE PRINCIPLES	18		21		14	-4	14	-7	14
ADVANCED ENGINEERING	14	11	14	16	11	-3	0	-3	-5
MUSIC PROD AND ENGINEERING SEMESTER	13	4	2	4	10	-3	6	8	6
FORENSIC SCIENCE	55	88	86	44	53	-2	-35	-33	9
AP ART AND DESIGN	4	9	7	7	2	-2	-7	-5	-5
ADV PROGRAMMING	5	3	6	1	3	-2	0	-3	2
ADV STUDIO ART	9	5	4	10	8	-1	3	4	-2
MARINE SCIENCE	38	54	84	60	38	0	-16	-46	-22
AP CHEMISTRY	25	32	27	17	25	0	-7	-2	8
AP ENGLISH LITERATURE & COMPOSITION	18	21	14	30	18	0	-3	4	-12
AP FRENCH	6		6	3	6	0	6	0	3
AP ENVIRONMENTAL SCIENCE	9		22		9	0	9	-13	9
MUSIC PRODUCTION AND ENGINEERING	4	8	3	1	6	2	-2	3	5
ADVANCED PHOTO			1	2	2	2	2	1	0
AP CALCULUS BC	9	8	7	4	11	2	3	4	7
ADV VIDEO PRODUCTION SEM			1	2	3	3	3	2	1
AP U.S. HISTORY	14	19	15	31	18	4	-1	3	-13
MUSIC THEORY AND COMPOSITION		6	7	9	5	5	-1	-2	-4
THEATRE II			11	12	5	5	5	-6	-7
THEATRE I		52		27	6	6	-46	6	-21
GAME DEVELOPMENT	1			13	7	6	7	7	-6
AP CALCULUS AB	35	23	34	38	41	6	18	7	3
AP STATISTICS	12	18	20	24	19	7	1	-1	-5
AMERICAN STUDIES SOCIAL STUDIES MODULES			2	5	7	7	7	5	2
INTERMED CONVERSATIONAL FRENCH			12	8	8	8	8	-4	0
INTRODUCTION TO POPULAR MUSIC				19	8	8	8	8	-11
PROGRAMMING B: JAVA				21	9	9	9	9	-12
AP PHYSICS 1				16	9	9	9	9	-7
CONCERT CHOIR	29	28	32	36	38	9	10	6	2
DIGITAL PHOTO 2	10	17	13	12	20	10	3	7	8
CERAMICS II			7	12	10	10	10	3	-2
AP PHYSICS C	13	11	17	20	23	10	12	6	3
ANATOMY & PHYSIOLOGY	44	37	37	38	54	10	17	17	16
VIDEO PRODUCTION SEMESTER	25	27	23	29	36	11	9	13	7
BUSINESS: MARKETING	33	34	42	53	44	11	10	2	-9
INTERMEDIATE CONVERSATIONAL SPANISH		9	14	15	13	13	4	-1	-2
INTRO TO PHILOSOPHY	29	56	34	34	43	14	-13	9	9
DIGITAL LEADERSHIP	24	22	30		39	15	17	9	39
FRENCH INTERMEDIATE B		22	13	19	16	16	-6	3	-3
FRENCH INTERMEDIATE A		17	32	26	17	17	0	-15	-9
MUSIC COMBOS			19	8	17	17	17	-2	9
PROGRAMMING A: PYTHON				17	17	17	17	17	0
CREATIVE WRITING		33	40	38	21	21	-12	-19	-17
ANIMATION	13			29	34	21	34	34	5
AP BIOLOGY					23	23	23	23	23
FRENCH NOVICE B		35	26	21	24	24	-11	-2	3
CONCERT BAND	24	30	32	35	54	30	24	22	19
DRAWING	20	36	39	40	57	37	21	18	17
BUSINESS: ADVERTISING	32	29	52	84	69	37	40	17	-15
UNDERSTANDING PSYCHOLOGY	47	63	61	63	89	42	26	28	26
DIGITAL PHOTO 1	51	61	42	101	94	43	33	52	-7
SPANISH INTERMEDIATE B		44	17	76	47	47	3	30	-29
BUSINESS: ENTREPRENEURSHIP	38	44	89	70	85	47	41	-4	15
CERAMICS I			66	56	53	53	53	-13	-3
DATA SCIENCE AND STATISTICS		51	47	42	56	56	5	9	14
SPANISH NOVICE B	27	152	113	113	101	74	-51	-12	-12
SPANISH INTERMEDIATE A		39	128	90	91	91	52	-37	1
BUSINESS: PERSONAL FINANCE	63	69	30	65	176	113	107	146	111
SABER FLEX S2			86	101	122	122	122	36	21
SABER FLEX GRADE 9 SEMESTER 1		154	157	154	158	158	4	1	4
SABER FLEX GRADE 9 SEMESTER 2		156	152	155	159	159	3	7	4
FIRST YEAR WRITING INTENSIVE				167	189	189	189	189	22

Adding Writing Intensive for all freshmen and introducing multiple new business courses increases pressure on the schedule. To keep these offerings viable, the school must run more total sections, spreading enrollment thinner across the program. When student interest becomes too widely distributed:

- Science electives may lose lab access or run too small to justify staffing
- Music and other arts programs may lose critical mass
- Program depth risks erosion in favor of surface-level choice

The issue is not whether these new electives are valuable. It is whether the number of simultaneous offerings is calibrated to sustain program strength across all departments.

Ultimately, the Board must determine whether Souhegan's curriculum continues to emphasize depth of study and program sustainability, or whether it moves toward a more breadth-focused elective model — and plan space, staffing, and scheduling accordingly.

Philosophical Alignment: Depth Over Breadth

In terms of philosophical alignment, Souhegan's original CES design emphasized depth-over-breadth, which research associates with stronger outcomes in core disciplines such as math and science because students spend more sustained time developing conceptual mastery.[4] As the schedule has broadened under the eight-period model and added more light electives, this diffusion of instructional time and student focus may be contributing to recent challenges in math and science performance, suggesting a need to realign offerings with the school's depth-driven instructional model.

The Board should use this programmatic analysis to assess:

- **Whether construction is needed at all**, or whether programmatic changes can meet space needs (e.g., right-sizing sections, removing light electives from lab classrooms, and relocating lab-required sciences to the main building)
- **Whether continued reliance on the Annex is necessary**, or whether improved scheduling and space use can consolidate science into the main building without loss of program quality
- If construction is deemed necessary, **whether renovation should occur in the main building rather than the Annex**, to preserve maximum flexibility for:
    - Reassignment of instructional space if programs evolve
    - Flexible space to address long-term enrollment trends
    - Alignment with Souhegan's clustered science model, which supports:
        - **Improved collaboration** among STEM faculty
        - **More efficient use** of shared materials
        - **Enhanced safety oversight** through proximity and visibility
        - **Centralized access** to prep space and specialized utilities

Enrollment Forecast

The SAU contracts with the consulting firm NESDEC to provide enrollment forecasts for each grade level, which tend to be reasonably accurate for three to five years. Beyond that window, however, enrollment projections depend on numerous variables that cannot be reliably predicted, making longer-term estimates essentially educated guesses.

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[4] Robert H. Tai, Marc S. Sadler, and Kirstin L. Mintzes, *"Focusing on Depth: Science Curriculum Reform in High Schools,"* **Science Education** 93, no. 4 (2009): 656–680, https://doi.org/10.1002/sce.20328; see also: University of Virginia, *"Study Finds Students Benefit From Depth, Rather Than Breadth, in High School Science Courses,"* accessed November 2025, https://news.virginia.edu/content/study-finds-students-benefit-depth-rather-breadth-high-school-science-courses

Elementary enrollment is a reliable long-term indicator of future high school enrollment. In Amherst, however, kindergarten enrollment has historically tracked more closely with **home sales activity** than with birth rates alone. Periods of increased housing turnover have consistently coincided with higher kindergarten cohorts, reflecting the movement of families with young children into the district.

From 2018 through 2022, Amherst experienced its highest level of home sales since before the Great Recession. During this same period, birth rates increased, and kindergarten enrollment rose accordingly. Home sales peaked at approximately 290 transactions in 2020. Since then, however, sales activity has declined sharply, falling to roughly 170 transactions in 2024.

Birth trends have followed a similar trajectory. After peaking at 106 births in 2022—indicating a comparatively larger kindergarten cohort in the 2026–27 school year—births declined to 94 in 2023 and further to 79 in 2024. If these patterns hold, they point toward a smaller kindergarten class entering the district around the 2029–30 school year, with normal statistical variations in subsequent class sizes.

Concerns about the impact of new residential construction on future enrollment should therefore be considered in the broader context of overall housing market activity. With home sales remaining depressed—due to high interest rates, an aging population aging in place, and broader economic and political uncertainty—the incremental effect of new construction is likely to be modest. As a result, sustained growth in elementary enrollment beyond 2029–30 appears unlikely under current conditions.

Forecasting high school enrollment is somewhat more reliable because survival-rate patterns for students already enrolled can be calculated with reasonable precision, and home sales have only a marginal effect on upper-grade enrollment. Current patterns suggest that Souhegan is unlikely to experience any significant increase in enrollment and will see a decline starting in 2028–29. Given this, there is no immediate need to plan for a surge in enrollment at the high school.

*Birth data provided by Public Health Vital Records Departments in each state.

