

Mansfield Board of Education Meeting

December 12, 2013

Southeast School 7:30 p.m.

Board Members: Mark LaPlaca, Chair, Randy Walikonis, Vice-Chair; Martha Kelly, Secretary, Susannah Everett, John Fratiello, Sarah Lacombe, Katherine Paulhus, Jay Rueckl, Carrie Silver-Bernstein

Agenda

- 7:30 Call to Order
7:35 Special Presentation
7:50 Hearing for Visitors
8:00 Communications (P. 1)
8:05 Additions to the Present Agenda

Reports:

- 8:10 Southeast PTO
8:25 Committee Reports: Goodwin Bequest Committee (P. 2)
8:30 Committee Assignments
8:35 Certified Staff Appreciation
8:45 Volunteer Recognition Ceremony
8:55 Report of the Superintendent
- MMS Greenhouse
 - Common Core State Standards Update (P. 3)
 - Salad at MMS (P. 7)
 - Student Guardian Update (P. 9)
 - Legislative Breakfast (P. 13)
 - Security Grant (P. 15)
 - School Performance Index (P. 17)
 - Class Size/Enrollment

APPROVAL OF MINUTES: (M)

November 14, 2013 Meeting (P. 55)

NEW BUSINESS:

- 9:50* Hearing for Visitors
9:55 Suggestions for Future Agenda

Adjournment

* Estimate

Mansfield Public Schools: Board of Education Goals – 2013-2014

- I) Help each student to be a confident and successful learner through differentiated instruction and support. Monitor student progress to ensure growth.
 - a. Engage and motivate each student.
 - b. Improve the mathematics, reading, science, and writing skills of each student to support college and career readiness.
 - c. Promote the cognitive, social, and emotional development of each student.
 - d. Support the full breadth of the district's programs, systematically review program offerings, and explore expanding programs.
 - e. Provide positive school climate through positive behavior support systems and encouraging character development to ensure student safety, health, physical, and emotional well-being.
 - f. Increase engagement and participation of parents/guardians in the education of their children.
 - g. Encourage the civic engagement of students.
 - h. Align our current Language Arts/ Reading, Science and Mathematics curriculum with the Common Core State Standards (CCSS).
 - i. Integrate current technology into the instructional program to extend student learning of subject matter and appropriate use of technology.
 - j. Explore additional support services for students in need of community and/or health services.
 - k. Ensure all student transitions within and between environments are supported and successful.
 - l. Incorporate curricula that investigate energy use and environmental issues.

- II) Attract, support, and retain qualified, motivated, and diverse professional staff.
 - a. Facilitate and encourage a positive, professional learning community.
 - b. Recognize teacher and staff effort and success regularly.
 - c. Foster a climate of mutual respect at all levels.
 - d. Maintain quality educational programs at multiple sites while adjusting staff levels and resources despite any changes in overall enrollment.
 - e. Support current and future school/district leadership to maintain and surpass current levels of student achievement.
 - f. Implement, with input and collaboration from certified staff, an effective professional development and evaluation program that supports the development of confident student learners and encourages the continued growth of all staff.
 - g. Provide regular opportunities for all staff to share feedback about the effectiveness of the district's programming.

- III) Monitor the District's quality and efficiency of facilities, sufficiency of space, level of security, adequacy of maintenance, and efficiency of student transportation.
 - a. Communicate quarterly with Town Council about ongoing needs for infrastructure, security, and technology.
 - b. In collaboration with the Town Council, develop and implement a long-term plan, supported by voters, to address prek-8 building needs.
 - c. Implement the improved school security and technology recommendations as approved by the Board.

- IV) Increase the effectiveness of the Board of Education.
 - a. Invest time and effort in Board members' learning and development.
 - b. Celebrate and acknowledge student achievements at Board meetings and other venues.
 - c. Foster and encourage communication between the Board and the communities it serves.
 - d. Collaborate with community members and organizations that support the District's students; including Mansfield Youth Services Bureau and Mansfield Advocates for Children.
 - e. Examine evidence regarding school readiness and review prekindergarten educational opportunities for Mansfield children.
 - f. Meet regularly with our state legislators.

- V) Plan for long-term fiscal sustainability.
 - a. Advocate for continued Education Cost Sharing which supports current programming and develop a plan to address any change to current funding level.
 - b. Continue to explore partnerships with other groups to maximize program effectiveness while containing costs.
 - c. Investigate alternative revenue, including public and private funding sources and grant opportunities.
 - d. Continue to educate ourselves and the public at large on long-term financial ramifications of balancing board goals and priorities.

Robert's Rules of Order General Guidelines

As outlined in the MBOE By-Laws, Robert's Rules of Order shall govern the proceedings of the Board unless otherwise provided by the by-laws. Following are some general guidelines from Robert's Rules and the By-Laws that should be followed to ensure efficient meetings and the rights of all members, aid decision-making and allow all to be heard.

1. During any discussion, a member must be recognized by the Chair before speaking.
2. A member will not be allowed to speak a second time until all other members wishing to speak have been allowed to do so.
3. Members should refrain from speaking a second time unless they have a new point to make or need to respond to new information.
4. As a general rule during discussion, comments should be directed through the Chair to the whole Board, rather than to other or individual members. All discussion is with the Board as a whole. Questions of the Superintendent or other non-BOE members making presentations should be directed to that individual.
5. Private conversations can be distracting to those speaking and should be limited.
6. During discussion, the Chair should try to provide equal time to those in favor or against a given topic or motion.
7. A majority is more than half of the votes cast, not a majority of the Board. For example: if only 7 members choose to vote, and the result is 4-3 in favor, the motion is adopted. Members who abstain are "refraining from voting".
8. If discussion on a **motion** is lasting a long time, any member can "move the previous question" or "call the question". They must be recognized by the Chair in order to do so. This is not debatable, and a two-thirds vote is required to pass. If two-thirds vote in favor of ending debate, the Board ends all discussion on a motion and then moves to an immediate vote on that motion.
9. Committee reports that recommend action should be submitted in writing. This allows for clear understanding of recommendations.

Celeste N. Griffin

From: Gary Bent <gdbent@earthlink.net>
Sent: Thursday, November 28, 2013 10:48 AM
To: MBOE Supt; mark laplaca
Subject: iPads for education

Hi Fred and Mark,

First, Happy Thanksgiving! I am writing you because I saw an article in the Chronicle quoting your IT director as saying the Chromebook is designed for education and the iPad is designed for entertainment. I can only think that he does not know much about iPads.

I am experimenting with using iPads for science education this year. I am also using Chromebooks in my class. The big thing about the iPad is the apps that have been developed for it. The Chromebook has no apps. Everything you access on the Chromebook has to be in cloud. If your internet has interruptions, the Chromebook does not work.

The iPad comes with a built-in magnetic field detector, an accelerometer, two cameras, and a GPS. With these detectors in the iPad, apps have been developed to use the iPad as a compass, as a metal detector, a magnetic field detector, an inclinometer (measuring the angle at which the iPad is placed), as an accelerometer. One spectacular app is designed for astronomy. A person can go outside at night and point the iPad at a portion of the sky. Since the iPad has an internal clock, a GPS, and a magnetic field detector, it knows what direction you are pointing the iPad, what time you are pointing it, and your location. The app brings up a map of the sky you are looking at. You can then on a constellation and get the name and information on it.

Let me tell you how I have used the iPad so far. Vernier has some inexpensive apps called Video Physics, Data Analysis, and Graphical Analysis. By inexpensive, I mean free, \$2.99, \$3.99, or \$4.99. With the Video Physics app, my students took a video of a ball toss, played the video frame-by-frame to get position vs. time data, took the graphs of position vs. time and velocity vs. time and put them in the Graphical Analysis app. With this app, they analyzed the graphs and came up with the accelerations in the vertical and horizontal directions.

Later this year, I plan to have my students measure the magnetic field of a bar magnet as a function of distance from the iPad. I also use the iPad to ask my students concept questions; they send their answers to my iPad using their iPads or other devices. We then discuss their answers.

My daughter, Megan, has researched the use of iPads for special education. There are many apps that have been developed for use in special ed. My daughter, Becca, who has Downs' Syndrome, uses an iPad to do word searches and jigsaw puzzles.

Lastly I have been amazed how cheap the apps are. You don't have to pay for an app for every iPad. You can download one copy of an app from iTunes to a computer. Then you can sync any number of iPads to the computer and download the apps. You only have to pay for one copy of the app.

Cordially,

Gary Bent

Draft Goodwin Bequest Committee Meeting Minutes
Monday, December 2, 2013, 4 pm
Beck Building; Conference Room C

Attending: Fred Baruzzi, Superintendent; Martha Kelly, committee chair; Michelle Terry, staff committee member; Janet LaMarre, staff committee member

The meeting was called to order at 4:06 pm

I. Minutes for prior meeting (November 5, 2012) were approved, as follows:

Two votes for approval: Mr. Baruzzi, Martha Kelly

Two votes to abstain: Ms. Terry and Ms. LaMarre

II. Eight-grade Trips to State Capitol

A. Mr. Baruzzi reports these are taken annually in the fall, and are a good fit into the eight-grade curriculum. This past fall, the eight-grade group was given a capitol tour by Representative Haddad, who invited students to submit a piece of proposed legislature in the spring. Students participated in a supervised scavenger hunt at the State museum -- across the street from the Capitol Building.

Mr. Baruzzi suggested, and the committee agreed by sentiment, that if fourth-grade staff would like to organize a curriculum-based trip throughout Mansfield to learn about our town's governance, they should feel welcome suggesting such to the committee.

B. Student-driven Projects

Two were reviewed, as follows:

1. Ms. Titchen's fourth-grade class requested fund to purchase about 4 to 5 VEX robotic kits, at \$299.99 each.

The committee declined the request. Robotic clubs are in all four schools, and clubs in all schools struggle for financing. While we admire the engagement and energy of robotics' club members, it was suggested that budget items could be re-prioritized, the budget could be redirected or a school principal could be approached.

2. Mr. Hendricks's third-grade class at Southeast petitioned to fund a project involving the Red Cross emergency disaster program. Because the request was to purchase products, the request was declined. However, it was noted that it is a good class project, and if he and his class can suggest another avenue to work with the Red Cross that doesn't involve buying products, that we would like to reconsider his proposal. If students wish to make posters to advertise their endeavor, make individualized kit bags to hold products or decorate containers for donations, etc., the committee would welcome funding such and reconsider this request.

3. Mr. LaPlaca, Chair of the Mansfield Board of Education, verbally requested that the Committee consider a request to donate funds to our town's human services department, our local outreach program to those in need. The request was denied because it did not fit into the paradigms of the Goodwin Bequest Committee.

Letters will be sent regarding the outcome of both proposed requests. Mrs. Kelly emailed Mr. LaPlaca regarding the committee's decision regarding his proposal.

III. New Business

A. The fund balance is \$8,605.15

B. New Student Applications were reviewed in Old Business, II. B.

C. Continued Support of Eight-grade Trips to the State Capitol: It was agreed that this has been successful; each trip costs around \$500 for buses. There are no other expenses attributed to each trip.

D. It was proposed that The Goodwin Bequest Fund Proposal Process wording be altered for clarity.

1. In the sixth paragraph, "field trips and travel" : must be related to civic curriculum.

2. It was suggested that listing approved projects might guide future proposals.

IV. Adjournment

The meeting was adjourned at 4:48 pm by unanimous vote.

Respectfully submitted,

Martha Kelly, Chair



Connecticut Association of Boards of Education, Inc.

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EXECUTIVE DIRECTOR COMMENTARY

Oh, so that's what Common Core Standards are all about!

Robert Rader, Executive Director, CABE

The Connecticut Consortium of Education Foundations held its annual conference on October 2nd and I heard the best explanation so far of why it is so important to implement Common Core Standards (CCS).

When the State Board of Education voted, about a year and a half ago, to adopt CCS (as part of a consortium call-ed "Smarter Balance"), there were no hearings and little public focus on this change to curriculum. Sure, we had to do it as part of our third "Race to the Top" application (which was again, unsuccessful), but it is now part of the reforms under which our districts are operating or in the process of preparing for implementation.

When I first heard about CCS, I asked a member of the State Board or SDE how much must change in what our schools were doing then. Oh, no big deal, I was told. It's just a change in what kids are learning in different grades. Maybe a 10-15 percent change would be required.

Now, however, districts across the State are wrestling with this mandate. And, chances are, if they're doing it right, it's not only the (underestimated) 10-15%, it's also the time, effort and resources required to implement these changes.

David Coleman, the incoming president of the College Board was one of the writers of the new standards. He spoke at the education foundations' conference and really explained the "why" of the new standards. Here is part of what he said:

There were several factors that led to the development and requirement of CCS:

1. Existing standards did not make students ready for college. Too many students required remediation.
2. There was competition and much variety in what the states were doing in this area.
3. The educational standards systems in each state and school district were collapsing due to standards having become too vague. There was too much included in curriculum and it was not sufficiently

focused. For example, to teach all of the California standards would take, it is estimated, thirty years to teach. Thus, as more and more was added to the curriculum, teachers were left teaching as many of the subjects as possible, without any prioritization.