Projected Enrollment in Grade Combinations*										
School Year	PK-4	K-4	PK-6	K-6	5-8	K-8	PK-8	7-8	7-12	9-12
2025-26	846	812	1161	1127	683	1495	1529	368	1075	707
2026-27	866	832	1195	1161	670	1502	1536	341	1044	703
2027-28	874	840	1222	1188	659	1499	1533	311	1028	717
2028-29	897	863	1229	1195	662	1525	1559	330	1033	703
2029-30	867	832	1208	1173	690	1522	1557	349	1027	678
2030-31	882	847	1230	1195	673	1520	1555	325	996	671
2031-32	862	827	1216	1181	682	1509	1544	328	989	661
2032-33	849	814	1230	1195	728	1542	1577	347	1001	654
2033-34	847	811	1206	1170	707	1518	1554	348	1024	676
2034-35	864	828	1190	1154	705	1533	1569	379	1051	672
2035-36	861	825	1189	1153	702	1527	1563	374	1050	676

Conclusion

Enrollment Efficiency and Responsible Resource Stewardship

Souhegan's science program is an essential investment — both educationally and financially. ***Advanced laboratory facilities represent some of the most expensive and scarce instructional resources in the district,*** and the teachers certified to lead high-level STEM coursework are among the highest-trained and highest-paid professionals in the building. When those people and spaces are under-enrolled or misassigned, the school is not merely losing opportunity — ***it is squandering high-value assets.***

In a system where every square foot must justify its purpose, a 1,700 sq. ft. engineering lab serving only 40 students across four course sections per week cannot be defended as an effective allocation of public resources. Likewise, when the school's most credentialed STEM instructor — leading AP Biology and Marine Science — is scheduled in light-science classrooms without appropriate laboratory access, we are jeopardizing the return on our most substantial human-capital investment.

Without a willingness to right-size sections, rebalance course offerings, and make difficult scheduling decisions, flexibility becomes inefficiency — and inefficiency becomes a failure of stewardship. If we are serious about preparing students for tomorrow's STEM economy, then Souhegan's most capable teachers and most sophisticated learning environments must be prioritized where they are needed most.

To meet this responsibility, Souhegan should strive for a more strategic alignment of:
- **Course type**,
- **Section size**, and
- **Room capability**

This alignment is necessary to ensure students receive the robust laboratory experience expected of a comprehensive high school science program, while simultaneously improving collaboration, ensuring equitable access to specialized infrastructure, and making far better use of Souhegan's most valuable instructional real estate.

Fiduciary Due Diligence

It is essential that the Board's planning be guided by an accurate and complete understanding of the educational spaces available at Souhegan. A traditional "capacity report" measures only how many classrooms exist under current use. It does not assess whether those rooms are being used efficiently, effectively, or in alignment with instructional requirements — nor does it evaluate whether programmatic decisions, such as the number of sections offered for low-enrollment courses or alternative room assignments, could better support student needs. When key spaces are omitted from the inventory, the analysis becomes self-limiting and can unintentionally predetermine outcomes.

In this case, framing the Annex as the only viable location for future science labs — while omitting fully functional rooms in the main building — results in a constrained analysis that may unintentionally preclude other appropriate programmatic pathways. The Souhegan 2.0 (2018) plan itself envisioned consolidating science labs in the main building by renovating Rooms 220 and 221, which are now part of the "Learning Commons," while maintaining flexibility for future programmatic uses of the Annex. A programmatic facilities study must therefore be objective, comprehensive, and rooted in the school's educational philosophy. The Board should rely on data that reflects all viable instructional configurations, ensuring that decisions are guided by student needs, long-term educational priorities, and responsible stewardship of public resources.

Consequences

1. The Plan Would Codify Long-Term Fragmentation of the Science Department

Retaining any full science labs in the Annex guarantees that the science department will remain permanently split between two buildings. NEASC explicitly cited cross-building travel as a safety concern—"students traveling from the main building to the annex during the school day" was identified as problematic.[2] NEASC further emphasized that high-quality instruction depends upon common prep spaces and close physical proximity of classrooms, which support professional collaboration and efficient instructional delivery.[3]

Maintaining Annex-based science instruction undermines these conditions. Teachers must travel between buildings, share materials inefficiently, and operate without adjacency to student services, technology support, or the learning commons. Rather than strengthening departmental cohesion, the architectural proposals institutionalize separation, eliminating future opportunities to realign scheduling, staffing, or curriculum offerings within a unified science wing.

2. Preserving Annex Labs Undermines Long-Term Flexibility

Souhegan's enrollment has declined substantially since the 2018 NEASC evaluation, which already noted: "There are fewer sections of the same class… [and] teachers are teaching a greater variety of classes at one time."′ Lower enrollment reduces the need for high numbers of lab sections and strengthens the case for consolidating science into the main building.

By renovating or constructing new lab spaces in the Annex, the district effectively commits itself to long-term Annex dependence. Once capital dollars are invested, the Annex becomes programmatically indispensable even if future enrollment, staffing, or curriculum trends would otherwise support centralizing science instruction. Sound long-range facilities planning should maximize future adaptability—not permanently enshrine outdated spatial constraints.

3. The Proposed Shared "Ad Hoc Lab" is Potentially Overbuilt and Creates a Compliant Space at the Cost of Long-Term Flexibility

Option B is the least invasive of the four proposals and reuses space in the Annex by combining two middle rooms into a larger science laboratory. In its more modest form, this would function as a shared "ad hoc" lab—supporting hands-on scientific work (wet labs, equipment use, storage, and set-ups) while full-class, seated instruction remains in general classrooms or "light science" rooms elsewhere. Under Ed 321, the recommended size for a lab that does not accommodate instruction is about 900 square feet; at roughly 835 square feet, the existing Annex room is reasonably sized, particularly if more equipment-intensive courses stay in the main-building labs, and the additional 65 square feet could be gained by expanding the entrance wall to align with the storage rooms. However, the current Option B concept instead creates a 1,438 square foot, fully compliant lab that exceeds recommendations and carries significant strategic costs: it effectively commits the district to permanent Annex use for core science instruction, converts the Annex from flexible space into a fixed laboratory asset that is difficult to repurpose, and leaves the lab physically isolated from the main science wing, so NEASC's concerns about safety, collaboration, and departmental cohesion remain unresolved.[2]

It's imperative to point out that neither Ed 321, NEASC, nor the National Science Teaching Association prescribes a specific minimum room size for science laboratories; instead, each focuses on ensuring that lab spaces are reasonably sized and appropriately designed to support the educational program they serve.

Implications of the Current Architectural Concepts

The draft architectural concepts under consideration propose reducing the number of Annex science classrooms from six to either three (Draft Plan A), from six to four with an addition (Draft Plans C & D), or combining the two central rooms into a single larger multipurpose lab (Draft Plan B) and preserving the existing instruction-only spaces. While each option reduces the number of undersized rooms, none resolve the core programmatic and compliance issues identified by NEASC. Instead, they embed those deficiencies into the district's long-term facilities footprint. This also conflicts with the RFP requirement that the design team identify the *optimum location* for a compliant science lab rather than presupposing continued lab use in the Annex.[1]

Finally, relegating a portion of the science department to the Annex significantly impairs the district's flexibility under either enrollment growth or continued decline. If enrollment increases, split-building operations constrain the ability to rebalance lab sections, redistribute teaching loads, or expand offerings within a unified science wing. If enrollment continues to fall, the district loses the ability to consolidate science instruction efficiently within the main building, because a capital-intensive Annex lab must continue to be scheduled and staffed regardless of utilization levels—even when programmatically it should be removed from service.

Thus, while the combined room may satisfy technical lab requirements, it fails the broader programmatic test: it embeds fragmentation, undermines operational flexibility, and limits the district's long-term ability to adapt the facility to changing instructional, scheduling, and enrollment needs..

Conclusion

While I do not advocate for any single facilities solution, the available data point to identifiable programmatic inefficiencies that, if addressed in parallel with targeted modernization of existing spaces, would likely resolve the majority of the science department's instructional needs. Such an approach could allow all lab-required science courses to be consolidated within the main building. Additional analysis would be required to determine whether lighter, non-lab science classrooms could be similarly relocated through strategic reassignment of spaces between the Annex and the main building.

All versions of the Annex renovation—reducing room count, creating an "ad hoc" lab, or adding new construction—preserve the conditions that NEASC identified as deficient: reduced departmental cohesion, teacher isolation, and safety concerns. Instead of advancing Souhegan toward a modern, unified, and flexible science program centered in the main building, these proposals permanently embed the Annex into the district's instructional layout.

OPTION A:

RENOVATE UPPER FLOOR OF ANNEX AS NOTED BELOW:

1) REMOVE (2) HUMANITIES CLASSROOMS, (1) ACADEMIC SUPPORT CLASSROOM, (1) EARTH SCIENCE CLASSROOM, (4) LIFE SCIENCE CLASSROOMS.

2) RENOVATE AND PROVIDE (4) NEW LIFE SCIENCE LAB-LECTURE CLASSROOMS IN PLACE OF THE ABOVE NOTED REMOVED CLASSROOMS.

3) PROVIDE SHARED PREP & STORAGE ROOMS BETWEEN PAIRS OF ABOVE NOTED SCIENCE LAB-LECTURE CLASSROOMS.