4. College remediation rates must fall or our system will continue to fail.
5. Eighth grade reading scores are flat over many years. You can't have readiness for college without the skill and knowledge built by reading. Students in the lower grades are reading 80 percent fiction and only 20 percent nonfiction — and thus they are not gaining the deep knowledge that they should by reading about history, science, art and learning the vocabulary they will need to be successful as they develop.

CCS is now being implemented in English Language Arts and Mathematics.

In English Language Arts, there has been little focus on any depth in writing. CCS

will cause a shift to more in-depth knowledge of documents and how better to analyze them. There will be a shift from fiction in high school and middle schools to nonfiction:

1. Old standards – kids writing narratives and their opinions – NOT writing about facts. This has not helped students grow. Under CCS, there will be analytic arguments and writing about facts. They must: "Read like a detective and write like an investigative reporter."
2. Text must be increasingly complex as students get older. Students must be able to read at a higher level. The more complex tests will help them learn.

In mathematics, there is a common belief in the U.S. that other successful countries have kids working harder. But the truth is these successful countries teach *fewer subjects in more depth*. The teachers learn to "teach less, [and children] learn more." Kids need to get the core understanding and familiarity with math.

There should be a focus that is core plus more demanding, coherent and rigorous. For example, for children to progress, it is critical that they need to understand fractions,

(continued on back)

which is built on addition and subtraction.

The changes that are necessary to help our children “won’t be without pain”; many subjects in math need to be left out. As might be expected, teachers who have taught the same subject for years may be very comfortable with them and have trouble giving them up.

With CCS, there is a need to refocus energy, not add new curriculum [and, I would add, there will be the addition of new curriculum areas as changes are made at in what is taught in the various grades. This will add to implementation adjustments that teachers will have to make.]

What will success with the CCS look like? Kids reading more nonfiction, writing about tougher texts and more of a focus on a few subjects in math. New tests should measure/access what we ask teachers to teach.

We expect that scores on NAEP and other assessments should rise. It should be noted that Coleman’s current organization, Achievement Network, has a website, achievethecore.org and the content can freely be used by school districts to help inform their work in this area. The College Board, a CABE Educational Affiliate “leads national and international efforts to improve access to and readiness for higher education.”

Here in Connecticut

As school districts work on CCS, they are learning that implementation is more expensive and takes more time and effort than they probably expected. It is critical that your administrators and teachers understand what needs to be done – and that the professional development for implementation is provided, even as budgets may have to be cut.

This is happening at a time when school districts are starting to work on the new evaluation and support system and will have to work on secondary school reform (now put off until the fall of 2016, though the actual work will need to be done before then and necessary resources provided).

As towns and cities look into the future, with more difficulty in raising local money than in many years, we need the State to focus on these priorities and help us with the necessary resources and assistance so that CCS and the other reforms will be implemented in the most effective, efficient and beneficial manner possible.

Robert Rader, Executive Director, CABE

Great Books/Shared Inquiry Implementation

The Great Books Foundation is a nonprofit educational organization whose mission is to advance the critical, reflective thinking and social and civic engagement of readers of all ages through Shared Inquiry™ discussion of works and ideas of enduring value. Since 1947, the Foundation has helped people conduct discussion groups in schools, libraries, community centers, and other venues. The goal of Great Books programs is to instill in readers the habits of mind that characterize self-reliant thinkers, and learners. Great Books programs are predicated on the idea that everyone can read and understand excellent literature—literature that has the capacity to engage the whole person, the imagination as well as the intellect.

At the heart of all Great Books programs is **Shared Inquiry**. Shared Inquiry is a method of learning characterized by a focus on rich content, use of open-ended questions, and a collaborative search for understanding. Shared Inquiry helps students learn how to think critically, to write creative and expository responses to text, and to share ideas. It is a distinctive method of learning in which students search for answers to fundamental questions raised by a text. Shared Inquiry leaders/teachers do not impart information or present their own opinions, but guide students in reaching their own interpretations. They do this by posing thought-provoking questions and by following up purposefully on what students say. In Shared Inquiry, students learn to give full consideration to the ideas of others, to weigh the merits of opposing arguments, and to modify their initial opinions as the evidence demands. They gain experience in communicating complex ideas and in supporting, testing, and expanding their own thoughts. In this way, Shared Inquiry promotes thoughtful dialogue and open debate, preparing its participants to become able, responsible citizens, and enthusiastic, lifelong readers.

Reading Shifts in Mansfield

- Common Core State Standards are integrated (literacy learning expectations, units, and lessons)
- Small groups and/or guided reading groups
 - Phonemic awareness, phonics, fluency, vocabulary and comprehension instruction
 - Skill/strategy instruction
 - Instructional level texts
- Thematic unit reading
 - Comprehension, vocabulary, and strategy applications are developed
 - Cross-curricular connections are made
 - Exposure to a variety of text types and levels
 - Reading texts within the CCSS grade level complexity band
 - Writing for different purposes and writing responses to text/questions/prompts
- Close reading to develop reading comprehension, critical thinking, listening, and writing skills (Great Books and other texts)
 - Opportunities to read at or above grade-level expectations
 - Provides additional opportunities to read closely and analytically

How Great Books Support CCSS/English Language Arts in Mansfield

The Great Books programs have helped students achieve what the Common Core State Standards now demand. The Common Core State Standards requires three instructional shifts to meet the English Language Arts Standards:

1. **Building knowledge through content-rich nonfiction**
2. Reading, writing, and speaking grounded in **evidence from text**, both literary and informational
3. Regular practice with **complex text** and its **academic language**

Great Books help meet the rigorous demands of the Common Core State Standards for English Language Arts (ELA)

The Great Books program:

Balances rich literary and informational texts	Builds knowledge in the disciplines	Provides a staircase of text complexity	Requires text-based answers	Focuses on using text evidence in writing	Expands vocabulary
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K-8 Great Books Program Basics

Grades K-1- Shared Questions

- K-1 is a read-aloud program (students have copies of text to follow along to enhance learning)
- High-quality literature
- Emphasis is on:
 - learning to ask original questions
 - listening to others
 - comprehension
 - early writing skills
 - vocabulary development (exploring important new words)
 - acting out dramatic events and dialogue
- K-1 Students provide reasons (evidence) for answers.

Grade 2 Transition from Shared Questions to Shared Inquiry

- High-quality literature
- Critical thinking opportunities
- Students learn to provide evidence (proof from the text) to substantiate answers
- In-depth reading, word work and vocabulary, writing, and creative activities
- Differentiated instruction
- Art and dramatization opportunities to engage students and to help develop interpretations
- Second-reading activities prepare students for Shared Inquiry discussions/activities

Grades 3-5 Shared Inquiry

- High-quality literature
- Opportunities to ask and answer questions in authentic student-centered discussions
- Multiple readings of a text
- Practice effective use of reading comprehension strategies
- Directed note taking
- Expository and creative writing options/journals based on evidence from the text
- Cross-content connections
- *ThinkIt* nonfiction text (grades 4-6)
- Literary and informational texts

Grades 6-8 Shared Inquiry

- Great Books Roundtable™ offers range of themes, text types, settings, and styles
- *Literature & Thought* – a variety of theme and genre based texts
- Critical thinking, reading comprehension, listening, speaking, and collaborating
- Note taking, essay writing, Inquiry Logs (structured writing and use of supporting evidence, peer review opportunities)
- Cross-text and cross-curricular projects



**December
Salad Bar Special
Price
\$2.35**

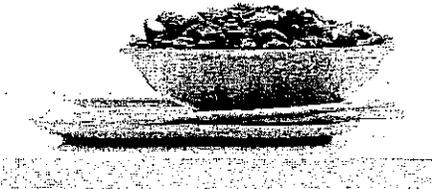
Offer vs. Serve

Offer 5 items:

Greens = Vegetable	1 cup
Fruit	1/2 cup
Protein	2 oz.
Grain	1 oz.
Milk	1 cup

Serve May take all 5 items. Must take 3 items to qualify for a lunch.

Toppings are an extra at no additional cost.



REDFLEX Student Guardian®



Protecting Your Children on School Bus Routes with Photo Enforcement Solutions

Deter and monitor drivers who illegally pass school buses

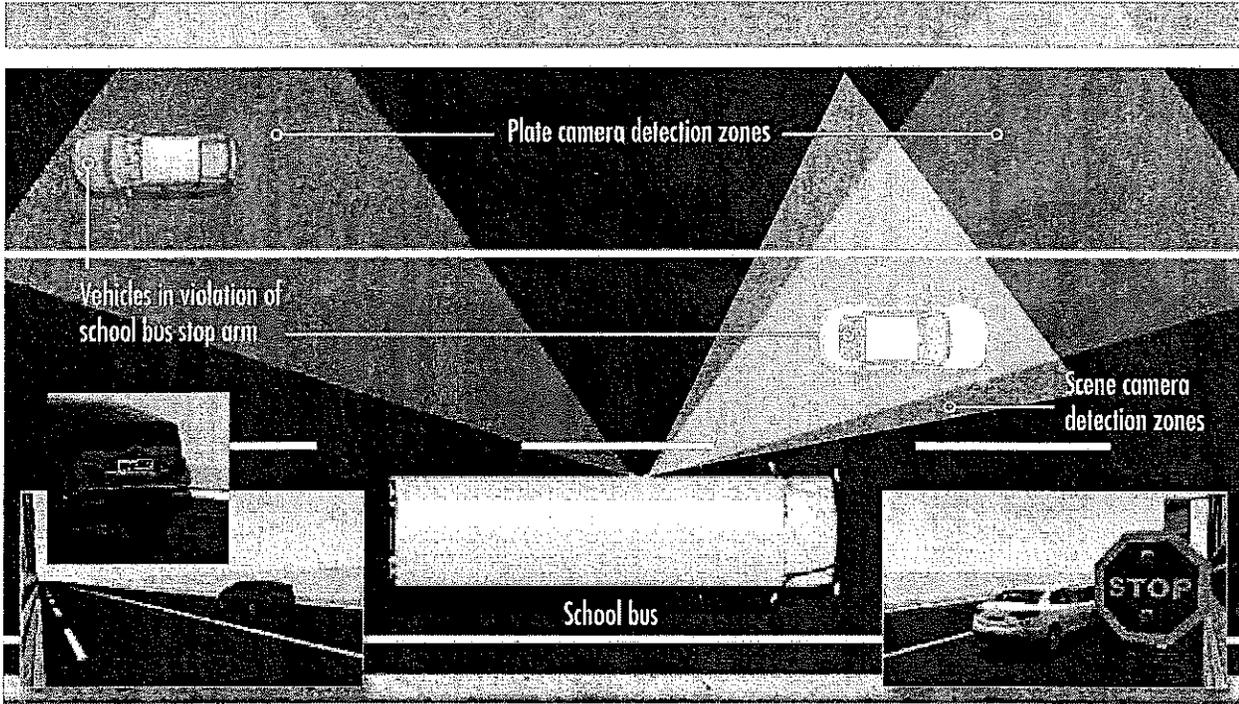
Thousands of drivers speed past school bus stop signs every day, endangering children and distracting bus drivers. How can you protect your students?

REDFLEX Student Guardian® – a fully automated photo enforcement solution for monitoring and deterring drivers who illegally pass school buses, risking the safety and security of some 26 million children nationwide who rely on school bus transportation.

The REDFLEX Student Guardian® Advantage

- No upfront costs
- 100% violator funded
- Industry-leading detection and data capture technology
- Potential to generate surplus funds
- Turnkey, ready-to-use solution
- 24/7 customer support
- 100% compliant with all local, state, county and federal laws
- Dynamic back office providing violation verification, support and maintenance

REFLEX Student Guardian®: How it works



On-board computer captures images, date, time, GPS location and bus route of each incident. 3G/4G wireless communications to central server.

Did you know?

A 2012 survey of school bus drivers in 28 states found over 88,000 vehicles illegally passed 100,000 buses in just one day. That represents more than 16 million illegal passes nationally in a typical 180-day school year.

Conducted by the National Association of State Directors of Pupil Transportation Services

REFLEX Student Guardian®: Program Features

REFLEX Student Guardian® is much more than a safety camera system. We offer an unrivaled, holistic approach that encompasses all aspects of the photo enforcement process, from data capture and violation verification to ongoing maintenance and comprehensive customer support. Our value-added support services provide our clients with peace of mind and distinguish us as a leader in the automated enforcement industry.

Leading-Edge Detection & Recording Technology

Our safety camera systems are equipped with industry-leading SMARTcam™ software, providing unmatched functionality and flexibility. While advanced, the cameras are unobtrusive, and easily installed and operated on any school bus.

- Cameras can capture multiple viewpoints across four lanes, even in low light or poor weather conditions
- System automatically detects vehicles in the violation zone – no action is required by the bus driver
- SMARTscene™ full-motion video system provides situational awareness before and after each incident

Highly Secure Data Capture

Redflex safety camera system instantly capture a variety of data law enforcement needs to effectively evaluate incidents and determine whether violations occurred, such as:

- Hi-resolution still images, including a wide angle image of the incident scene and a zoomed image of the license plate
- Approximately 12 seconds of HD video detailing the incident
- Date, time, location and bus route of each incident

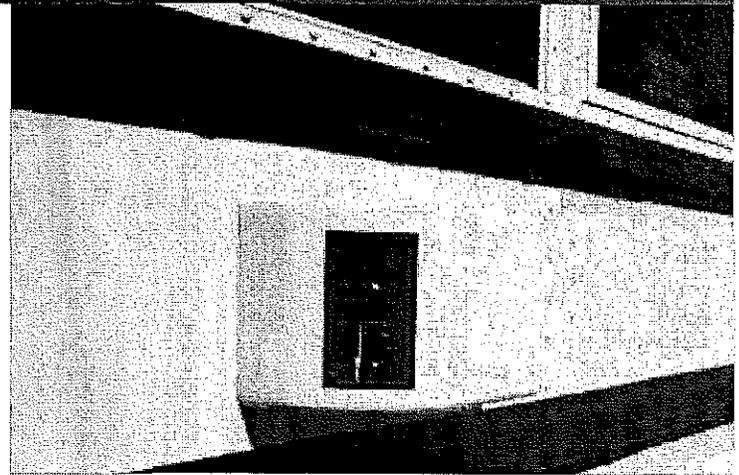
All data is digitally signed, encrypted and secured at the moment of capture. It's timely transmitted to a central processing server at Redflex, preventing interception and manipulation of the evidence while ensuring the highest level of protection to the chain of custody. All original images and data are secured in a data vault for safe keeping.

Legally Compliant Violation Processing & Citation Mailing

Triple Verification: Once captured, all incident data undergoes a comprehensive, triple verification review from our in-house processing specialists. That means each incident is reviewed three times by our specialists prior to submitting evidence packages to law enforcement for their final review and potential approval.

Custom Criteria: Each client can determine the factors that Redflex processing specialists review – we don't have a one-size-fits-all approach. There are literally hundreds of criteria to select from, such as specific camera angles or tire placement.

In-House Printing and Mailroom Services: Unlike competitors, Redflex manages all printing and mailing services in-house. We print and mail all documentation related to violations, such as citations, default letters



and court notices. This is a major advantage, as we don't disrupt the chain of custody, and we maintain control of all data throughout the violation process.

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Did you know?

On average, Redflex processes approximately
1 million violations a month and maintains
a 92% citation capture rate.

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Redflex Installation & Ongoing Maintenance Support

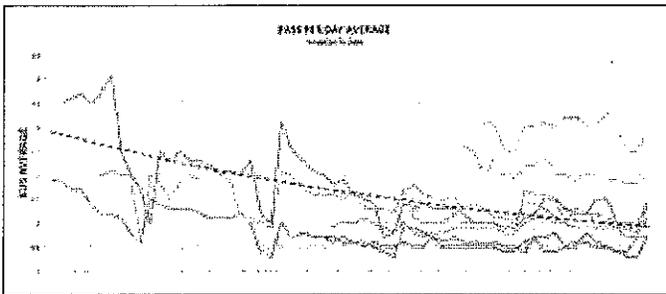
You never need to touch the equipment. Redflex handles all installations and maintenance throughout the life of the program, including preventative measures, physical inspections, daily remote system checks, daily image analysis and emergency response. In fact, we are able to detect any malfunctions within 24 hours, and more than 90% of all repairs are completed within 72 hours if an on-site technician is required.

- Real-time monitoring, remote maintenance and statistical reporting is managed through the Network Operations Center at Redflex headquarters
- SMARTcam™ technologies enable us to download systems diagnostics and schedule preventive maintenance on a daily basis

REFLEX Student Guardian®: Program Features

Multi-Lingual Call Center, Online Support Services for Violators & Cash Payment Option

Redflex manages violator communications and payments through a multi-lingual call center that's open 11 hours a day, five days a week, providing the public with an avenue to get their questions answered. We also maintain an online support center at PhotoNotice.com where violators can view the images and video associated with their violations, and make payments. Additionally, we can provide cash payment locations to make the settlement of a citation more convenient.



The dashed line represents the average decline of vehicles passing stopped school buses demonstrating the deterrent effect REDFLEX Student Guardian®

Insightful System Analytics

Redflex provides valuable traffic data packages and customized reports with detailed statistics you need to effectively manage your fleet. All data is available to our clients 24/7 through a secure online connection, including maintenance reports, vehicle and violation counts, issuance rates and system performance.

Dedicated Account Representatives & Help Desk Support

All clients have dedicated account representatives who work with them on a regular basis to make sure the program is functioning smoothly and continually achieving goals. Our reps are intimately involved with implementation efforts and provide extensive training on how to deploy and maintain a successful program. They remain in close contact throughout the life of the program and help ensure all objectives are met.

Customer support is also available through the Help Desk at our Network Operations Center, which is equipped to quickly diagnose and resolve virtually any issue.

Comprehensive Court Support Packages & Expert Witness Testimony

If needed, Redflex will provide comprehensive adjudication and court support services, including the development of court file transfer interfaces, court training modules and court evidence packages. Additionally, we provide expert witness testimony and testimony training for all clients.

Fine Revenue Can Help Fund Other Safety Programs

Many REDFLEX Student Guardian® programs generate fine revenue in excess of what is needed to support the program. These funds can be used for local safety initiatives, school programs, internal bus video cameras, WiFi access on buses for students, fleet management programs or other programs that further the goals of the local school district and municipality, which Redflex offers as part of a customize safety program.

Did you know?

Less than 1% of all photo-issued citations are challenged nationwide.



REFLEX
TRAFFIC SYSTEMS

Get started!

(866) 703-8097 sales@redflex.com

Redflex.com

Northeast Area/University Region Superintendents Associations

(URSA/NASA)

Connecticut State Senators & Connecticut State Representatives

(Senate Districts 4, 18, 19, 29, 33, 35,

House Districts 8, 44, 45, 47, 48, 49, 50, 51, 52, 53, 54, 55, 139)

LEGISLATIVE BREAKFAST

Wednesday, December 11th, 2013

7:00 - 9:00 A.M.

EASTCONN Administrative Offices

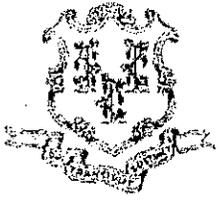
Conference Room A

376 Hartford Turnpike (Route 6)

Hampton, CT

AGENDA

- 7:00** **Arrival and Breakfast**
- 7:45** **Welcome and Introductions**
- 8:00** **Discussion:**
- I. Education Reform Initiatives Update and Implications**
 - II. Educator Evaluation Initiatives**
 - III. Special Education excess costs and Burden of Proof Process**
 - IV. Magnet School and Magnet Transportation Support**
 - V. General Discussion**
- 9:00** **Adjourn**



STATE OF CONNECTICUT
DEPARTMENT OF EMERGENCY SERVICES & PUBLIC PROTECTION
DIVISION OF EMERGENCY MANAGEMENT AND HOMELAND SECURITY



November 21, 2013

Mr. Fred Baruzzi
Superintendent
Mansfield Public Schools
4 South Eagleville Road
Audrey P. Beck Municipal Building
Storrs, CT 06268-

Dear Mr. Baruzzi:

I am pleased to forward for your signature the 2013 School Security Competitive Grant Program, sub-grant award #013S078A for the amount of \$182,798.00 (State Funding: \$133,828.00 and Local Match: \$48,970.00). Please be advised the district/town must complete 25% of their total project amount prior to reimbursement. Subsequent reimbursements can be given in either quarterly or greater increments. If you are unable to fund the project in advance or meet the local match, please contact us immediately:

Department of Emergency Services & Public Protection, Attn: Grants Unit
1111 Country Club Road, 3rd Floor North
Middletown, CT 06457

The related reporting compliance documents, which are available electronically at <http://www.ct.gov/dernhs>, include the following:

- School Security Special Grant Conditions;
- Standard Reporting Schedule;
- Financial Report (This form must be completed quarterly for each funded project and submitted along with the Reimbursement Request Form or Cash Advance Form);
- Progress Report, and
- Reimbursement Request Form.

As a reminder, funds awarded under this program cannot be used for costs also funded by the Local Capital Improvements Program (LoCIP) or State Department of Education improvement related funding.

Please feel free to contact program manager, Robert Drozynski via phone at (860) 685-8134 or via email at robert.drozynski@ct.gov if you have any questions. Otherwise, simply return the signed grant award and certifications at your earliest convenience. You will be sent a fully executed copy for your files. Execution of the notice of grant award indicates agreement with the attached terms and conditions

The Department of Emergency Services and Public Protection Division of Emergency Management and Homeland Security is pleased to join you in securing and protecting Connecticut's schools and citizens.

Sincerely,

William P. Shea
Deputy Commissioner
Department of Emergency Services and Public Protection
Division of Emergency Management and Homeland Security

CC:

Ms. Cherie Trahan, Chief Financial Officer
Mr. James Russell, Point of Contact

25 Sigourney Street, 6th floor, Hartford, CT 06106
Phone: 860.256.0800 / Fax: 860.256.0815
An Affirmative Action/Equal Employment Opportunity Employer



**STATE OF CONNECTICUT
DEPARTMENT OF EMERGENCY SERVICES & PUBLIC
PROTECTION**



Division of Emergency Management & Homeland Security
1111 Country Club Road, 3rd Floor North
Middletown, CT 06457

NOTICE OF GRANT AWARD

The Department of Emergency Services & Public Protection hereby makes the following grant award in accordance with Connecticut Public Act 13-3, *An Act Concerning Gun Violence and Children's Safety*, and in accordance with the grant solicitation and the attached grant application, if applicable.

Grantee: Mansfield Public Schools	Municipality Federal Employee ID No: 06-6002032
Address: 4 South Eagleville Road, Audrey P. Beck	
City/State/Zip: Municipal Building Storrs, CT 06268-	
Reimbursement Rate: 73.21%	Grantee Fiscal Year: From: July 1 To: June 30

DEMHS Grant No.: 013507BA
Project Title: 2013 School Security Competitive Grant Program
Date of Award: November 21, 2013

Period of Award: From: 1/1/2013 To: 5/30/2015

Amount Of Award: Total State Share: \$133,828.00 Total Local Match: \$ 48,970.00

Total Budget: \$182,798.00

School Name:	State Funding:	Local Match	School Name:	State Funding:	Local Match:
Annie E. Vinton Schools	\$ 20,604.00	\$ 7,539.00			
Dorothy C. Goodwin School	\$ 19,786.00	\$ 7,240.00			
Mansfield Middle School	\$ 41,877.00	\$ 15,324.00			
Southeast School	\$ 51,561.00	\$ 18,867.00			

My signature below, for and on behalf of the above named grantee, indicates acceptance of the above referenced award and further certifies that:

17. I have the authority to execute this agreement on behalf of the grantee; and
18. The grantee will comply with the attached School Security Special Grant Conditions, and Reporting Schedule, contained within this Grant Award Package.

By: _____
Signature of Authorized Official Date

Typed Name and Title of Authorized Official

FOR THE DEPARTMENT OF EMERGENCY SERVICES & PUBLIC PROTECTION

By: _____
Signature of Authorized Official Date

William P. Shea, Deputy Commissioner

Typed Name and Title of Authorized Official

SUMMARY DESCRIPTION OF FUNDING

Through this accord, the Town of Mansfield will use grant funding in the amount of \$133,828.00 from the 2013 School Security Competitive Grant Program for approved costs related to school security infrastructure improvement. The purpose of this grant is to better protect Connecticut's students, teachers, faculty members, and administrators from possible threats and hazards.



ALL MATERIAL EMBARGOED UNTIL:

3:00 PM, Thursday, December 5, 2013

Contact: Kelly Donnelly 860.713.6525

CSDE Releases School and District Performance Reports for All Connecticut Schools

Reports Highlight Strengths and Areas for Improvement

(HARTFORD, CT)—The Connecticut State Department of Education (CSDE) today released the 2013 School and District Performance Reports, scorecards that inform parents and communities on the overall performance of their schools and districts. The reports are also designed to provide school and district leaders with information that identifies areas of strengths and opportunities for improvement. This release marks the first time that Connecticut's accountability system is fully implemented, as approved by the U.S. Department of Education as part of this state's Elementary and Secondary Education Act (ESEA) waiver in 2012.