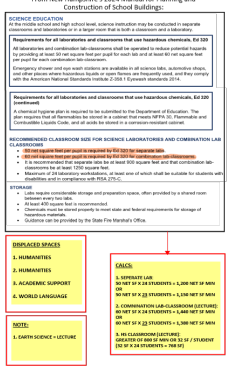
4) RELOCATE EXISTING WORLD LANGUAGE CLASSROOM (LOCATION TBD) AND RENOVATE FORMER WL CLASSROOM TO ACCOMODATE NEW EARTH SCIENCE (9TH) LECURE SPACE [REVIEW NEEDS WITH SCIENCE TEACHERS FOR EARTH SCIENCE LECTURE VERSUS LAB]

5) RENOVATE AND UTILIZE (3) EXISTING SCIENCE LAB / STORAGE SPACES FOR STORAGE AS NECESSARY [EARTH SCIENCE STAGING AND PREP SPACE OR SMALL GROUP ROOMS?]

6) FUTURE COLLABORATION AREAS TO BE CONSIDERED IN THE CORRIDOR IN LIEU OF LOCKER SPACE. PROPOSED STORAGE SPACES COULD BE RENOVATED TO CREATE BREAK OUT ROOMS FOR SMALL GROUP OR ONE ONE ONE STUDY/MEETINGS SPACES.

7) REVIEW POTENTIAL LOCATIONS FOR DISPLACED SPACES NOTED BELOW.

From New Hampshire's 2024 Manual for Planning and Construction of School Buildings:



Harriman

SOUHEGAN COOPERATIVE SCHOOL DISTRICT
SOUHEGAN HIGH SCHOOL LIFE SCIENCES PROGRAM
ARCHITECTECTURAL AND ENGINEERING SERVICES

CONCEPT DRAFT OPTION A

05/20/2025

OPTION B:

RENOVATE UPPER FLOOR OF ANNEX AS NOTED BELOW:

1) REMOVE (1) ACADEMIC SUPPORT CLASSROOM, (1) EARTH SCIENCE CLASSROOM, (4) LIFE SCIENCE CLASSROOMS.

2) RENOVATE AND PROVIDE (4) NEW LIFE SCIENCE LECTURE CLASSROOMS AND ONE SHARED LAB CLASSROOM SPACE IN PLACE OF THE ABOVE NOTED REMOVED CLASSROOMS.

3) PROVIDE SHARED STAGING, PREP, & STORAGE ROOMS ADJACENT TO PAIRS OF LIFE SCIENCE LECTURE ROOMS NOTED ABOVE.

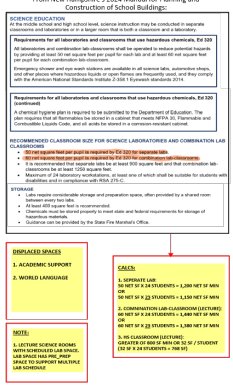
4) RELOCATE EXISTING WORLD LANGUAGE CLASSROOM (LOCATION TBD) AND RENOVATE FORMER WL CLASSROOM TO ACCOMODATE NEW EARTH SCIENCE (9TH) LECURE SPACE [REVIEW NEEDS WITH SCIENCE TEACHERS FOR EARTH SCIENCE LECTURE VERSUS LAB]

5) RENOVATE AND UTILIZE (1) EXISTING SCIENCE LAB / STORAGE SPACE FOR STORAGE AS NECESSARY [EARTH SCIENCE STAGING AND PREP SPACE OR SMALL GROUP ROOM?]

6) FUTURE COLLABORATION AREAS TO BE CONSIDERED IN THE CORRIDOR IN LIEU OF LOCKER SPACE. PROPOSED STORAGE SPACE COULD BE RENOVATED TO CREATE BREAK OUT ROOM FOR SMALL GROUP OR ONE ONE ONE STUDY/MEETINGS SPACE.

7) REVIEW POTENTIAL LOCATIONS FOR DISPLACED SPACES NOTED BELOW.

From New Hampshire's 2024 Manual for Planning and Construction of School Buildings:



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SOUHEGAN COOPERATIVE SCHOOL DISTRICT
SOUHEGAN HIGH SCHOOL LIFE SCIENCES PROGRAM
ARCHITECTECTURAL AND ENGINEERING SERVICES

CONCEPT DRAFT OPTION B

05/20/2025

OPTION C:

RENOVATE UPPER FLOOR OF ANNEX AS NOTED BELOW:

1) REMOVE (1) ACADEMIC SUPPORT CLASSROOM, (1) EARTH SCIENCE CLASSROOM, (4) LIFE SCIENCE CLASSROOMS, (1) SCIENCE PREP ROOM.

2) RENOVATE AND PROVIDE (2) NEW LIFE SCIENCE LAB-LECTURE CLASSROOMS, A SCIENCE DISPLAY AREA, A CORRIDOR (WITH A SCIENCE COLLABORATION SPACE) TO A NEW ADDITION, AND AN ACADEMIC SUPPORT CLASSROOM IN PLACE OF THE ABOVE NOTED REMOVED CLASSROOMS.

3) PROVIDE SHARED PREP & STORAGE ROOM BETWEEN PAIR OF NOTED SCIENCE LAB-LECTURE BIOLOGY CLASSROOMS.

4) FUTURE COLLABORATION AREAS TO BE CONSIDERED IN THE CORRIDOR IN LIEU OF LOCKER SPACE. PROPOSED STORAGE SPACES COULD BE RENOVATED TO CREATE BREAK OUT ROOMS FOR SMALL GROUP OR ONE ONE ONE STUDY/MEETINGS SPACES.

RENOVATE LOWER FLOOR OF ANNEX AS NOTED BELOW:

1) REMOVE (1) VIDEO PRODUCTION STUDIO AND GREEN ROOM.

2) RENOVATE AND PROVIDE A CORRIDOR (WITH A SCIENCE COLLABORATION SPACE) TO A NEW ADDITION IN PLACE OF REMOVED ROOM ABOVE.

CONSTRUCT NEW ADDITION (APPROX 4,200 SF) WITH SPACES NOTED BELOW:

LOWER LEVEL:
1) EARTH SCIENCE (9TH) LAB-LECTURE CLASSROOM
2) SCIENCE PREP AND STORAGE
3) COLLABORATION OFFICE
4) VIDEO PRODUCTION STUDIO AND GREEN ROOM

UPPER LEVEL:
1) (2) LIFE SCIENCE LAB-LECTURE CLASSROOMS
2) SHARED PREP & STORAGE ROOM

From New Hampshire's 2024 Manual for Planning and Construction of School Buildings:

SCIENCE EDUCATION
At the middle school and high school level, science instruction may be conducted in separate classrooms and laboratories or in a larger room that is both a classroom and a laboratory.

Requirements for all laboratories and classrooms that use hazardous chemicals, Ed 320
All laboratories and combination lab-classrooms shall be operated to reduce potential hazards by providing at least 50 net square feet per pupil for each lab and at least 60 net square feet per pupil for each combination lab-classroom.
Emergency shower and eye wash stations are available in all science labs, automotive shops, and other places where hazardous liquids or open flames are frequently used, and they comply with the American National Standards Institute Z-358.1 Eyewash standards 2014.

Requirements for all laboratories and classrooms that use hazardous chemicals, Ed 320 (continued)
A chemical hygiene plan is required to be submitted to the Department of Education. The plan requires that all flammables be stored in a cabinet that meets NFPA 30, Flammable and Combustible Liquids Code, and all acids be stored in a corrosion-resistant cabinet.

RECOMMENDED CLASSROOM SIZE FOR SCIENCE LABORATORIES AND COMBINATION LAB CLASSROOMS
- 50 net square feet per pupil is required by Ed 320 for separate labs.
- 60 net square feet per pupil is required by Ed 320 for combination lab-classrooms.
- It is recommended that separate labs be at least 900 square feet and that combination lab-classrooms be at least 1250 square feet.
- Maximum of 24 laboratory workstations, at least one of which shall be suitable for students with disabilities and in compliance with RSA 275:C.

STORAGE
- Labs require considerable storage and preparation space, often provided by a shared room between every two labs.
- At least 400 square feet is recommended.
- Chemicals must be stored properly to meet state and federal requirements for storage of hazardous materials.
- Guidance can be provided by the State Fire Marshal's Office.

DISPLACED SPACES
1. NONE

CALCS:
1. SEPERATE LAB:
50 NET SF X 24 STUDENTS = 1,200 NET SF MIN
OR
50 NET SF X 23 STUDENTS = 1,150 NET SF MIN

2. COMBINATION LAB-CLASSROOM (LECTURE):
60 NET SF X 24 STUDENTS = 1,440 NET SF MIN
OR
60 NET SF X 23 STUDENTS = 1,380 NET SF MIN

3. HS CLASSROOM (LECTURE)
GREATER OF 800 SF MIN OR 32 SF / STUDENT
(32 SF X 24 STUDENTS = 768 SF)

Harriman | SOUHEGAN COOPERATIVE SCHOOL DISTRICT
SOUHEGAN HIGH SCHOOL LIFE SCIENCES PROGRAM
ARCHITECTECTURAL AND ENGINEERING SERVICES

CONCEPT DRAFT OPTION C
05/20/2025

OPTION D:

RENOVATE UPPER FLOOR OF ANNEX AS NOTED BELOW:

1) REMOVE (1) ACADEMIC SUPPORT CLASSROOM, (1) EARTH SCIENCE CLASSROOM, (4) LIFE SCIENCE CLASSROOMS, (1) SCIENCE PREP ROOM.

2) RENOVATE AND PROVIDE (2) NEW LIFE SCIENCE LAB-LECTURE CLASSROOMS, A SCIENCE DISPLAY AREA, A CORRIDOR (WITH A SCIENCE COLLABORATION SPACE) TO A NEW ADDITION, AND AN ACADEMIC SUPPORT CLASSROOM IN PLACE OF THE ABOVE NOTED REMOVED CLASSROOMS.

3) PROVIDE SHARED PREP & STORAGE ROOM BETWEEN PAIR OF NOTED SCIENCE LAB-LECTURE BIOLOGY CLASSROOMS.

4) FUTURE COLLABORATION AREAS TO BE CONSIDERED IN THE CORRIDOR IN LIEU OF LOCKER SPACE. PROPOSED STORAGE SPACES COULD BE RENOVATED TO CREATE BREAK OUT ROOMS FOR SMALL GROUP OR ONE ONE ONE STUDY/MEETINGS SPACES.

RENOVATE LOWER FLOOR OF ANNEX AS NOTED BELOW:

1) REMOVE (1) VIDEO PRODUCTION STUDIO AND GREEN ROOM, (1) STUDIO ART AND CERMICS, ADJACENT STORAGE, (1) EXISTING CPU LAB.

2) RENOVATE AND PROVIDE A CORRIDOR (WITH A SCIENCE COLLABORATION SPACE) TO A NEW ADDITION IN PLACE OF REMOVED ROOM ABOVE.

3) RENOVATE FORMER STUDIO ART AND CERAMICS AND STORAGE INTO NEW RELOCATED EARTH SCIENCE (9TH) LAB AND LECTURE CLASSROOM AND PREP SPACE. RENOVATE REMAINING ARE OF STUDIO ART AND CERAMICS TO A NEW RELOACTED CPU LAB (ADJACENT EXISTING CPU LAB).

4) EXPAND AND RENOVATE (1) EXISTING ART ROOM AND (1) FORMER CPU LAB INTO LARGER APPROPRAITELY SIZED ART ROOM. (THIS LOCATES ANNEX ART ROOMS ADJACENT TO EACH OTHER WITH A SHARED ART COLLABORATION AREA AND ART DISPLAY AREA NEAR THE MAIN ENTRY TO THE ANNEX.

CONSTRUCT NEW ADDITION (APPROX 4,200 SF) WITH SPACES NOTED BELOW:

LOWER LEVEL:
1) STUDIO ART AND CERAMICS CLASSROOM
2) ART STORAGE
3) COLLABORATION OFFICE
4) VIDEO PRODUCTION STUDIO AND GREEN ROOM

UPPER LEVEL:
1) (2) LIFE SCIENCE LAB-LECTURE CLASSROOMS
2) SHARED PREP & STORAGE ROOM

From New Hampshire's 2024 Manual for Planning and Construction of School Buildings:

SCIENCE EDUCATION
At the middle school and high school level, science instruction may be conducted in separate classrooms and laboratories or in a larger room that is both a classroom and a laboratory.

Requirements for all laboratories and classrooms that use hazardous chemicals, Ed 320
All laboratories and combination lab-classrooms shall be operated to reduce potential hazards by providing at least 50 net square feet per pupil for each lab and at least 60 net square feet per pupil for each combination lab-classroom.
Emergency shower and eye wash stations are available in all science labs, automotive shops, and other places where hazardous liquids or open flames are frequently used, and they comply with the American National Standards Institute Z-358.1 Eyewash standards 2014.

Requirements for all laboratories and classrooms that use hazardous chemicals, Ed 320 (continued)
A chemical hygiene plan is required to be submitted to the Department of Education. The plan requires that all flammables be stored in a cabinet that meets NFPA 30, Flammable and Combustible Liquids Code, and all acids be stored in a corrosion-resistant cabinet.

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- 50 net square feet per pupil is required by Ed 320 for separate labs.
- 60 net square feet per pupil is required by Ed 320 for combination lab-classrooms.
- It is recommended that separate labs be at least 900 square feet and that combination lab-classrooms be at least 1250 square feet.
- Maximum of 24 laboratory workstations, at least one of which shall be suitable for students with disabilities and in compliance with RSA 275:C.

STORAGE
- Labs require considerable storage and preparation space, often provided by a shared room between every two labs.
- At least 400 square feet is recommended.
- Chemicals must be stored properly to meet state and federal requirements for storage of hazardous materials.
- Guidance can be provided by the State Fire Marshal's Office.

DISPLACED SPACES
1. NONE

CALCS:
1. SEPERATE LAB:
50 NET SF X 24 STUDENTS = 1,200 NET SF MIN
OR
50 NET SF X 23 STUDENTS = 1,150 NET SF MIN

2. COMBINATION LAB-CLASSROOM (LECTURE):
60 NET SF X 24 STUDENTS = 1,440 NET SF MIN
OR
60 NET SF X 23 STUDENTS = 1,380 NET SF MIN

3. HS CLASSROOM (LECTURE)
GREATER OF 800 SF MIN OR 32 SF / STUDENT
(32 SF X 24 STUDENTS = 768 SF)

Harriman | SOUHEGAN COOPERATIVE SCHOOL DISTRICT
SOUHEGAN HIGH SCHOOL LIFE SCIENCES PROGRAM
ARCHITECTECTURAL AND ENGINEERING SERVICES

CONCEPT DRAFT OPTION D
05/20/2025

Footnotes

1. Souhegan Science Lab RFP, 2024.
2. NEASC Report 2018.
3. NEASC Report 2018.
4. NEASC Report 2018.

Next Steps

This document is intended to provide explanation and context for a review of programmatic facilities, with a specific focus on programmatic criteria associated with the science curriculum. Any meaningful programmatic review must begin with a generally accepted educational philosophy. For Souhegan, the Coalition of Essential Schools (CES) supplied the philosophical boundaries that informed the school's original design; the building's configuration reflects CES principles from that period. Although CES no longer exists as a discrete organization, its core principles remain widely accepted across many of today's educational models.

Widely Accepted CES Principles Today

- Student-centered learning
- Depth over breadth ("less is more")
- Demonstrations of learning (performance assessments, exhibitions)
- Equity as a foundational commitment
- Relationship-based school culture (advisory, SEL)
- Collaborative professional culture (PLCs, shared decision-making)
- Mastery-based progression instead of seat time (also required in Ed 306)
- Small, personal learning communities
- Authentic, real-world learning
- Teacher as coach/facilitator rather than lecturer

It is useful to begin with these enduring principles and then candidly assess those that have fallen out of favor as a rational starting point for any broad programmatic re-evaluation that should precede major programming changes or capital projects.

CES Elements That Have Fallen Out of Favor

- Full de-tracking of all courses
- Eliminating traditional grades in favor of narrative-only reporting
- Highly interdisciplinary course structures replacing departmental models
- Very small class sizes as a structural expectation
- Highly flexible, open scheduling models that reduce predictability
- Strong anti-AP/anti-standardized-testing stances
- Radical school restructuring models (e.g., eliminating departments entirely)

Souhegan must now establish—or re-establish—its educational model and clearly define its goals and expectations in light of these principles. While this report focuses on science, no single program can or should be evaluated in isolation. A comprehensive programmatic review requires taking full stock of every department's needs, including those less constrained by specialized space. Only by considering all programs together can the district avoid unintended consequences, prevent missed opportunities, and ensure that long-term facilities decisions support the school as a whole.

In the following sections, tables are provided for each program area, including room assignments, enrollment, and capacity. These are preliminary tools, not final recommendations. They are

intended to illustrate the level of analysis still required and to show how each program must be evaluated in relation to every other space and need within the building.

At this stage, it will be the responsibility of the School Board and administration to complete this broader evaluation so that future facilities decisions are grounded in a coherent, well-aligned programmatic framework.