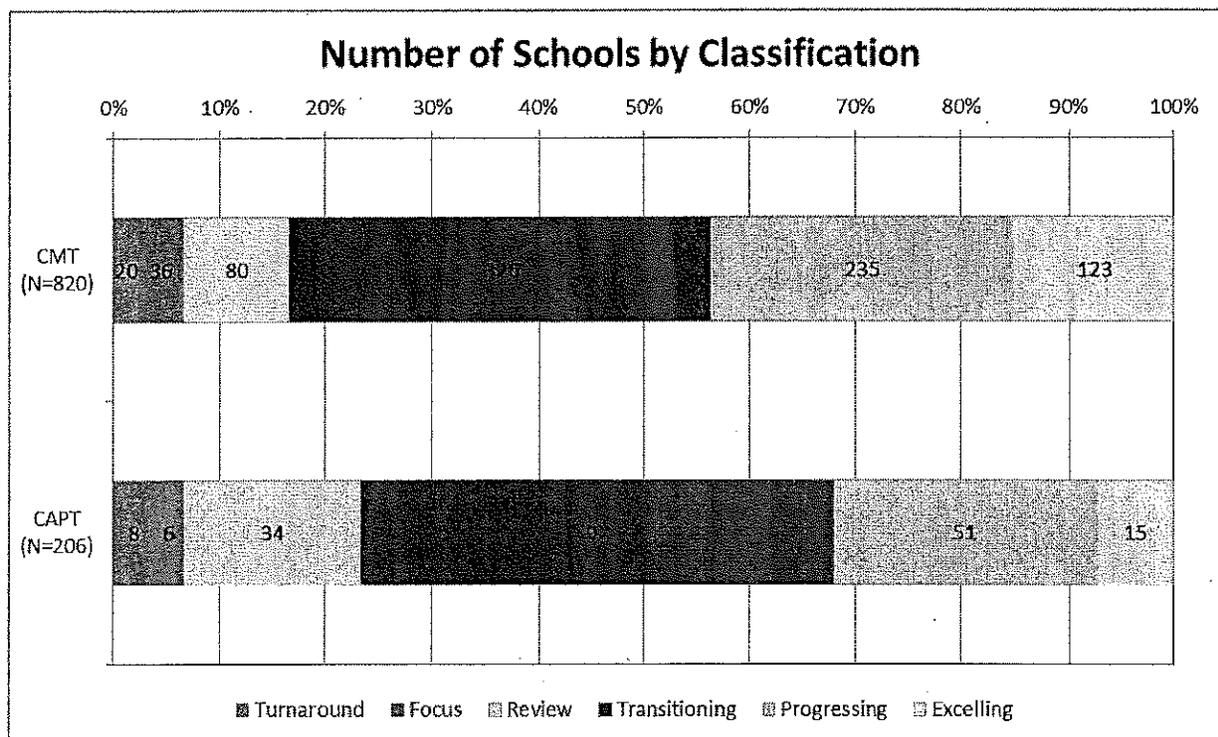
"Our accountability system is designed both to recognize the progress our schools are making and to reveal the challenges where they exist. These reports demonstrate that there are bright spots and best practices as well as areas in need of review and improvement in districts and schools across the state," said CSDE Commissioner Stefan Pryor. "We encourage educators and parents to draw upon these reports – as well as other forms of input and insight – as they continue working together for our schools' and our students' success."

The school and district reports provide perspective on where a specific school falls under Connecticut's new accountability system. The reports also contain a breakdown of performance by subject area and subgroup to reveal achievement gaps, highlight areas of strength, and bring attention to where there is room for improvement. Parents and educators are also informed if a school is on track for meeting their long-term goals.

All schools statewide received one of the following classifications: Excelling, Progressing, Transitioning, Review, Focus, or Turnaround. Today's announcement is the first time schools are categorized as Excelling, Progressing, or Transitioning. In 2012-13, more than two-thirds of Connecticut schools earned a Progressing or Transitioning classification (see Figure 1).

Notably, thirteen schools meet expectations to exit out of Focus School status this year, including Norwich's John B. Stanton School, a Commissioner's Network school.

Figure 1: Number and Percent of Schools by Classification Status



Under the new accountability system, all schools also receive an annual performance target. Based on 2012-13 CMT and CAPT data, just over half of Connecticut’s schools met their overall performance targets.

As part of Connecticut’s Elementary and Secondary Education Act (ESEA) waiver, this new accountability system is an improvement over the previous No Child Left Behind approach in several ways. This system uses a school performance index (SPI) score that recognizes improvement in student achievement at all performance levels, factors in all tested subjects, and sets higher expectations by aiming for “goal” rather than “proficient.” While the SPI is an important indicator, it is not the only determining factor in a school’s classification. Additional criteria—such as graduation rates, the size of achievement gaps, and attainment of annual SPI targets—also influence a school’s classification.

Over the next few years, as schools transition to Smarter Balanced Assessments and the CSDE seeks to renew Connecticut’s federal ESEA flexibilities, the indicators that inform the performance accountability system will evolve. For example, the CSDE expects to incorporate additional measures of college and career readiness. The department is also exploring the inclusion of factors indicative of school quality as pertains to civics, arts, and fitness programming.

Schools of Distinction

Schools with the highest performing subgroups, schools that are making the most progress, and schools with the highest overall performance are identified annually as Schools of Distinction. The CSDE has identified 73 schools as 2012-13 Schools of Distinction. For a complete list of schools, please visit <http://tinyurl.com/lmktspz>

###

Contact: Kelly Donnelly
Connecticut State Department of Education
860-713-1550 (office)
860-983-7550 (mobile)
Kelly.Donnelly@ct.gov

2013 School and District Performance Reports

Classification Distribution

Within districts, school classifications can vary. Table 1 shows the breakout of school classifications by district type¹.

Table 1: Percent of Schools by District Type within Each School Classification Category

DISTRICT TYPE	SCHOOL CLASSIFICATIONS					
	Excelling	Progressing	Transitioning	Review	Focus	Turnaround
Alliance: All Districts	0.3%	14.0%	42.6%	26.6%	9.6%	7.0%
<i>Alliance: Ed Reform Districts</i>	0.5%	14.6%	15.6%	41.5%	15.6%	12.3%
<i>Alliance: Non-Ed Reform Districts</i>	0.0%	13.1%	75.4%	8.6%	2.3%	0.6%
All Other LEA	23.6%	37.0%	39.1%	0.2%	0.2%	0.0%
RESC	6.5%	32.3%	51.6%	9.7%	0.0%	0.0%
Public Charters	0.0%	40.0%	30.0%	5.0%	20.0%	5.0%
Unified School Dist. #2	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
CT Tech High Schools	0.0%	18.8%	50.0%	31.3%	0.0%	0.0%

It is noteworthy that over 30 percent of the schools in the State's ten lowest performing districts (the Educational Reform districts) fall in the three higher classifications.

Goals under Connecticut's Accountability System

The accountability system establishes the same ultimate goal for all schools:

- SPI of 88 or higher;
- Four-year Cohort Graduation Rate of 94 percent or higher; and
- Holding Power Rate (previously referred to as extended graduation rate) of 96 percent or higher.

While the ultimate goal is the same for all schools, the system is designed to consider every school's starting point when determining annual targets. To establish starting points, the CSDE calculated a baseline for every school by averaging the SPIs from 2009-10, 2010-11, and 2011-12. The baseline was then used to establish annual SPI targets for the school, its subgroups, and subjects such that the gap between the baseline and the ultimate goal is reduced by one-half in six years. Schools with a baseline SPI ≥ 88 are expected to maintain an SPI ≥ 88 . If a school's baseline is low such that its annual target rate will exceed 3 SPI points, the SPI target is capped at 3. This ensures that regardless of starting point, a customized trajectory is created. Achieving annual targets signifies on track achievement toward improving student performance and closing achievement gaps.

Based on 2012-13 CMT and CAPT data, just over half of Connecticut's schools are on track in terms of meeting overall SPI targets. Table 2 shows that target attainment varies across tests and by district type.

Table 2: Percent of Schools Attaining Overall SPI Targets by District Type

DISTRICT TYPE	CMT	CAPT	Total
Alliance: All Schools	28.0%	32.8%	28.8%
Alliance: Ed Reform	28.6%	32.5%	29.3%
Alliance: Non-Ed Reform	27.3%	33.3%	28.2%
All Other LEA	66.9%	74.3%	68.3%
RESC	47.1%	66.7%	53.8%
Public Charters	46.2%	66.7%	52.6%
Unified School Dist. #2	n/a	100.0%	100.0%
CT Tech High Schools	n/a	18.8%	18.8%
Total	50.5%	55.8%	51.6%

Thirteen Focus Schools Meet Expectations and Exit Classification

In fall 2012, 55 Title I schools were identified as Focus Schools. Using 2010-11 CMT data, the CSDE identified 49 elementary and middle schools with at least one of the lowest performing subgroups in the state. Six high schools were identified as Focus Schools because their 2011 four-year cohort graduation rates were below 60 percent. Upon identification, all Focus Schools were required to design and begin implementation of targeted interventions to improve student outcomes.

To exit Focus status, elementary and middle schools are required to demonstrate two consecutive years of improvement by meeting performance targets for the subgroup that was the reason for identification as a Focus School. Thirteen Focus Schools met the required subgroup performance targets in 2012 and 2013. Table 4 lists the schools that showed sustained improvement and exited Focus status this year. High schools will not be eligible to exit Focus status until 2013 graduation rates are finalized and reported in 2014.

Table 3: Focus Schools Demonstrating Sustained Subgroup Improvement and Exiting Focus Status

DISTRICT	SCHOOL	FOCUS SUBGROUP
Bridgeport	Black Rock School	Black/ African-American
Derby	Irving School	Black/ African-American
East Hartford	Dr. Franklin H. Mayberry School	Hispanic/ Latino
East Hartford	Robert J. O'Brien School	Black/ African-American
Ellington	Center School	High Needs
Hartford	Clark School	Hispanic/ Latino
New Britain	Chamberlain School	High Needs
New Britain	Jefferson School	Black/ African-American
New Britain	Lincoln School	Hispanic/ Latino
New London	Winthrop School	Hispanic/ Latino

Norwich	John B. Stanton School	Black/ African-American
Ridgefield	Veterans Park Elementary School	High Needs
Windham	Windham Center School	Hispanic/ Latino

Achievement Gap Accountability

Connecticut's accountability model draws appropriate attention to subgroup performance and allows for schools and districts to be held accountable for closing achievement gaps. The minimum number of students needed to publish an SPI for the State's five traditionally underperforming subgroups and determine target attainment is 20 (in the past with AYP, this was 40). Both subgroup SPIs and subgroup target attainment are reported in the performance reports.

Additionally, the size of a school's achievement gap factors into its classification. Schools where the difference between the overall SPI and the subgroup SPI for a majority of subgroups is 10 points or greater will drop a classification. For instance, of the 282 schools (245 CMT and 37 CAPT for a combined total of 282) with an overall SPI \geq 88, 54 percent (129 CMT and 22 CAPT for a combined total of 151 schools) received the Progressing and not the Excelling classification; in an overwhelming majority of these schools, gaps for a majority of subgroups was 10 SPI points or greater.

Table 4 provides the number of schools statewide that have subgroups meeting the minimum size requirement for reporting an SPI ($N \geq 20$) and the number and percent of those schools that met their subgroup targets.

Table 4: SPI Target Attainment Rate by Subgroup

	CMT			CAPT			Total % Met
	Count of Schools with Reportable Subgroup	# Met	% Met	Count of Schools with Reportable Subgroup	# Met	% Met	
Black/ African American	344	88	25.6	73	23	31.5	26.6
Hispanic/ Latino	473	161	34.0	89	28	31.5	33.6
Free or Reduced-Price Lunch Eligible	616	225	36.5	141	57	40.4	37.3
Students with Disabilities	585	155	26.5	92	29	31.5	27.3
English Language Learner	212	60	28.3	24	8	33.3	28.8
High Needs	739	251	34.0	176	71	40.3	35.2

Accountability System Improvement and Validation

The new performance measurement system improves the State's ability to provide more accurate and appropriate interventions, support and recognition to local schools. Connecticut's new accountability system improves upon the old one (which was based upon the federal No Child Left Behind approach) in several ways:

- **Recognizes and values improvement in student achievement at all performance levels** unlike the old system, which only recognized movement of students from 'not proficient' to 'proficient';
- **Raises expectations** by setting the target that all students perform at the 'goal' level on the majority of tests they take rather than just perform at the 'proficient' level, as in the old system;
- **Integrates all tested subjects**, encouraging schools to improve instruction not only in Mathematics and Reading (as under No Child Left Behind), but also in Science and Writing;
- **Includes graduation rates** as important indicators of high school success;
- **Identifies schools with struggling student subgroups**, which in the past, may have been less visible to parents and educators; and
- **Enables schools to be classified into new categories**, including Turnaround, Review and Focus, Transitioning, Progressing and Excelling Schools, that will enable districts and the State to provide tailored support to individual schools.

The State Department of Education announced in August 2013 that the School Performance Reporting website used to share accountability data in fall 2012 contained inaccuracies. Since that time, all data from 2009-10, 2010-11, 2011-12 and 2012-13 used in the School and District Performance Reports have been independently verified by two external entities:

1. The CSDE engaged an independent audit firm, Blum Shapiro. Blum examined the processes relating to test data and accountability and then proceeded to independently validate and confirm all the SPI calculations.
2. Measurement Incorporated, the State's testing contractor, also verified all the calculations.

As expected, there was no change to any school classifications announced in fall 2012. Also as expected, the average difference in overall CMT SPIs was less than one SPI point, while that for CAPT was slightly greater than one SPI point.

SPIs are derived through a complex computation that contains certain rules which must be applied to the data. For more information, please review the [Computational Guide](#).

¹ Educational (ED) Reform Districts — Public Act 12-116 defines an Educational Reform District as being among the 10 lowest performing districts statewide. These 10 districts are named in statute and represent a subset of Alliance Districts (see below). They are: Bridgeport, East Hartford, Hartford, Meriden, New Britain, New Haven, New London, Norwich, Waterbury, and Windham.

Alliance Districts — Public Act 12-116 established a process for identifying Alliance Districts and allocating increased Education Cost Sharing (ECS) funding to support district efforts to improve student outcomes and close achievement gaps. In 2012, the CSDE identified the 30 lowest performing districts. In addition to the 10 Educational Reform Districts, the following districts are also included as Alliance Districts: Ansonia, Bloomfield, Bristol, Danbury, Derby, East Haven, East Windsor, Hamden, Killingly, Manchester, Middletown, Naugatuck, Norwalk, Putnam, Stamford, Vernon, West Haven, Winchester, Windsor, and Windsor Locks.

All Other LEAs — All remaining local and regional school districts and Endowed and Incorporated Academies comprise this category.

RESCs—These are public schools operated by Regional Educational Service Centers throughout Connecticut.

High Needs—This is an unduplicated count of students in the English Language Learners, Free/Reduced Lunch Eligible and Students with Disabilities subgroups.



The School Performance Report: A Guide for Parents

What is the School Performance Report?

It is a report on key accountability indicators (i.e., test scores and/or graduation rates) for every school. It tells parents and schools how their school is performing on those indicators. It also identifies strengths and challenges. It is produced by the Connecticut State Department of Education (CSDE).

What data does the report contain?

Every school that administers state tests (known as CMT or CAPT) will earn a "score" based on the performance of all students on those tests. This score is called a **School Performance Index (SPI)**. The SPI ranges from 0 to 100. The CSDE expects that schools will have an SPI of 88 or above.

Each report displays the following:

- overall school SPI for the past four years;
- whether differences in SPI exist between student groups/subjects; and
- whether SPI targets were achieved for 2012-13.

For high schools, the report also includes **graduation rates** and whether targets were achieved (note: graduation data are always a year behind). The CSDE expects that every high school will achieve a graduation rate of 94%.

Based on these indicators, a school is placed into one the following classifications: *Excelling*, *Progressing*, *Transitioning*, *Review*, *Focus*, or *Turnaround*. Excelling is the highest classification.

What questions should you ask as you read the report?

- What is the school's classification?
- How has the SPI changed over four years?
- Is the overall SPI in 2012-13 at or above 88?
- How does the SPI differ between groups of students and among different subjects?
- Did the school achieve its SPI target in 2012-13?
- For High Schools: What is the trend in graduation rates? Is it above 94%?

How can I use the performance report?

Ask the school to sponsor a parent meeting to talk about the reports and explore the school's strengths and areas that may need improvement.

Ask your school principal how parents can help to improve the school.

Attend school events such as family learning nights with your child.

Join your school's parent organization to learn more about school programs and ways you can volunteer your time at the school.

Ask your teacher how you can help your child improve and meet or exceed grade-level expectations.

To view performance reports for all schools and districts, ask your school or visit <http://www.sde.ct.gov>



Connecticut State Department of Education
Connecticut District Performance Report
For School Year 2012-13

District
Mansfield School District

Overall Performance

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut’s ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the “goal” level on the majority of tests. Achievement Gap indicates whether a difference of at least 10 DPI points exists between the achievement of the majority of subgroups and the all students group in a district (excludes High Needs).

	CMT DPI	CAPT DPI	District Graduation Rate
2009 - 10	88.4		
2010 - 11	88.1		
2011 - 12	89.3		
2012 - 13	90.0		<i>Available 2014</i>
Target Achieved	Yes		
Achievement Gap	Yes		

District Enrollment by School Classification

Though the district is assigned an overall classification based on the CMT and/or CAPT, schools within the district may have earned different school classifications. To reflect this potential diversity within a district, this table displays the number of schools and the percentage of students enrolled in the district by the school classification category. Note: In rare instances where a school serves grades that test both the CMT and the CAPT, the count of schools is a count of school classifications.

	Total Number of Schools	Percentage of Total Student Enrollment
EXCELLING	3	80.9%
PROGRESSING	0	0.0%
TRANSITIONING	1	19.1%
REVIEW	0	0.0%
FOCUS	0	0.0%
TURNAROUND	0	0.0%
TOTAL	4	100%

Connecticut Mastery Test (CMT) 2012-13
District Performance Index (DPI)

	Participation	DPI	Target	Achieved
All Students	100.0%	90.0	88.0	Yes
SUBGROUP PERFORMANCE				
Black or African American			78.1	n/a
Hispanic or Latino	100.0%	78.7	81.8	No
English Language Learners	100.0%			
Free/Reduced Lunch Eligible	100.0%	79.4	78.0	Yes
Students with Disabilities	100.0%	64.1	62.1	Yes
High Needs	100.0%	77.1	74.9	Yes
MATH PERFORMANCE				
Math Overall	100.0%	90.9	88.0	Yes
Black or African American			82.3	n/a
Hispanic or Latino	100.0%	80.4	85.1	No
English Language Learners	100.0%			
Free/Reduced Lunch Eligible	100.0%	81.4	81.7	No
Students with Disabilities	100.0%	65.9	66.2	No
High Needs	100.0%	79.3	78.5	Yes
READING PERFORMANCE				
Reading Overall	100.0%	88.4	86.7	Yes
Black or African American			71.9	n/a
Hispanic or Latino	100.0%	74.3	78.0	No
English Language Learners				
Free/Reduced Lunch Eligible	100.0%	74.3	73.8	Yes
Students with Disabilities	100.0%	59.9	57.4	Yes
High Needs	100.0%	72.9	70.8	Yes
WRITING PERFORMANCE				
Writing Overall	100.0%	91.1	88.0	Yes
Black or African American			80.8	n/a
Hispanic or Latino	100.0%	82.9	82.8	Yes
English Language Learners				
Free/Reduced Lunch Eligible	100.0%	81.9	77.8	Yes
Students with Disabilities	100.0%	67.6	61.2	Yes
High Needs	100.0%	79.8	74.8	Yes
SCIENCE PERFORMANCE				
Science Overall	100.0%	92.0	88.0	Yes
Black or African American				
Hispanic or Latino	100.0%	83.3	79.4	Yes
English Language Learners				
Free/Reduced Lunch Eligible	100.0%	90.3	83.2	Yes
Students with Disabilities	100.0%	69.5	71.4	No
High Needs	100.0%	83.2	80.2	Yes

**Connecticut Mastery Test (CMT) 2010-2012
Baseline DPI's**

	2009-10 DPI	2010-11 DPI	2011-12 DPI	Baseline DPI
All Students	88.4	88.1	89.3	88.6
SUBGROUP PERFORMANCE				
Black or African American	80.5	74.0		77.3
Hispanic or Latino	81.7	80.9	81.3	81.3
English Language Learners				
Free/Reduced Lunch Eligible	77.4	76.7	77.5	77.2
Students with Disabilities	61.4	56.5	61.7	59.8
High Needs	73.6	72.7	74.9	73.7
MATH PERFORMANCE				
Math Overall	90.1	90.4	90.8	90.4
Black or African American	83.9	79.8		81.9
Hispanic or Latino	85.1	85.2	84.2	84.9
English Language Learners				
Free/Reduced Lunch Eligible	81.1	81.3	81.0	81.1
Students with Disabilities	65.9	61.1	65.9	64.3
High Needs	77.1	77.1	78.8	77.7
READING PERFORMANCE				
Reading Overall	86.6	85.6	87.6	86.6
Black or African American	73.1	67.9		70.5
Hispanic or Latino	78.0	74.8	78.6	77.1
English Language Learners				
Free/Reduced Lunch Eligible	73.2	70.9	73.6	72.6
Students with Disabilities	57.2	50.5	56.3	54.7
High Needs	69.9	67.4	70.4	69.3
WRITING PERFORMANCE				
Writing Overall	88.4	87.9	90.0	88.8
Black or African American	83.9	76.6		80.2
Hispanic or Latino	79.8	82.9	84.5	82.4
English Language Learners				
Free/Reduced Lunch Eligible	76.6	76.5	77.7	76.9
Students with Disabilities	58.7	54.8	63.0	58.8
High Needs	72.7	72.2	76.0	73.6
SCIENCE PERFORMANCE				
Science Overall	91.0	93.1	89.3	91.1
Black or African American				
Hispanic or Latino		75.1	82.2	78.6
English Language Learners				
Free/Reduced Lunch Eligible	83.7	83.9	80.8	82.8
Students with Disabilities	71.0	70.1	68.8	70.0
High Needs	79.0	83.0	76.8	79.6



Connecticut State Department of Education
Connecticut School Performance Report
For School Year 2012-13

School/District	School Classification Category
Dorothy C. Goodwin School	EXCELLING
Mansfield School District	<i>(see page 2 for classification information)</i>

Overall CMT Performance

A School Performance Index (SPI) is the average of all Connecticut Mastery Test (CMT) test performance for all subjects tested for all students in the school. A District Performance Index (DPI) is the corresponding average for all students in the district. The SPI/DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for an SPI/DPI is 88 because in a school/district with an SPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Achievement Gap indicates whether a difference of at least 10 SPI/DPI points exists between the achievement of the majority of subgroups and the all students group in a school or district (excludes High Needs).

	2009-10	2010-11	2011-12	2012-13	Target Achieved	Achievement Gap
School (SPI)	85.2	87.9	89.4	88.1	Yes	No
District (DPI)	88.4	88.1	89.3	90.0	Yes	Yes

Performance by Subgroups

	SCHOOL					DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI	Target
All Students	70	100.0%	88.1	87.5	Yes	90.0	88.0
Black or African American							78.1
Hispanic or Latino	n < 20					78.7	81.8
English Language Learners	n < 20						
Free/Reduced Lunch Eligible	n < 20					79.4	78.0
Students with Disabilities	n < 20					64.1	62.1
High Needs	n < 20			72.6	n/a	77.1	74.9

High Needs is an unduplicated count of students in the English Language Learners, Free/Reduced Lunch Eligible and Students with Disabilities subgroups.

Performance by Subject

	SCHOOL					DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI	Target
Math	70	100.0%	90.5	88.0	Yes	90.9	88.0
Reading	70	100.0%	87.2	86.3	Yes	88.4	86.7
Writing	70	100.0%	86.7	85.9	Yes	91.1	88.0
Science						92.0	88.0

Understanding School Classifications

EXCELLING:
(123 schools)

An overall SPI of 88 or above and more than 25% of students score "Advanced" in a majority of subjects tested and the majority of subgroup gaps are less than 10 SPI points and the CMT participation rate is at least 95%.

PROGRESSING:
(235 schools)

There are 2 ways in which a school can receive a Progressing classification:

- An overall SPI of 88 or above and a CMT participation rate of at least 95% and misses one or more of the Excelling criteria.
- An overall SPI of 64 to 87 inclusive and a CMT participation rate of at least 95% and meets the SPI target for 2012-13 and the majority of subgroup gaps are less than 10 SPI points.

TRANSITIONING:
(326 schools)

An overall SPI of 64 to 87 and a CMT participation rate of at least 95% and misses one or more of the Progressing criteria.

REVIEW:
(80 schools)

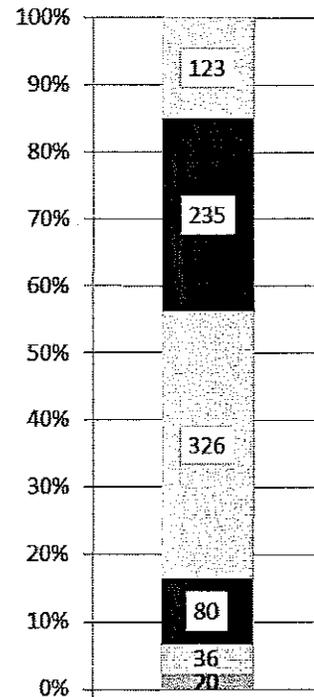
An overall SPI below 64 or a CMT participation rate below 95%.

FOCUS:
(36 schools)

A Title I school with one of its subgroups among the lowest performing in the state.

TURNAROUND:
(20 schools)

Schools in this category were selected from among the lowest performing schools statewide.