Term	(Multiple Items)	2025-26 SEMESTER 1							
Department	SCIENCE								
Day	(Multiple Items)								
Sum of # of Students	**Column Labels**								
Row Labels		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Grand Total**
222										
AP CHEMISTRY - Pham, Viet - 222 - Science Lab - 1400 - 27			12					12		24
CHEMISTRY - Pham, Viet - 222 - Science Lab - 1400 - 27					23	17				40
223										
CHEMISTRY - Spencer, Donald J - 223 - Science Lab - 1300 - 25			20	16			17	21		74
224										
ADVANCED ENGINEERING - Swift, Charles - 224 - Science Lab - 1750 - 33			11							11
ENGINEER SCIENCE - Swift, Charles - 224 - Science Lab - 1750 - 33				7			10		12	29
225										
AP PHYSICS 1 - Carle, Nathan - 225 - Science Lab - 1200 - 24			9							9
AP PHYSICS C - Carle, Nathan - 225 - Science Lab - 1200 - 24						10		13		23
PHYSICS - Carle, Nathan - 225 - Science Lab - 1200 - 24		22								22
PHYSICS - Hyde-Berger, Amanda - 225 - Science Lab - 1200 - 24				10	13					23
226										
FORENSIC SCIENCE - Hyde-Berger, Amanda - 226 - Science Lab - 1200 - 24		20								20
A214										
ANATOMY & PHYSIOLOGY - Deenik, Jenny - A214 - Science Lab - 828 - 25						19				19
ANATOMY & PHYSIOLOGY - Herdlein, Katherine - A214 - Science Lab - 828 - 25		15	20							35
A215										
LIVING SYSTEMS SCIENCE - Theriault, Kim - A215 - Science Lab - 850 - 26			11			16	13	22		62
A217										
AP BIOLOGY - Mueller-Northcott, Julianne - A217 - Science Lab - 857 - 26			12						11	23
MARINE SCIENCE - Mueller-Northcott, Julianne - A217 - Science Lab - 857 - 26		23			17					40
A218										
AP ENVIRONMENTAL SCIENCE - Deenik, Jenny - A218 - Science Lab - 880 - 27		10								10
SEMINAR GLOBAL CITIZENSHIP:SCIENCE - Deenik, Jenny - A218 - Science Lab - 880 - 27				19	18					37
Grand Total		**90**	**95**	**52**	**71**	**62**	**40**	**68**	**23**	**501**

Term	(Multiple Items)	2025-26 SEMESTER 2							
Department	SCIENCE								
Day	(Multiple Items)								
Sum of # of Students	**Column Labels**								
Row Labels		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Grand Total**
222										
AP CHEMISTRY - Pham, Viet - 222 - Science Lab - 1400 - 27			12					12		24
CHEMISTRY - Pham, Viet - 222 - Science Lab - 1400 - 27					23	17				40
223										
CHEMISTRY - Spencer, Donald J - 223 - Science Lab - 1300 - 25			20	16			17	21		74
224										
ADVANCED ENGINEERING - Swift, Charles - 224 - Science Lab - 1750 - 33			11							11
ENGINEER SCIENCE - Swift, Charles - 224 - Science Lab - 1750 - 33				7			10		12	29
ROBOTIC SCIENCE - Swift, Charles - 224 - Science Lab - 1750 - 33		11								11
225										
AP PHYSICS 1 - Carle, Nathan - 225 - Science Lab - 1200 - 24			9							9
AP PHYSICS C - Carle, Nathan - 225 - Science Lab - 1200 - 24						10		13		23
ASTRONOMY - Carle, Nathan - 225 - Science Lab - 1200 - 24							12			12
PHYSICS - Carle, Nathan - 225 - Science Lab - 1200 - 24		22								22
PHYSICS - Hyde-Berger, Amanda - 225 - Science Lab - 1200 - 24				10	13					23
226										
FORENSIC SCIENCE - Hyde-Berger, Amanda - 226 - Science Lab - 1200 - 24			18						16	34
STEAM: 3D MODELING AND DESIGN - Hyde-Berger, Amanda - 226 - Science Lab - 1200 - 24		15								15
A214										
ANATOMY & PHYSIOLOGY - Deenik, Jenny - A214 - Science Lab - 828 - 25						19				19
ANATOMY & PHYSIOLOGY - Herdlein, Katherine - A214 - Science Lab - 828 - 25		15	20							35
A215										
LIVING SYSTEMS SCIENCE - Theriault, Kim - A215 - Science Lab - 850 - 26			11			16	13	22		62
A217										
AP BIOLOGY - Mueller-Northcott, Julianne - A217 - Science Lab - 857 - 26			12						11	23
MARINE SCIENCE - Mueller-Northcott, Julianne - A217 - Science Lab - 857 - 26		23			17					40
A218										
AP ENVIRONMENTAL SCIENCE - Deenik, Jenny - A218 - Science Lab - 880 - 27		10								10
SEMINAR GLOBAL CITIZENSHIP:SCIENCE - Deenik, Jenny - A218 - Science Lab - 880 - 27				19	18					37
Grand Total		**96**	**113**	**52**	**71**	**62**	**52**	**68**	**39**	**553**

Term	(Multiple Items)	2025-26 SEMESTER 1						
Department	BUSINESS							
Day	(Multiple Items)							
Sum of # of Students	**Column Labels**							
Row Labels		**2**	**4**	**5**	**6**	**7**	**8**	**Grand Total**
106								
ENTREPRENEURSHIP - Crowdle, Kelli - 106 - Classroom - 620 - 19						16		16
PERSONAL FINANCE - Crowdle, Kelli - 106 - Classroom - 620 - 19			20		21			41
PERSONAL FINANCE - Jasinski, David - 106 - Classroom - 620 - 19							19	19
122								
ADVERTISING - Maniscalco, Amanda - 122 - Computer Lab - 1011 - 31		23			11			34
ENTREPRENEURSHIP - Crowdle, Kelli - 122 - Computer Lab - 1011 - 31							24	24
MARKETING - Maniscalco, Amanda - 122 - Computer Lab - 1011 - 31			22			20		42
PERSONAL FINANCE - Crowdle, Kelli - 122 - Computer Lab - 1011 - 31				14				14
Grand Total		**23**	**42**	**14**	**32**	**36**	**43**	**190**

Term	(Multiple Items)	2025-26 SEMESTER 2							
Department	BUSINESS								
Day	(Multiple Items)								
Sum of # of Students	**Column Labels**								
Row Labels		**1**	**3**	**4**	**5**	**6**	**7**	**8**	**Grand Total**
106									
ADVERTISING - Maniscalco, Amanda - 106 - Classroom - 620 - 19								20	20
PERSONAL FINANCE - Crowdle, Kelli - 106 - Classroom - 620 - 19			21	21			22		64
PERSONAL FINANCE - Jasinski, David - 106 - Classroom - 620 - 19					17				17
122									
ADVERTISING - Maniscalco, Amanda - 122 - Computer Lab - 1011 - 31						15			15
ENTREPRENEURSHIP - Crowdle, Kelli - 122 - Computer Lab - 1011 - 31								21	21
ENTREPRENEURSHIP - Maniscalco, Amanda - 122 - Computer Lab - 1011 - 31		23							23
MARKETING - Maniscalco, Amanda - 122 - Computer Lab - 1011 - 31				22			20		42
Grand Total		**23**	**21**	**43**	**17**	**15**	**42**	**41**	**202**

Term	(Multiple Items)	2025-26 SEMESTER 1							
Department	(Multiple Items)	MUSIC & VISUAL ARTS							
Day	(Multiple Items)								
Sum of # of Students	**Column Labels**								
Row Labels		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Grand Total**
167										
CONCERT BAND - Wickham, James - 167 - MUSIC - Chorus Room - 1505 - 47		54								54
CONCERT CHOIR - Nason, Kerri - 167 - MUSIC - Chorus Room - 1505 - 47			39							39
MUSIC COMBOS - Wickham, James - 167 - MUSIC - Chorus Room - 1505 - 47									10	10
168										
ADV MUSIC PROD AND ENGINEERING SEMESTER - Wickham, James - 168 - MUSIC - Band - 2165 - 67										
ADV MUSIC PRODUCTION AND ENGINEERING - Wickham, James - 168 - MUSIC - Band - 2165 - 67				1						1
INTRODUCTION TO POPULAR MUSIC - Wickham, James - 168 - MUSIC - Band - 2165 - 67			8							8
MUSIC PROD AND ENGINEERING SEMESTER - Wickham, James - 168 - MUSIC - Band - 2165 - 67				4						4
MUSIC PRODUCTION AND ENGINEERING - Wickham, James - 168 - MUSIC - Band - 2165 - 67				7						7
MUSIC THEORY AND COMPOSITION - Wickham, James - 168 - MUSIC - Band - 2165 - 67								5		5
MUSIC THEORY AND COMPOSITION SEMESTER - Wickham, James - 168 - MUSIC - Band - 2165 - 67										
A108-A111										
ADV STUDIO ART - Fritz, Stephanie - A108-A111 - Art Room and Art Kilns - 1647 - 51						1				1
AP ART AND DESIGN - Fritz, Stephanie - A108-A111 - Art Room and Art Kilns - 1647 - 51						7				7
CERAMICS I - Fritz, Stephanie - A108-A111 - Art Room and Art Kilns - 1647 - 51		8						11	16	35
PAINTING - Fritz, Stephanie - A108-A111 - Art Room and Art Kilns - 1647 - 51			14							14
A118										
DRAWING - Gosselin, Elizebeth - A118 - Art Room - 935 - 29			20					19		39
A119										
ADV VIDEO PRODUCTION - Saunders, Audra - A119 - Computer Lab - 747 - 23										
ADV VIDEO PRODUCTION SEM - Saunders, Audra - A119 - Computer Lab - 747 - 23					2					2
DIGITAL PHOTO 1 - Gosselin, Elizebeth - A119 - Computer Lab - 747 - 23		14		13			8			35
DIGITAL PHOTO 1 - Saunders, Audra - A119 - Computer Lab - 747 - 23								12		12
DIGITAL PHOTO 2 - Gosselin, Elizebeth - A119 - Computer Lab - 747 - 23		6		3			1			10
SEMINAR FILM: VISUAL ARTS - Saunders, Audra - A119 - Computer Lab - 747 - 23			19							19
VIDEO PRODUCTION - Saunders, Audra - A119 - Computer Lab - 747 - 23									6	6
VIDEO PRODUCTION SEMESTER - Saunders, Audra - A119 - Computer Lab - 747 - 23					16					16
A122										
THEATRE I - Williams, WendySue - A122 - Classroom - 864 - 27									7	7
Grand Total		**82**	**100**	**28**	**18**	**8**	**9**	**47**	**39**	**331**