**Statewide CMT
School
Classifications**

School of Distinction:

A school in the Excelling, Progressing, or Transitioning category may be named a School of Distinction if it is among the highest performing schools statewide (at the all students and/or subgroup levels) and/or among schools that are making the most progress. (See a statewide list of Schools of Distinction at <http://tinyurl.com/lnktpz>)

Connecticut Mastery Test (CMT) 2012-13

School Performance Index (SPI)

Subject by Subgroup Data

	SCHOOL				DISTRICT	
	Participation	SPI	Target	Achieved	DPI	Target
MATH PERFORMANCE						
Black or African American						82.3
Hispanic or Latino					80.4	85.1
English Language Learners						
Free/Reduced Lunch Eligible					81.4	81.7
Students with Disabilities					65.9	66.2
High Needs			77.5	n/a	79.3	78.5
READING PERFORMANCE						
Black or African American						71.9
Hispanic or Latino					74.3	78.0
English Language Learners						
Free/Reduced Lunch Eligible					74.3	73.8
Students with Disabilities					59.9	57.4
High Needs			70.5	n/a	72.9	70.8
WRITING PERFORMANCE						
Black or African American						80.8
Hispanic or Latino					82.9	82.8
English Language Learners						
Free/Reduced Lunch Eligible					81.9	77.8
Students with Disabilities					67.6	61.2
High Needs			71.4	n/a	79.8	74.8
SCIENCE PERFORMANCE						
Black or African American						
Hispanic or Latino					83.3	79.4
English Language Learners						
Free/Reduced Lunch Eligible					90.3	83.2
Students with Disabilities					69.5	71.4
High Needs					83.2	80.2

Connecticut Mastery Test (CMT) 2010-2012

Baseline SPI's

	2009-10 SPI	2010-11 SPI	2011-12 SPI	Baseline SPI
All Students	85.2	87.9	89.4	87.5
SUBGROUP PERFORMANCE				
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities				
High Needs		70.2	72.3	71.3
MATH PERFORMANCE				
Math Overall	89.9	91.3	91.6	90.9
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities				
High Needs		78.8	74.3	76.5
READING PERFORMANCE				
Reading Overall	83.8	86.2	88.5	86.2
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities				
High Needs		65.2	72.8	69.0
WRITING PERFORMANCE				
Writing Overall	81.8	86.2	89.2	85.8
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities				
High Needs		66.7	73.1	69.9
SCIENCE PERFORMANCE				
Science Overall				
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities				
High Needs				

CONNECTICUT RESULTS FROM THE 2013 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP often is called the "Nation's Report Card." It is the only measure of student achievement in the United States where you can compare the performance of students in a state with the performance of students across the nation or in other states. NAEP, sponsored by the U.S. Department of Education, has been conducted for over 40 years. Beginning in 2009, the U.S. Department of Education required states to report state-level NAEP results in state and district report cards. This reporting requirement was designed to provide parents and the public with additional important information about the performance of the students in their state. However, there are important differences to consider when reviewing state-level NAEP results alongside results from the Connecticut Mastery Test (CMT). Specifically, state assessments and NAEP are developed for different purposes and performance standards (e.g., proficient) are set independently. Therefore, one should not expect performance results to be the same across CMT and NAEP. Instead, NAEP results are meant to complement our state assessment results. NAEP can be helpful in gauging the progress of Connecticut students over time and in reviewing our state performance relative to the performance of other states across the country.

The NAEP 2013 achievement data presented below are the percentages of Connecticut Grade 4 and 8 students in each of the NAEP performance levels for mathematics and reading.

REPORTING GROUP	NAEP 2013: GRADE 4 MATHEMATICS				NAEP 2013: GRADE 4 READING			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
Connecticut Overall	17	38	36	9	24	33	31	12
White	6	36	47	12	15	32	38	15
Black	43	44	13	1	48	37	14	2
Hispanic	35	46	17	1	44	36	18	3
Asian	9	27	44	21	10	30	35	25
American Indian/ Alaska Native	†	†	†	†	†	†	†	†
Native Hawaiian/ Other Pacific Islander	†	†	†	†	†	†	†	†
Two or more races	†	†	†	†	†	†	†	†
Eligible for NSLP ¹	35	46	18	1	43	38	17	2
Students with Disabilities	41	38	18	2	58	27	12	3
English Language Learners	54	39	7	#	75	21	3	1
REPORTING GROUP	NAEP 2013: GRADE 8 MATHEMATICS				NAEP 2013: GRADE 8 READING			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
Connecticut Overall	26	37	27	10	17	38	39	6
White	14	38	34	13	11	35	46	8
Black	52	36	12	1	32	46	20	2
Hispanic	53	35	11	1	33	42	22	2
Asian	10	28	36	26	9	31	45	15
American Indian/ Alaska Native	†	†	†	†	†	†	†	†
Native Hawaiian/ Other Pacific Islander	†	†	†	†	†	†	†	†
Two or more races	†	†	†	†	†	†	†	†
Eligible for NSLP ¹	49	36	13	2	33	44	21	2
Students with Disabilities	61	26	12	2	54	33	12	1
English Language Learners	93	5	1	#	73	26	1	#

¹ NSLP is the National School Lunch Program. This reporting group is also referred to as "economically disadvantaged."

† Reporting standards not met

Rounds to zero

REPORTING GROUP	CONNECTICUT STUDENT PARTICIPATION RATES			
	Grade 4 Math	Grade 4 Reading	Grade 8 Math	Grade 8 Reading
Students with Disabilities	92	92	88	88
English Language Learners	96	89	91	87

For more information about NAEP, please visit <http://nces.ed.gov/nationsreportcard/>



Connecticut State Department of Education
Connecticut School Performance Report
For School Year 2012-13

School/District	School Classification Category
Southeast Elementary School	TRANSITIONING
Mansfield School District	(see page 2 for classification information)

Overall CMT Performance

A School Performance Index (SPI) is the average of all Connecticut Mastery Test (CMT) test performance for all subjects tested for all students in the school. A District Performance Index (DPI) is the corresponding average for all students in the district. The SPI/DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for an SPI/DPI is 88 because in a school/district with an SPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Achievement Gap indicates whether a difference of at least 10 SPI/DPI points exists between the achievement of the majority of subgroups and the all students group in a school or district (excludes High Needs).

	2009-10	2010-11	2011-12	2012-13	Target Achieved	Achievement Gap
School (SPI)	87.8	85.4	89.1	84.5	No	Yes
District (DPI)	88.4	88.1	89.3	90.0	Yes	Yes

Performance by Subgroups

	SCHOOL					DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI	Target
All Students	74	100.0%	84.5	87.4	No	90.0	88.0
Black or African American	n < 20						78.1
Hispanic or Latino	n < 20					78.7	81.8
English Language Learners	n < 20						
Free/Reduced Lunch Eligible	23	100.0%	71.6	75.3	No	79.4	78.0
Students with Disabilities	n < 20					64.1	62.1
High Needs	30	100.0%	69.6	75.0	No	77.1	74.9

High Needs is an unduplicated count of students in the English Language Learners, Free/Reduced Lunch Eligible and Students with Disabilities subgroups.

Performance by Subject

	SCHOOL					DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI	Target
Math	74	100.0%	85.6	88.0	No	90.9	88.0
Reading	74	100.0%	84.0	85.0	No	88.4	86.7
Writing	72	100.0%	85.2	87.7	No	91.1	88.0
Science						92.0	88.0

Understanding School Classifications

EXCELLING: An overall SPI of 88 or above and more than 25% of students score "Advanced" in a majority of subjects tested and the majority of subgroup gaps are less than 10 SPI points and the CMT participation rate is at least 95%.
(123 schools)

PROGRESSING: There are 2 ways in which a school can receive a Progressing classification:
(235 schools)

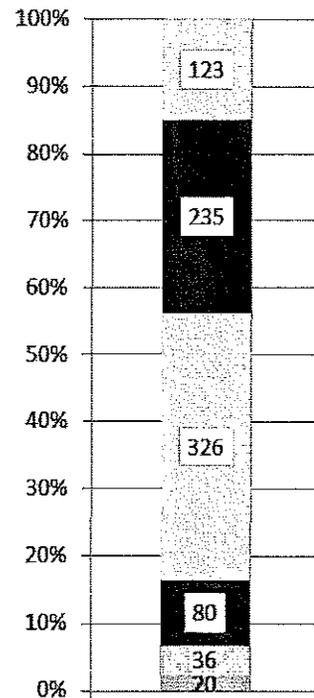
- An overall SPI of 88 or above and a CMT participation rate of at least 95% and misses one or more of the Excelling criteria.
- An overall SPI of 64 to 87 inclusive and a CMT participation rate of at least 95% and meets the SPI target for 2012-13 and the majority of subgroup gaps are less than 10 SPI points.

TRANSITIONING: An overall SPI of 64 to 87 and a CMT participation rate of at least 95% and misses one or more of the Progressing criteria.
(326 schools)

REVIEW: An overall SPI below 64 or a CMT participation rate below 95%.
(80 schools)

FOCUS: A Title I school with one of its subgroups among the lowest performing in the state.
(36 schools)

TURNAROUND: Schools in this category were selected from among the lowest performing schools statewide.
(20 schools)



**Statewide CMT
School
Classifications**

School of Distinction: A school in the Excelling, Progressing, or Transitioning category may be named a School of Distinction if it is among the highest performing schools statewide (at the all students and/or subgroup levels) and/or among schools that are making the most progress. (See a statewide list of Schools of Distinction at <http://tinyurl.com/lnktpz>)

Connecticut Mastery Test (CMT) 2012-13
School Performance Index (SPI)
Subject by Subgroup Data

	SCHOOL				DISTRICT	
	Participation	SPI	Target	Achieved	DPI	Target
MATH PERFORMANCE						
Black or African American						82.3
Hispanic or Latino					80.4	85.1
English Language Learners						
Free/Reduced Lunch Eligible	100.0%	75.4	80.0	No	81.4	81.7
Students with Disabilities					65.9	66.2
High Needs	100.0%	72.3	81.8	No	79.3	78.5
READING PERFORMANCE						
Black or African American						71.9
Hispanic or Latino					74.3	78.0
English Language Learners						
Free/Reduced Lunch Eligible	100.0%	72.5	71.6	Yes	74.3	73.8
Students with Disabilities					59.9	57.4
High Needs	100.0%	71.7	70.5	Yes	72.9	70.8
WRITING PERFORMANCE						
Black or African American						80.8
Hispanic or Latino					82.9	82.8
English Language Learners						
Free/Reduced Lunch Eligible	100.0%	66.7	76.8	No	81.9	77.8
Students with Disabilities					67.6	61.2
High Needs	100.0%	66.7	72.9	No	79.8	74.8
SCIENCE PERFORMANCE						
Black or African American						
Hispanic or Latino					83.3	79.4
English Language Learners						
Free/Reduced Lunch Eligible					90.3	83.2
Students with Disabilities					69.5	71.4
High Needs					83.2	80.2

Connecticut Mastery Test (CMT) 2010-2012

Baseline SPI's

	2009-10 SPI	2010-11 SPI	2011-12 SPI	Baseline SPI
All Students	87.8	85.4	89.1	87.4
SUBGROUP PERFORMANCE				
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible	72.7	71.7	78.1	74.2
Students with Disabilities				
High Needs	71.3	71.6	78.7	73.8
MATH PERFORMANCE				
Math Overall	90.0	90.0	90.8	90.3
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible	79.0	79.4	79.7	79.4
Students with Disabilities				
High Needs	78.0	82.1	83.9	81.3
READING PERFORMANCE				
Reading Overall	85.6	83.0	85.9	84.8
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible	69.6	69.8	71.0	70.2
Students with Disabilities				
High Needs	65.5	71.8	69.7	69.0
WRITING PERFORMANCE				
Writing Overall	87.6	83.7	91.7	87.7
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible	68.2		83.4	75.8
Students with Disabilities				
High Needs	69.1	61.1	84.5	71.6
SCIENCE PERFORMANCE				
Science Overall				
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities				
High Needs				

CONNECTICUT RESULTS FROM THE 2013 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

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The NAEP 2013 achievement data presented below are the percentages of Connecticut Grade 4 and 8 students in each of the NAEP performance levels for mathematics and reading.

REPORTING GROUP	NAEP 2013: GRADE 4 MATHEMATICS				NAEP 2013: GRADE 4 READING			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
Connecticut Overall	17	38	36	9	24	33	31	12
White	6	36	47	12	15	32	38	15
Black	43	44	13	1	48	37	14	2
Hispanic	35	46	17	1	44	36	18	3
Asian	9	27	44	21	10	30	35	25
American Indian/ Alaska Native	†	†	†	†	†	†	†	†
Native Hawaiian/ Other Pacific Islander	†	†	†	†	†	†	†	†
Two or more races	†	†	†	†	†	†	†	†
Eligible for NSLP ¹	35	46	18	1	43	38	17	2
Students with Disabilities	41	38	18	2	58	27	12	3
English Language Learners	54	39	7	#	75	21	3	1
REPORTING GROUP	NAEP 2013: GRADE 8 MATHEMATICS				NAEP 2013: GRADE 8 READING			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
Connecticut Overall	26	37	27	10	17	38	39	6
White	14	38	34	13	11	35	46	8
Black	52	36	12	1	32	46	20	2
Hispanic	53	35	11	1	33	42	22	2
Asian	10	28	36	26	9	31	45	15
American Indian/ Alaska Native	†	†	†	†	†	†	†	†
Native Hawaiian/ Other Pacific Islander	†	†	†	†	†	†	†	†
Two or more races	†	†	†	†	†	†	†	†
Eligible for NSLP ¹	49	36	13	2	33	44	21	2
Students with Disabilities	61	26	12	2	54	33	12	1
English Language Learners	93	5	1	#	73	26	1	#

¹ NSLP is the National School Lunch Program. This reporting group is also referred to as "economically disadvantaged."