Term	(Multiple Items)	2025-26 SEMESTER 2								
Department	(Multiple Items)	MUSIC & VISUAL ARTS								
Day	(Multiple Items)									
Sum of # of Students	**Column Labels**									
Row Labels		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Grand Total**
167										
CONCERT BAND - Wickham, James - 167 - MUSIC - Chorus Room - 1505 - 47		54								54
CONCERT CHOIR - Nason, Kerri - 167 - MUSIC - Chorus Room - 1505 - 47			39							39
MUSIC COMBOS - Wickham, James - 167 - MUSIC - Chorus Room - 1505 - 47							7			7
THEATRE II - Nason, Kerri - 167 - MUSIC - Chorus Room - 1505 - 47					5					5
168										
ADV MUSIC PROD AND ENGINEERING SEMESTER - Wickham, James - 168 - MUSIC - Band - 2165 - 67										
ADV MUSIC PRODUCTION AND ENGINEERING - Wickham, James - 168 - MUSIC - Band - 2165 - 67				1						1
MUSIC PROD AND ENGINEERING SEMESTER - Wickham, James - 168 - MUSIC - Band - 2165 - 67				4						4
MUSIC PRODUCTION AND ENGINEERING - Wickham, James - 168 - MUSIC - Band - 2165 - 67				7						7
MUSIC THEORY AND COMPOSITION - Wickham, James - 168 - MUSIC - Band - 2165 - 67								5		5
MUSIC THEORY AND COMPOSITION SEMESTER - Wickham, James - 168 - MUSIC - Band - 2165 - 67										
A108-A111										
ADV STUDIO ART - Fritz, Stephanie - A108-A111 - Art Room and Art Kilns - 1647 - 51						1				1
AP ART AND DESIGN - Fritz, Stephanie - A108-A111 - Art Room and Art Kilns - 1647 - 51						7				7
CERAMICS I - Fritz, Stephanie - A108-A111 - Art Room and Art Kilns - 1647 - 51								18		18
CERAMICS II - Fritz, Stephanie - A108-A111 - Art Room and Art Kilns - 1647 - 51			10							10
A118										
DRAWING - Gosselin, Elizebeth - A118 - Art Room - 935 - 29			20							20
VISUAL ARTS EXPERIENCE - Saunders, Audra - A118 - Art Room - 935 - 29		11								11
A119										
ADV VIDEO PRODUCTION - Saunders, Audra - A119 - Computer Lab - 747 - 23										
ADV VIDEO PRODUCTION SEM - Saunders, Audra - A119 - Computer Lab - 747 - 23								1		1
ADVANCED PHOTO - Gosselin, Elizebeth - A119 - Computer Lab - 747 - 23						2				2
DIGITAL PHOTO 1 - Gosselin, Elizebeth - A119 - Computer Lab - 747 - 23		15			10	14				39
DIGITAL PHOTO 1 - Saunders, Audra - A119 - Computer Lab - 747 - 23				9						9
DIGITAL PHOTO 2 - Gosselin, Elizebeth - A119 - Computer Lab - 747 - 23		4				5				9
SEMINAR FILM: VISUAL ARTS - Saunders, Audra - A119 - Computer Lab - 747 - 23			19							19
VIDEO PRODUCTION - Saunders, Audra - A119 - Computer Lab - 747 - 23									6	6
VIDEO PRODUCTION SEMESTER - Saunders, Audra - A119 - Computer Lab - 747 - 23								20		20
Grand Total		**84**	**88**	**21**	**15**	**29**	**7**	**44**	**6**	**294**

Term	(Multiple Items)	2025-26 SEMESTER 1					
Department	COMPUTER SCIENCE & TECHNOLOGY						
Day	(Multiple Items)						
Sum of # of Students	**Column Labels**						
Row Labels		**1**	**2**	**4**	**7**	**8**	**Grand Total**
A103							
ADV PROGRAMMING - Tyler, Andrew - A103 - Computer Lab - 1200 - 37						3	3
ANIMATION - Tyler, Andrew - A103 - Computer Lab - 1200 - 37		11	12		11		34
AP COMPUTER SCIENCE PRINCIPLES - Tyler, Andrew - A103 - Computer Lab - 1200 - 37				14			14
PROGRAMMING A: PYTHON - Tyler, Andrew - A103 - Computer Lab - 1200 - 37						12	12
A208							
DIGITAL LEADERSHIP - Brooks, Christopher - A208 - Classroom - 925 - 28				17			17
Grand Total		**11**	**12**	**31**	**11**	**15**	**80**

Term	(Multiple Items)	2025-26 SEMESTER 2				
Department	COMPUTER SCIENCE & TECHNOLOGY					
Day	(Multiple Items)					
Sum of # of Students	**Column Labels**					
Row Labels		**1**	**4**	**5**	**8**	**Grand Total**
A103						
ADV PROGRAMMING - Tyler, Andrew - A103 - Computer Lab - 1200 - 37					3	3
AP COMPUTER SCIENCE PRINCIPLES - Tyler, Andrew - A103 - Computer Lab - 1200 - 37			14			14
GAME DEVELOPMENT - Tyler, Andrew - A103 - Computer Lab - 1200 - 37		7				7
PROGRAMMING A: PYTHON - Tyler, Andrew - A103 - Computer Lab - 1200 - 37				4		4
PROGRAMMING B: JAVA - Tyler, Andrew - A103 - Computer Lab - 1200 - 37					9	9
A208						
DIGITAL LEADERSHIP - Brooks, Christopher - A208 - Classroom - 925 - 28					11	11
Grand Total		**7**	**14**	**4**	**23**	**48**

Term	(Multiple Items)	2025-26 SEMESTER 2								
Department	(Multiple Items)	HUMANITIES (ENGLISH & SOCIAL STUDIES)								
Day	(Multiple Items)									
Sum of # of Students	**Column Labels**									
Row Labels		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Grand Total**
101										
AMERICAN STUDIES:ENGLISH - Delli Colli, Amanda - 101 - Classroom - 770 - 24				23		20	19		22	84
102										
AMERICAN STUDIES:SOCIAL STUDIES - Drinkwater, Nicholas - 102 - Classroom - 620 - 19				22		19	20		23	84
106										
ECONOMICS - Jasinski, David - 106 - Classroom - 620 - 19		13					21			34
107										
AMERICAN STUDIES SOCIAL STUDIES MODULES - Wallace, Jessica - 107 - Classroom - 620 - 19						7				7
CIVICS SOCIAL STUDIES MODULES - Wallace, Jessica - 107 - Classroom - 620 - 19						8				8
ECONOMICS - Jasinski, David - 107 - Classroom - 620 - 19					20					20
SOCIAL STUDIES MODULES - Wallace, Jessica - 107 - Classroom - 620 - 19										
UNDERSTANDING PSYCHOLOGY - Wallace, Jessica - 107 - Classroom - 620 - 19		22	22	22			22			88
126										
AP U.S. HISTORY - Estabrook, Philip - 126 - Classroom - 880 - 27		18								18
SELF AND SOCIETY: ENGLISH - Nason, Travis - 126 - Classroom - 880 - 27				24	25	23	21			93
SEMINAR CONSTITUTIONAL LAW&JUSTICE:SS - Estabrook, Philip - 126 - Classroom - 880 - 27								19	16	35
127										
FIRST YEAR WRITING INTENSIVE - Whelan, Sean - 127 - Classroom - 880 - 27			18							18
SELF AND SOCIETY: SOCIAL STUDIES - Claridge, Leslie - 127 - Classroom - 880 - 27				25	24	22	22			93
SEMINAR CONSTITUTIONAL LAW&JUSTICE:ENG - Whelan, Sean - 127 - Classroom - 880 - 27								16	19	35
130										
SOCIAL STUDIES MODULES SEMESTER - Barbato, Sarah - 130 - Classroom - 600 - 18						3				3
WORLD STUDIES:SOCIAL STUDIES - Barbato, Sarah - 130 - Classroom - 600 - 18				21			19	22	21	83
131										
CURRENT ISSUES - Estabrook, Philip - 131 - Classroom - 665 - 20					6					6
WORLD STUDIES:ENGLISH - Gibbons, Aimee - 131 - Classroom - 665 - 20				21			22	19	21	83
205										
CURRENT ISSUES - Claridge, Leslie - 205 - Classroom - 620 - 19								22		22
WORLD STUDIES:ENGLISH - Dreher, Steve - 205 - Classroom - 620 - 19			22	23		20	18			83
207										
FIRST YEAR WRITING INTENSIVE - Nason, Travis - 207 - Classroom - 620 - 19									18	18
WORLD STUDIES:SOCIAL STUDIES - Maddock, Kathy - 207 - Classroom - 620 - 19			23	22		18	20			83
A115										
SELF AND SOCIETY: ENGLISH - May, Kimberly - A115 - Classroom - 800 - 25				24	24	23	24			95
A116										
SELF AND SOCIETY: SOCIAL STUDIES - Doucet, Anthony - A116 - Classroom - 827 - 25				23	24	23	25			95
A208										
INTRO TO PHILOSOPHY - Brooks, Christopher - A208 - Classroom - 925 - 28				14	14					28
SEMINAR ETHICS:SOCIAL STUDIES - Brooks, Christopher - A208 - Classroom - 925 - 28						23	23			46
A210										
FIRST YEAR WRITING INTENSIVE - Paradis, Melanie - A210 - Classroom - 940 - 29			17					18	17	52
SEMINAR ETHICS:ENGLISH - Whelan, Sean - A210 - Classroom - 940 - 29						23	23			46
SEMINAR GLOBAL CITIZENSHIP:ENGLISH - Paradis, Melanie - A210 - Classroom - 940 - 29				18	19					37

Term	(Multiple Items)	2025-26 SEMESTER 1								
Department	(Multiple Items)	HUMANITIES (ENGLISH & SOCIAL STUDIES)								
Day	(Multiple Items)									
Sum of # of Students	**Column Labels**									
Row Labels		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Grand Total**
101										
AMERICAN STUDIES:ENGLISH - Delli Colli, Amanda - 101 - Classroom - 770 - 24				23		20	19		22	84
FIRST YEAR WRITING INTENSIVE - Delli Colli, Amanda - 101 - Classroom - 770 - 24			10							10
102										
AMERICAN STUDIES:SOCIAL STUDIES - Drinkwater, Nicholas - 102 - Classroom - 620 - 19				22		19	20		23	84
HUMANS AS SUBJECTS - Drinkwater, Nicholas - 102 - Classroom - 620 - 19								14		14
106										
ECONOMICS - Jasinski, David - 106 - Classroom - 620 - 19		23	15	20		16				74
107										
AMERICAN STUDIES SOCIAL STUDIES MODULES - Wallace, Jessica - 107 - Classroom - 620 - 19						7				7
CIVICS SOCIAL STUDIES MODULES - Wallace, Jessica - 107 - Classroom - 620 - 19						8				8
SOCIAL STUDIES MODULES - Wallace, Jessica - 107 - Classroom - 620 - 19										
UNDERSTANDING PSYCHOLOGY - Wallace, Jessica - 107 - Classroom - 620 - 19		22	22	22			22			88
126										
AP U.S. HISTORY - Estabrook, Philip - 126 - Classroom - 880 - 27		18								18
CURRENT ISSUES - Estabrook, Philip - 126 - Classroom - 880 - 27			12							12
SELF AND SOCIETY: ENGLISH - Nason, Travis - 126 - Classroom - 880 - 27				24	25	23	21			93
SEMINAR CONSTITUTIONAL LAW&JUSTICE:SS - Estabrook, Philip - 126 - Classroom - 880 - 27								19	16	35
127										
SELF AND SOCIETY: SOCIAL STUDIES - Claridge, Leslie - 127 - Classroom - 880 - 27				25	24	22	22			93
SEMINAR CONSTITUTIONAL LAW&JUSTICE:ENG - Whelan, Sean - 127 - Classroom - 880 - 27								16	19	35
130										
WORLD STUDIES:SOCIAL STUDIES - Barbato, Sarah - 130 - Classroom - 600 - 18				21			19	22	21	83
131										
FIRST YEAR WRITING INTENSIVE - Gibbons, Aimee - 131 - Classroom - 665 - 20		17								17
WORLD STUDIES:ENGLISH - Gibbons, Aimee - 131 - Classroom - 665 - 20				21			22	19	21	83
205										
FIRST YEAR WRITING INTENSIVE - Dreher, Steve - 205 - Classroom - 620 - 19								17		17
WORLD STUDIES:ENGLISH - Dreher, Steve - 205 - Classroom - 620 - 19			22	23		20	18			83
207										
WORLD STUDIES:SOCIAL STUDIES - Maddock, Kathy - 207 - Classroom - 620 - 19			23	22		18	20			83
A115										
FIRST YEAR WRITING INTENSIVE - May, Kimberly - A115 - Classroom - 800 - 25									17	17
SELF AND SOCIETY: ENGLISH - May, Kimberly - A115 - Classroom - 800 - 25				24	24	23	24			95
A116										
SELF AND SOCIETY: SOCIAL STUDIES - Doucet, Anthony - A116 - Classroom - 827 - 25				23	24	23	25			95
A208										
INTRO TO PHILOSOPHY - Brooks, Christopher - A208 - Classroom - 925 - 28			13							13
SEMINAR ETHICS:SOCIAL STUDIES - Brooks, Christopher - A208 - Classroom - 925 - 28						23	23			46
A210										
FIRST YEAR WRITING INTENSIVE - Paradis, Melanie - A210 - Classroom - 940 - 29			9						17	26
SEMINAR ETHICS:ENGLISH - Whelan, Sean - A210 - Classroom - 940 - 29						23	23			46
SEMINAR GLOBAL CITIZENSHIP:ENGLISH - Paradis, Melanie - A210 - Classroom - 940 - 29				18	19					37
A211										
AP ENGLISH LANGUAGE & COMPOSITION - Sturges, Gavin - A211 - Classroom - 940 - 29				23	14	12				49
AP ENGLISH LITERATURE & COMPOSITION - Sturges, Gavin - A211 - Classroom - 940 - 29		18								18
A212										
AMERICAN STUDIES:SOCIAL STUDIES - DeWitt, Andrea M - A212 - Classroom - 782 - 24			18		23	18		23		82
A213										
AMERICAN STUDIES:ENGLISH - Paniagua, Kim - A213 - Classroom - 828 - 25			18		23	18				59
AMERICAN STUDIES:ENGLISH - Yeaton, Kristin - A213 - Classroom - 828 - 25								23		23
ENGLISH MODULES - Yeaton, Kristin - A213 - Classroom - 828 - 25							7			7
SEMINAR FILM: ENGLISH - Paniagua, Kim - A213 - Classroom - 828 - 25				19						19
Grand Total		**98**	**162**	**330**	**176**	**293**	**285**	**153**	**156**	**1653**

Term	(Multiple Items)	2025-26 SEMESTER 2							
Department	MATH								
Day	(Multiple Items)								
Sum of # of Students	**Column Labels**								
Row Labels		**1**	**2**	**3**	**4**	**5**	**6**	**8**	**Grand Total**
104									
CORE MATH 2 - Colby, Julie - 104 - Classroom - 620 - 19				22	21				43
CORE MATH 2 - Swift, Ane - 104 - Classroom - 620 - 19			17						17
PRECALCULUS - Colby, Julie - 104 - Classroom - 620 - 19		9						10	19
127									
FINANCIAL ALGEBRA - Gast, Lee - 127 - Classroom - 880 - 27		20							20
FINANCIAL ALGEBRA SEMESTER - Gast, Lee - 127 - Classroom - 880 - 27		4							4
128									
AP CALCULUS BC - Gast, Lee - 128 - Classroom - 835 - 26			11						11
CM2 MATH MODULES - Swift, Ane - 128 - Classroom - 835 - 26		2							2
CORE MATH 2 - Gast, Lee - 128 - Classroom - 835 - 26							16		16
CORE MATH1 GR10-12 - Swift, Ane - 128 - Classroom - 835 - 26		7							7
FINANCIAL ALGEBRA - Gast, Lee - 128 - Classroom - 835 - 26						19			19
FINANCIAL ALGEBRA SEMESTER - Gast, Lee - 128 - Classroom - 835 - 26						2			2
MATH MODULES SEMESTER - Swift, Ane - 128 - Classroom - 835 - 26									
MATH SUPPORT S2 - Helliesen, Andrew - 128 - Classroom - 835 - 26					10				10
129									
CORE MATH 2 - Helliesen, Andrew - 129 - Classroom - 725 - 22						22			22
CORE MATH 3 - Helliesen, Andrew - 129 - Classroom - 725 - 22		19	20						39
INTRO TO CALCULUS - Anderson, Stephen - 129 - Classroom - 725 - 22					24			23	47
227									
CORE MATH1 GR9 - Lillis, Erika - 227 - Classroom - 734 - 22						24	23		47
CORE MATH2 GR9 - Lillis, Erika - 227 - Classroom - 734 - 22				20	19				39
228									
AP CALCULUS AB - Caputo, Matthew - 228 - Classroom - 807 - 25				22			19		41
CORE MATH 2 - Helliesen, Andrew - 228 - Classroom - 807 - 25								21	21
CORE MATH 3 - Caputo, Matthew - 228 - Classroom - 807 - 25						15			15
DATA SCIENCE AND STATISTICS - Caputo, Matthew - 228 - Classroom - 807 - 25			19						19
229									
AP STATISTICS - Lemieux, Ryan - 229 - Classroom - 807 - 25				20					20
CORE MATH 3 - Rendall, Lesli - 229 - Classroom - 807 - 25					18	13		21	52
PRE-CORE MATH - Rendall, Lesli - 229 - Classroom - 807 - 25							12		12
230									
CORE MATH 3 - Anderson, Stephen - 230 - Classroom - 600 - 18		18				14			32
DATA SCIENCE AND STATISTICS - Lemieux, Ryan - 230 - Classroom - 600 - 18					20			15	35
INTRO TO CALCULUS - Lemieux, Ryan - 230 - Classroom - 600 - 18							20		20
MATH SUPPORT S2 - Anderson, Stephen - 230 - Classroom - 600 - 18				5					5
A203									
CORE MATH1 GR9 - Guessetto, Christina - A203 - Classroom - 946 - 29				24	23	25			72
CORE MATH2 GR9 - Guessetto, Christina - A203 - Classroom - 946 - 29							19		19
Grand Total		**79**	**67**	**113**	**135**	**134**	**109**	**90**	**727**