† Reporting standards not met.

Rounds to zero

REPORTING GROUP	CONNECTICUT STUDENT PARTICIPATION RATES			
	Grade 4 Math	Grade 4 Reading	Grade 8 Math	Grade 8 Reading
Students with Disabilities	92	92	88	88
English Language Learners	96	89	91	87

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Connecticut State Department of Education
Connecticut School Performance Report
For School Year 2012-13

School/District	School Classification Category
Annie E. Vinton School	EXCELLING
Mansfield School District	(see page 2 for classification information)

Overall CMT Performance

A School Performance Index (SPI) is the average of all Connecticut Mastery Test (CMT) test performance for all subjects tested for all students in the school. A District Performance Index (DPI) is the corresponding average for all students in the district. The SPI/DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for an SPI/DPI is 88 because in a school/district with an SPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Achievement Gap indicates whether a difference of at least 10 SPI/DPI points exists between the achievement of the majority of subgroups and the all students group in a school or district (excludes High Needs).

	2009-10	2010-11	2011-12	2012-13	Target Achieved	Achievement Gap
School (SPI)	86.2	87.4	88.4	90.4	Yes	No
District (DPI)	88.4	88.1	89.3	90.0	Yes	Yes

Performance by Subgroups

	SCHOOL					DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI	Target
All Students	91	100.0%	90.4	87.3	Yes	90.0	88.0
Black or African American							78.1
Hispanic or Latino	n < 20					78.7	81.8
English Language Learners	n < 20						
Free/Reduced Lunch Eligible	25	100.0%	81.4	79.8	Yes	79.4	78.0
Students with Disabilities	n < 20					64.1	62.1
High Needs	34	100.0%	79.5	74.6	Yes	77.1	74.9

High Needs is an unduplicated count of students in the English Language Learners, Free/Reduced Lunch Eligible and Students with Disabilities subgroups.

Performance by Subject

	SCHOOL					DISTRICT	
	N	Participation	SPI	Target	Achieved	DPI	Target
Math	91	100.0%	94.5	88.0	Yes	90.9	88.0
Reading	91	100.0%	85.4	83.8	Yes	88.4	86.7
Writing	91	100.0%	91.3	87.7	Yes	91.1	88.0
Science						92.0	88.0

Understanding School Classifications

EXCELLING: An overall SPI of 88 or above and more than 25% of students score "Advanced" in a majority of subjects tested and the majority of subgroup gaps are less than 10 SPI points and the CMT participation rate is at least 95%.
(123 schools)

PROGRESSING: There are 2 ways in which a school can receive a Progressing classification:
(235 schools)

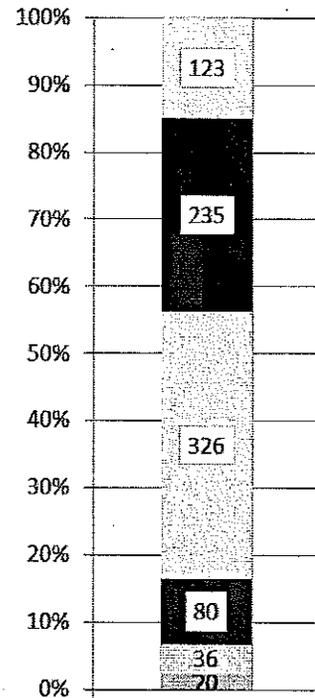
- An overall SPI of 88 or above and a CMT participation rate of at least 95% and misses one or more of the Excelling criteria.
- An overall SPI of 64 to 87 inclusive and a CMT participation rate of at least 95% and meets the SPI target for 2012-13 and the majority of subgroup gaps are less than 10 SPI points.

TRANSITIONING: An overall SPI of 64 to 87 and a CMT participation rate of at least 95% and misses one or more of the Progressing criteria.
(326 schools)

REVIEW: An overall SPI below 64 or a CMT participation rate below 95%.
(80 schools)

FOCUS: A Title I school with one of its subgroups among the lowest performing in the state.
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School
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Connecticut Mastery Test (CMT) 2012-13
School Performance Index (SPI)
Subject by Subgroup Data

	SCHOOL				DISTRICT	
	Participation	SPI	Target	Achieved	DPI	Target
MATH PERFORMANCE						
Black or African American						82.3
Hispanic or Latino					80.4	85.1
English Language Learners						
Free/Reduced Lunch Eligible	100.0%	86.7	86.7	Yes	81.4	81.7
Students with Disabilities					65.9	66.2
High Needs	100.0%	87.3	80.9	Yes	79.3	78.5
READING PERFORMANCE						
Black or African American						71.9
Hispanic or Latino					74.3	78.0
English Language Learners						
Free/Reduced Lunch Eligible	100.0%	72.0	75.0	No	74.3	73.8
Students with Disabilities					59.9	57.4
High Needs	100.0%	67.7	68.8	No	72.9	70.8
WRITING PERFORMANCE						
Black or African American						80.8
Hispanic or Latino					82.9	82.8
English Language Learners						
Free/Reduced Lunch Eligible	100.0%	85.4	77.9	Yes	81.9	77.8
Students with Disabilities					67.6	61.2
High Needs	100.0%	83.4	74.9	Yes	79.8	74.8
SCIENCE PERFORMANCE						
Black or African American						
Hispanic or Latino					83.3	79.4
English Language Learners						
Free/Reduced Lunch Eligible					90.3	83.2
Students with Disabilities					69.5	71.4
High Needs					83.2	80.2

Connecticut Mastery Test (CMT) 2010-2012

Baseline SPT's

	2009-10 SPI	2010-11 SPI	2011-12 SPI	Baseline SPI
All Students	86.2	87.4	88.4	87.3
SUBGROUP PERFORMANCE				
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible		79.9	78.4	79.2
Students with Disabilities				
High Needs	73.9	74.2	72.3	73.5
MATH PERFORMANCE				
Math Overall	88.8	92.5	92.3	91.2
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible		87.4	85.8	86.6
Students with Disabilities				
High Needs	76.5	82.2	82.3	80.3
READING PERFORMANCE				
Reading Overall	83.9	81.7	84.8	83.5
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible		73.0	74.6	73.8
Students with Disabilities				
High Needs	71.3	65.5	64.5	67.1
WRITING PERFORMANCE				
Writing Overall	87.1	87.9	88.2	87.7
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible		79.4	74.7	77.0
Students with Disabilities				
High Needs	76.3	75.0	70.1	73.8
SCIENCE PERFORMANCE				
Science Overall				
Black or African American				
Hispanic or Latino				
English Language Learners				
Free/Reduced Lunch Eligible				
Students with Disabilities				
High Needs				

CONNECTICUT RESULTS FROM THE 2013 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

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The NAEP 2013 achievement data presented below are the percentages of Connecticut Grade 4 and 8 students in each of the NAEP performance levels for mathematics and reading.

REPORTING GROUP	NAEP 2013: GRADE 4 MATHEMATICS				NAEP 2013: GRADE 4 READING			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
Connecticut Overall	17	38	36	9	24	33	31	12
White	6	36	47	12	15	32	38	15
Black	43	44	13	1	48	37	14	2
Hispanic	35	46	17	1	44	36	18	3
Asian	9	27	44	21	10	30	35	25
American Indian/ Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
Native Hawaiian/ Other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡
Two or more races	‡	‡	‡	‡	‡	‡	‡	‡
Eligible for NSLP ¹	35	46	18	1	43	38	17	2
Students with Disabilities	41	38	18	2	58	27	12	3
English Language Learners	54	39	7	#	75	21	3	1
REPORTING GROUP	NAEP 2013: GRADE 8 MATHEMATICS				NAEP 2013: GRADE 8 READING			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
Connecticut Overall	26	37	27	10	17	38	39	6
White	14	38	34	13	11	35	46	8
Black	52	36	12	1	32	46	20	2
Hispanic	53	35	11	1	33	42	22	2
Asian	10	28	36	26	9	31	45	15
American Indian/ Alaska Native	‡	‡	‡	‡	‡	‡	‡	‡
Native Hawaiian/ Other Pacific Islander	‡	‡	‡	‡	‡	‡	‡	‡
Two or more races	‡	‡	‡	‡	‡	‡	‡	‡
Eligible for NSLP ¹	49	36	13	2	33	44	21	2
Students with Disabilities	61	26	12	2	54	33	12	1
English Language Learners	93	5	1	#	73	26	1	#

¹ NSLP is the National School Lunch Program. This reporting group is also referred to as "economically disadvantaged."

‡ Reporting standards not met

Rounds to zero

REPORTING GROUP	CONNECTICUT STUDENT PARTICIPATION RATES			
	Grade 4 Math	Grade 4 Reading	Grade 8 Math	Grade 8 Reading
Students with Disabilities	92	92	88	88
English Language Learners	96	89	91	87

For more information about NAEP, please visit <http://nces.ed.gov/nationsreportcard/>



Connecticut State Department of Education
Connecticut School Performance Report
For School Year 2012-13

School/District	School Classification Category
Mansfield Middle School School	EXCELLING School of Distinction
Mansfield School District	<i>(see page 2 for classification information)</i>

Overall CMT Performance

A School Performance Index (SPI) is the average of all Connecticut Mastery Test (CMT) test performance for all subjects tested for all students in the school. A District Performance Index (DPI) is the corresponding average for all students in the district. The SPI/DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for an SPI/DPI is 88 because in a school/district with an SPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Achievement Gap indicates whether a difference of at least 10 SPI/DPI points exists between the achievement of the majority of subgroups and the all students group in a school or district (excludes High Needs).

	2009-10	2010-11	2011-12	2012-13	Target Achieved	Achievement Gap
School (SPI)	89.8	89.2	90.4	91.5	Yes	No
District (DPI)	88.4	88.1	89.3	90.0	Yes	Yes

Performance by Subgroups

	SCHOOL				DISTRICT		
	N	Participation	SPI	Target	Achieved	DPI	Target
All Students	553	100.0%	91.5	88.0	Yes	90.0	88.0
Black or African American	n < 20			77.8	n/a		78.1
Hispanic or Latino	47	100.0%	84.3	82.7	Yes	78.7	81.8
English Language Learners	n < 20						
Free/Reduced Lunch Eligible	120	100.0%	82.4	79.4	Yes	79.4	78.0
Students with Disabilities	87	100.0%	70.0	65.9	Yes	64.1	62.1
High Needs	175	100.0%	80.6	76.5	Yes	77.1	74.9

High Needs is an unduplicated count of students in the English Language Learners, Free/Reduced Lunch Eligible and Students with Disabilities subgroups.

Performance by Subject

	SCHOOL				DISTRICT		
	N	Participation	SPI	Target	Achieved	DPI	Target
Math	553	100.0%	91.7	88.0	Yes	90.9	88.0
Reading	553	100.0%	90.1	88.0	Yes	88.4	86.7
Writing	549	100.0%	93.0	88.0	Yes	91.1	88.0
Science	275	100.0%	92.3	88.0	Yes	92.0	88.0

Understanding School Classifications

EXCELLING: (123 schools) An overall SPI of 88 or above and more than 25% of students score "Advanced" in a majority of subjects tested and the majority of subgroup gaps are less than 10 SPI points and the CMT participation rate is at least 95%.

PROGRESSING: (235 schools) There are 2 ways in which a school can receive a Progressing classification:

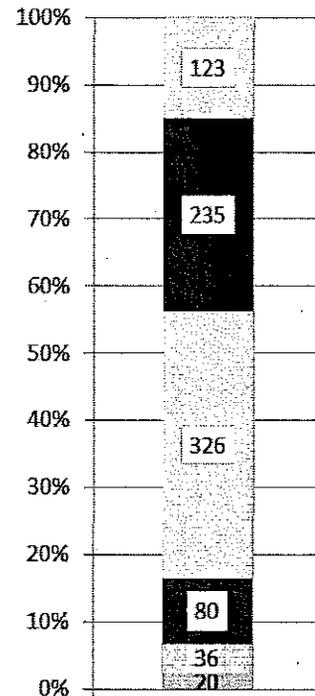
- An overall SPI of 88 or above and a CMT participation rate of at least 95% and misses one or more of the Excelling criteria.
- An overall SPI of 64 to 87 inclusive and a CMT participation rate of at least 95% and meets the SPI target for 2012-13 and the majority of subgroup gaps are less than 10 SPI points.

TRANSITIONING: (326 schools) An overall SPI of 64 to 87 and a CMT participation rate of at least 95% and misses one or more of the Progressing criteria.

REVIEW: (80 schools) An overall SPI below 64 or a CMT participation rate below 95%.

FOCUS: (36 schools) A Title I school with one of its subgroups among the lowest performing in the state.

TURNAROUND: (20 schools) Schools in this category were selected from among the lowest performing schools statewide.