Term	(Multiple Items)	2025-26 SEMESTER 1							
Department	MATH								
Day	(Multiple Items)								
Sum of # of Students	**Column Labels**								
Row Labels		**1**	**2**	**3**	**4**	**5**	**6**	**8**	**Grand Total**
104									
CORE MATH 2 - Colby, Julie - 104 - Classroom - 620 - 19				22	21				43
CORE MATH 2 - Swift, Ane - 104 - Classroom - 620 - 19			17						17
MATH SUPPORT S1 - Colby, Julie - 104 - Classroom - 620 - 19						7			7
PRECALCULUS - Colby, Julie - 104 - Classroom - 620 - 19		9						10	19
127									
FINANCIAL ALGEBRA - Gast, Lee - 127 - Classroom - 880 - 27		20							20
128									
AP CALCULUS BC - Gast, Lee - 128 - Classroom - 835 - 26			11						11
CM2 MATH MODULES - Swift, Ane - 128 - Classroom - 835 - 26		2							2
CORE MATH 2 - Gast, Lee - 128 - Classroom - 835 - 26							16		16
CORE MATH1 GR10-12 - Swift, Ane - 128 - Classroom - 835 - 26		7							7
FINANCIAL ALGEBRA - Gast, Lee - 128 - Classroom - 835 - 26						19			19
MATH MODULES SEMESTER - Swift, Ane - 128 - Classroom - 835 - 26									
129									
CORE MATH 2 - Helliesen, Andrew - 129 - Classroom - 725 - 22						22			22
CORE MATH 3 - Helliesen, Andrew - 129 - Classroom - 725 - 22		19	20						39
INTRO TO CALCULUS - Anderson, Stephen - 129 - Classroom - 725 - 22					24			23	47
227									
CORE MATH1 GR9 - Lillis, Erika - 227 - Classroom - 734 - 22						24	23		47
CORE MATH2 GR9 - Lillis, Erika - 227 - Classroom - 734 - 22				20	19				39
MATH SUPPORT S1 - Lillis, Erika - 227 - Classroom - 734 - 22								12	12
228									
AP CALCULUS AB - Caputo, Matthew - 228 - Classroom - 807 - 25				22			19		41
CORE MATH 2 - Helliesen, Andrew - 228 - Classroom - 807 - 25								21	21
CORE MATH 3 - Caputo, Matthew - 228 - Classroom - 807 - 25						15			15
DATA SCIENCE AND STATISTICS - Caputo, Matthew - 228 - Classroom - 807 - 25			19						19
MATH SUPPORT S1 - Caputo, Matthew - 228 - Classroom - 807 - 25		13							13
229									
AP STATISTICS - Lemieux, Ryan - 229 - Classroom - 807 - 25				20					20
CORE MATH 3 - Rendall, Lesli - 229 - Classroom - 807 - 25					18	13		21	52
PRE-CORE MATH - Rendall, Lesli - 229 - Classroom - 807 - 25							12		12
230									
CORE MATH 3 - Anderson, Stephen - 230 - Classroom - 600 - 18		18				14			32
DATA SCIENCE AND STATISTICS - Lemieux, Ryan - 230 - Classroom - 600 - 18					20			15	35
INTRO TO CALCULUS - Lemieux, Ryan - 230 - Classroom - 600 - 18							20		20
A203									
CORE MATH1 GR9 - Guessetto, Christina - A203 - Classroom - 946 - 29				24	23	25			72
CORE MATH2 GR9 - Guessetto, Christina - A203 - Classroom - 946 - 29							19		19
MATH SUPPORT S1 - Guessetto, Christina - A203 - Classroom - 946 - 29								11	11
Grand Total		**88**	**67**	**108**	**125**	**139**	**109**	**113**	**749**

Term	(Multiple Items)	2025-26 SEMESTER 1								
Department	WORLD LANGUAGES									
Day	(Multiple Items)									
Sum of # of Students	**Column Labels**									
Row Labels		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Grand Total**
A114										
FRENCH INTERMEDIATE A - Minott, Jessica - A114 - Classroom - 823 - 25				11		6				17
FRENCH NOVICE A - Minott, Jessica - A114 - Classroom - 823 - 25									12	12
FRENCH NOVICE B - Minott, Jessica - A114 - Classroom - 823 - 25		12								12
INTERMED CONVERSATIONAL FRENCH - Minott, Jessica - A114 - Classroom - 823 - 25			8							8
INTERMED CONVERSATIONAL FRENCH SEM - Minott, Jessica - A114 - Classroom - 823 - 25										
A115										
SPANISH INTERMEDIATE A - Bergstedt, Joel - A115 - Classroom - 800 - 25								22		22
A117										
AP SPANISH - Bergstedt, Joel - A117 - Classroom - 870 - 27						15				15
SPANISH INTERMEDIATE A - Bergstedt, Joel - A117 - Classroom - 870 - 27			24				22			46
SPANISH NOVICE A - Silveria, James - A117 - Classroom - 870 - 27								23		23
SPANISH NOVICE B - Silveria, James - A117 - Classroom - 870 - 27		21								21
A122										
AP FRENCH - Williams, WendySue - A122 - Classroom - 864 - 27		6								6
FRENCH INTERMEDIATE B - Williams, WendySue - A122 - Classroom - 864 - 27				7	9					16
FRENCH NOVICE B - Williams, WendySue - A122 - Classroom - 864 - 27			11							11
A201										
INTERMED CONVERSATIONAL SPANISH SEM - D'Amours, Bernie - A201 - Classroom - 957 - 29					1					1
INTERMEDIATE CONVERSATIONAL SPANISH - D'Amours, Bernie - A201 - Classroom - 957 - 29					13					13
SPANISH INTERMEDIATE A - D'Amours, Bernie - A201 - Classroom - 957 - 29							22			22
SPANISH INTERMEDIATE B - D'Amours, Bernie - A201 - Classroom - 957 - 29									24	24
SPANISH NOVICE A - Estabrook, Michael - A201 - Classroom - 957 - 29		23	21							44
SPANISH NOVICE B - Estabrook, Michael - A201 - Classroom - 957 - 29				22				23		45
A203										
SPANISH INTERMEDIATE B - D'Amours, Bernie - A203 - Classroom - 946 - 29		22								22
A221										
SPANISH NOVICE B - Silveria, James - A221 - Science Lab - 860 - 26			24				12			36
Grand Total		**84**	**88**	**40**	**23**	**21**	**56**	**68**	**36**	**416**

Term	(Multiple Items)	2025-26 SEMESTER 2								
Department	WORLD LANGUAGES									
Day	(Multiple Items)									
Sum of # of Students	**Column Labels**									
Row Labels		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**Grand Total**
A114										
FRENCH INTERMEDIATE A - Minott, Jessica - A114 - Classroom - 823 - 25				11		6				17
FRENCH NOVICE A - Minott, Jessica - A114 - Classroom - 823 - 25									12	12
FRENCH NOVICE B - Minott, Jessica - A114 - Classroom - 823 - 25		12								12
INTERMED CONVERSATIONAL FRENCH - Minott, Jessica - A114 - Classroom - 823 - 25			8							8
INTERMED CONVERSATIONAL FRENCH SEM - Minott, Jessica - A114 - Classroom - 823 - 25										
A115										
SPANISH INTERMEDIATE A - Bergstedt, Joel - A115 - Classroom - 800 - 25								22		22
A117										
AP SPANISH - Bergstedt, Joel - A117 - Classroom - 870 - 27						15				15
SPANISH INTERMEDIATE A - Bergstedt, Joel - A117 - Classroom - 870 - 27			24				22			46
SPANISH NOVICE A - Silveria, James - A117 - Classroom - 870 - 27								23		23
SPANISH NOVICE B - Silveria, James - A117 - Classroom - 870 - 27		21								21
A122										
AP FRENCH - Williams, WendySue - A122 - Classroom - 864 - 27		6								6
FRENCH INTERMEDIATE B - Williams, WendySue - A122 - Classroom - 864 - 27				7	9					16
FRENCH NOVICE B - Williams, WendySue - A122 - Classroom - 864 - 27			11							11
A201										
INTERMED CONVERSATIONAL SPANISH SEM - D'Amours, Bernie - A201 - Classroom - 957 - 29										
INTERMEDIATE CONVERSATIONAL SPANISH - D'Amours, Bernie - A201 - Classroom - 957 - 29					13					13
SPANISH INTERMEDIATE A - D'Amours, Bernie - A201 - Classroom - 957 - 29							22			22
SPANISH INTERMEDIATE B - D'Amours, Bernie - A201 - Classroom - 957 - 29									24	24
SPANISH NOVICE A - Estabrook, Michael - A201 - Classroom - 957 - 29		23	21							44
SPANISH NOVICE B - Estabrook, Michael - A201 - Classroom - 957 - 29				22				23		45
A203										
SPANISH INTERMEDIATE B - D'Amours, Bernie - A203 - Classroom - 946 - 29		22								22
A221										
SPANISH NOVICE B - Silveria, James - A221 - Science Lab - 860 - 26			24				12			36
Grand Total		**84**	**88**	**40**	**22**	**21**	**56**	**68**	**36**	**415**