**Statewide CMT
School
Classifications**

School of Distinction: A school in the Excelling, Progressing, or Transitioning category may be named a School of Distinction if it is among the highest performing schools statewide (at the all students and/or subgroup levels) and/or among schools that are making the most progress. (See a statewide list of Schools of Distinction at <http://tinyurl.com/lnktpz>)

Connecticut Mastery Test (CMT) 2012-13
School Performance Index (SPI)
Subject by Subgroup Data

	SCHOOL				DISTRICT	
	Participation	SPI	Target	Achieved	DPI	Target
MATH PERFORMANCE						
Black or African American			83.4	n/a		82.3
Hispanic or Latino	100.0%	86.2	85.2	Yes	80.4	85.1
English Language Learners						
Free/Reduced Lunch Eligible	100.0%	83.7	81.9	Yes	81.4	81.7
Students with Disabilities	100.0%	69.8	68.3	Yes	65.9	66.2
High Needs	100.0%	81.6	78.8	Yes	79.3	78.5
READING PERFORMANCE						
Black or African American			70.6	n/a		71.9
Hispanic or Latino	100.0%	79.8	79.9	No	74.3	78.0
English Language Learners						
Free/Reduced Lunch Eligible	100.0%	76.8	75.2	Yes	74.3	73.8
Students with Disabilities	100.0%	67.1	62.0	Yes	59.9	57.4
High Needs	100.0%	76.4	72.7	Yes	72.9	70.8
WRITING PERFORMANCE						
Black or African American			79.2	n/a		80.8
Hispanic or Latino	100.0%	86.6	82.8	Yes	82.9	82.8
English Language Learners						
Free/Reduced Lunch Eligible	100.0%	85.2	79.4	Yes	81.9	77.8
Students with Disabilities	100.0%	74.0	65.2	Yes	67.6	61.2
High Needs	100.0%	83.9	76.6	Yes	79.8	74.8
SCIENCE PERFORMANCE						
Black or African American						
Hispanic or Latino	100.0%	83.3	79.4	Yes	83.3	79.4
English Language Learners						
Free/Reduced Lunch Eligible	100.0%	90.3	83.2	Yes	90.3	83.2
Students with Disabilities	100.0%	70.4	71.8	No	69.5	71.4
High Needs	100.0%	83.9	80.7	Yes	83.2	80.2

Connecticut Mastery Test (CMT) 2010-2012

Baseline SPI's

	2009-10 SPI	2010-11 SPI	2011-12 SPI	Baseline SPI
All Students	89.8	89.2	90.4	89.8
SUBGROUP PERFORMANCE				
Black or African American	80.2	73.8		77.0
Hispanic or Latino	80.7	79.9	86.3	82.3
English Language Learners				
Free/Reduced Lunch Eligible	79.6	77.9	78.4	78.6
Students with Disabilities	64.7	59.5	67.6	64.0
High Needs	75.6	74.1	76.8	75.5
MATH PERFORMANCE				
Math Overall	90.8	90.4	91.1	90.8
Black or African American	84.2	81.9		83.0
Hispanic or Latino	84.0	83.8	87.4	85.1
English Language Learners				
Free/Reduced Lunch Eligible	81.9	81.0	81.4	81.4
Students with Disabilities	68.8	61.6	69.1	66.5
High Needs	78.3	76.5	79.3	78.0
READING PERFORMANCE				
Reading Overall	88.1	87.3	89.4	88.3
Black or African American	71.4	66.6		69.0
Hispanic or Latino	78.2	73.5	86.0	79.3
English Language Learners				
Free/Reduced Lunch Eligible	75.2	72.1	75.2	74.1
Students with Disabilities	61.0	53.0	65.1	59.7
High Needs	72.0	68.6	73.6	71.4
WRITING PERFORMANCE				
Writing Overall	89.8	89.3	90.7	89.9
Black or African American	84.2	72.8		78.5
Hispanic or Latino	77.1	83.0	86.9	82.4
English Language Learners				
Free/Reduced Lunch Eligible	79.7	78.2	78.0	78.6
Students with Disabilities	61.2	60.7	67.6	63.1
High Needs	74.9	75.0	77.0	75.6
SCIENCE PERFORMANCE				
Science Overall	91.4	93.0	89.5	91.3
Black or African American				
Hispanic or Latino		75.1	82.2	78.6
English Language Learners				
Free/Reduced Lunch Eligible	83.7	83.9	80.8	82.8
Students with Disabilities	72.9	69.3	69.0	70.4
High Needs	80.3	82.8	77.1	80.0

CONNECTICUT RESULTS FROM THE 2013 NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

NAEP often is called the "Nation's Report Card." It is the only measure of student achievement in the United States where you can compare the performance of students in a state with the performance of students across the nation or in other states. NAEP, sponsored by the U.S. Department of Education, has been conducted for over 40 years. Beginning in 2009, the U.S. Department of Education required states to report state-level NAEP results in state and district report cards. This reporting requirement was designed to provide parents and the public with additional important information about the performance of the students in their state. However, there are important differences to consider when reviewing state-level NAEP results alongside results from the Connecticut Mastery Test (CMT). Specifically, state assessments and NAEP are developed for different purposes and performance standards (e.g., proficient) are set independently. Therefore, one should not expect performance results to be the same across CMT and NAEP. Instead, NAEP results are meant to complement our state assessment results. NAEP can be helpful in gauging the progress of Connecticut students over time and in reviewing our state performance relative to the performance of other states across the country.

The NAEP 2013 achievement data presented below are the percentages of Connecticut Grade 4 and 8 students in each of the NAEP performance levels for mathematics and reading.

REPORTING GROUP	NAEP 2013: GRADE 4 MATHEMATICS				NAEP 2013: GRADE 4 READING			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
Connecticut Overall	17	38	36	9	24	33	31	12
White	6	36	47	12	15	32	38	15
Black	43	44	13	1	48	37	14	2
Hispanic	35	46	17	1	44	36	18	3
Asian	9	27	44	21	10	30	35	25
American Indian/ Alaska Native	†	†	†	†	†	†	†	†
Native Hawaiian/ Other Pacific Islander	†	†	†	†	†	†	†	†
Two or more races	†	†	†	†	†	†	†	†
Eligible for NSLP ¹	35	46	18	1	43	38	17	2
Students with Disabilities	41	38	18	2	58	27	12	3
English Language Learners	54	39	7	#	75	21	3	1
REPORTING GROUP	NAEP 2013: GRADE 8 MATHEMATICS				NAEP 2013: GRADE 8 READING			
	Below Basic	Basic	Proficient	Advanced	Below Basic	Basic	Proficient	Advanced
Connecticut Overall	26	37	27	10	17	38	39	6
White	14	38	34	13	11	35	46	8
Black	52	36	12	1	32	46	20	2
Hispanic	53	35	11	1	33	42	22	2
Asian	10	28	36	26	9	31	43	15
American Indian/ Alaska Native	†	†	†	†	†	†	†	†
Native Hawaiian/ Other Pacific Islander	†	†	†	†	†	†	†	†
Two or more races	†	†	†	†	†	†	†	†
Eligible for NSLP ¹	49	36	13	2	33	44	21	2
Students with Disabilities	61	26	12	2	54	33	12	1
English Language Learners	93	5	1	#	73	26	1	#

¹ NSLP is the National School Lunch Program. This reporting group is also referred to as "economically disadvantaged."

† Reporting standards not met.

Rounds to zero

REPORTING GROUP	CONNECTICUT STUDENT PARTICIPATION RATES			
	Grade 4 Math	Grade 4 Reading	Grade 8 Math	Grade 8 Reading
Students with Disabilities	92	92	88	88
English Language Learners	96	89	91	87

For more information about NAEP, please visit <http://nces.ed.gov/nationsreportcard/>

DRAFT

**Mansfield Board of Education
November 14, 2013
Minutes**

Attendees: Randy Walikonis, Vice-Chair; Susannah Everett, John Fratiello, Martha Kelly, Sarah Lacombe, Mark LaPlaca, Katherine Paulhus, Carrie Silver-Bernstein
Excused: Jay Rueckl

The meeting was called to order at 7:30pm by Mr. LaPlaca.

SPECIAL PRESENTATION: Vinton School Enrichment teacher, Michelle Terry, discussed the 2nd grade enrichment students project with paper airplanes. Students in her class demonstrated the airplanes and discussed what they learned with the project.

ELECTION OF OFFICERS: Mr. Walikonis, Vice-Chair, conducted the elections. Motion by Mr. Walikonis, seconded by Ms. Everett, to appoint Mr. LaPlaca as Chair. Vote: Unanimous in favor. Mr. LaPlaca appointed Mr. Walikonis Vice-Chair. Motion by Mrs. Paulhus, seconded by Mr. Walikonis, to appoint Mrs. Kelly as Secretary. Vote: Unanimous in favor. Mr. LaPlaca congratulated Ms. Everett, Mr. Fratiello, and Mrs. Lacombe on the recent elections and welcomed Mr. Fratiello to the Board.

HEARING FOR VISITORS: None

COMMUNICATIONS: The Board received a copy of a letter to Mr. Nguyen, Principal Mansfield Middle School, from Michele Boskovic regarding initiatives at the school. The Board also received a copy of Mr. Nguyen's response to the parent.

ADDITIONS TO THE PRESENT AGENDA: None

VINTON SCHOOL PTA: Kelly Wilburn, President, reported on activities the group participates in to support programs at Vinton School.

Committee Reports:

Personnel Committee: Mr. Walikonis reported the Town Council ratified/approved the four year successor agreement between the Mansfield Board of Education and the Mansfield Education Association beginning July 1, 2014.

Goodwin Bequest Committee: Mrs. Kelly reported the Committee will meet on December 2, 2013 at 4:00pm. Mr. LaPlaca asked Board members to inform him the committees on which they would be interested in serving.

REPORT OF THE SUPERINTENDENT:

- **Mansfield Food Service Program Update:** Beth Gankofskie and Janice Mills, Co-Directors Mansfield Food Service Program, reviewed the school food program and answered questions from the Board.
- **Quarterly Financials:** Cherie Trahan, Director of Finance, reported the first quarter expenditures and revenues were as expected. Motion by Mr. Walikonis, seconded by Ms. Everett, to accept the Town of Mansfield/Mansfield Board of Education Quarterly Financial Statements for the Quarter ending September 30, 2013. Vote: Unanimous in favor.
- **Salary Transfers:** Mrs. Trahan reported there was a reduction in budget salaries. Motion by Mr. Walikonis, seconded by Ms. Silver-Bernstein to approve the Salary Budget Transfers for the 2013-2014 school year. Vote: Unanimous in favor.
- **Capital Improvement Funds:** Mr. William Hammon, Director of Facilities Management, and Mr. Jaime Russell, Director of Information Technology, reviewed expenditures (completed and projected) for capital improvements in the four school buildings.
- **2014-2015 Budget Overview:** Mrs. Trahan provided an overview of the Board's budget.
- **Neag School Professional Development Partnership:** Ms. Everett recused herself from the discussion. Mr. Baruzzi reviewed the collaborative partnership and discussed expectations with the Board. Motion by Mr. Walikonis, seconded by Mr. Fratiello, to approve the University of Connecticut Neag School of Education and Professional Development School Collaborative Partnership Memorandum of Understanding. Vote: Unanimous in favor with Ms. Everett in abstention.
- **Enrollment Projection:** Mr. Baruzzi presented Mansfield Public Schools Enrollment Projected to 2023 Report by Peter Prowda, PH.D.
- **Mansfield Professional Learning and Evaluation Plan Revisions:** Mr. Baruzzi reviewed the revisions proposed as a result of the district choosing to participate in the Smarter Balanced pilot testing. Motion by Ms. Everett,

seconded by Ms. Lacombe, to approve the Mansfield Professional Learning and Evaluation Plan Revisions.
Vote: Unanimous in favor.

- School Calendar: Mr. Baruzzi reported on the State Task Force regarding uniform regional school calendars.
- School Climate Surveys: Mr. Baruzzi reviewed the responses by parents, staff, and students and reported each school's climate committee is reviewing the results.
- 2011-2012 Strategic School Profiles: Mr. Baruzzi shared the recently released report by the Connecticut State Department of Education.
- School Performance Index: Mr. Baruzzi reported the school performance index will be released later in November.
- Enhancing Student Achievement: Three new projects will be implemented at the schools in support of this activity.
- Class Size/Enrollment: There were no significant changes to class size or enrollment in October.

APPROVAL OF MINUTES:

- Motion by Mrs. Kelly, seconded by Mrs. Paulhus, to approve the minutes of the October 24, 2013 Meeting.
Vote: Unanimous in favor with Ms. Everett in abstention.

NEW BUSINESS: None

HEARING FOR VISITORS: Alison Hilding, Southwood Road, spoke regarding the Food Service Program and the Co-Directors position.

SUGGESTIONS FOR FUTURE AGENDA: Mrs. Kelly would like an update on the exterior video cameras on school buses. She would also like Food Service Program follow up on purchasing locally, MMS salad bar pricing, and the Board to discuss feasibility of a subcommittee formed to review the Food Service Program. Mrs. Paulhus would like further discussion on small salad built into lunch and discussion on parent communication received at this meeting. Ms. Everett would like discussion on certified staff appreciation.

Motion by Mrs. Paulhus, seconded by Mr. Fratiello, to adjourn at 11:15pm. Vote Unanimous in favor.

Respectfully submitted,
Celeste Griffin, Board Clerk