

Edward Wazer
253 Maple Rd.
Mansfield, CT 06268
860-429-0695
November 15, 2013

To: Mansfield Board of Education

Dear Board of Education Members,

I am writing the Board to request a review of school officials' interpretation of the BOE policy regarding access to the school programs by homeschooled children. I also ask the Board to evaluate the town's culture of excluding homeschooled children from all activities.

I have two daughters of school age that are homeschooled. Upon hearing of a specific after-school activity at the Middle School, one of my daughters was very excited to attend. I contacted the school and was informed by the Vice Principal that, "per Board of Education policy, after school activities are only available to students enrolled in Mansfield Public Schools." The actual policy states (Section: Students, p. 181):

The Mansfield Public Schools will not provide access to its regular educational programs, or to its facilities during the regular school day, for resident students not attending the public schools, except as specifically authorized by Board policy or by action of the Board.

Since my daughter wanted to attend an after-school activity, which is not part of the "regular school day", nor part of its "regular educational programs", I request that BOE inform school officials that the school is not following BOE policy and to allow resident homeschooled students access to these activities.

At a BOE meeting I heard the term "inclusivity" being used by board members. In a town like Mansfield, that has a beautiful slice of people from around the world, this inclusive approach is commended and is what drew us to Mansfield. This inclusivity should extend to parents making educational decisions based on religious preferences, which is the primary reason parents decide to homeschool. My wife and I believe that by being the primary influence on our children, we can impart the greatest sense of morality and compassion to our children, but that does not mean we want to give up all access to the educational system. Burdensome interruptions by non-full time students obviously need to be avoided, but an all-or-nothing approach does not seem "inclusive". Please help change this.

Thank you,
Edward Wazer

Celeste N. Griffin

From: Mark LaPlaca
Sent: Tuesday, December 10, 2013 7:03 PM
To: Coleen Spurlock; MBOE_BOE
Cc: Fred A. Baruzzi
Subject: RE: Mansfield BOE Policy Change

Coleen,

Thanks very much. The Board will be discussing this.

Mark LaPlaca
Chair, Mansfield Board of Education

From: Coleen Spurlock [mamacol@sbcglobal.net]
Sent: Monday, December 09, 2013 4:25 PM
To: MBOE_BOE
Subject: Mansfield BOE Policy Change

Greetings Mansfield Board of Education

I have hard working, community minded friends who contribute to our community on a scale that I'd be willing to say is greater than most. They pay Mansfield taxes of which I understand 75% goes to the education system. Their homeschooled children are 2 of the brightest children I have ever met and which surely will be future leaders in our community. In fact, their oldest child gave a presentation in front of a college class when she was 7 years old. I'm confident both children will be leaders not only in our community but also in the nation.

I recently learned that, as a matter of Mansfield BOE policy, homeschooled children are allowed no access to activities or support services provided by the Mansfield school system. I'm a registered Mansfield voter and have helped to elect the current policy makers into their seats. I'd like to ask that Mansfield homeschooled children receive school services (without being an excessive logistical burden to the school system) in the spirit of fairness and community inclusion. I request that the Board of Education modify its policies to allow some access to the school system for these wonderful children.

Many thanks for your time, and may you have a safe and happy holiday season.

Sincerely,

*Coleen C. Spurlock
261 Storrs Road
Mansfield Center, CT 06250*

Only when the last tree has died and the last river been poisoned and the last fish been caught will we realize that we cannot eat money.

~19th century Cree Indian saying

Celeste N. Griffin

From: Mark LaPlaca
Sent: Tuesday, December 10, 2013 7:02 PM
To: zito.susan@charter.net; MBOE_BOE; mail@shundahaifarm.com
Cc: Fred A. Baruzzi
Subject: RE: access to educational programs for homeschooled children

Susan and Michael,

Thanks very much. The Board will be discussing this.

Mark LaPlaca
Chair, Mansfield Board of Education

From: zito.susan@charter.net [zito.susan@charter.net]
Sent: Monday, December 09, 2013 5:24 PM
To: MBOE_BOE; mail@shundahaifarm.com
Subject: access to educational programs for homeschooled children

To Whom This May Concern,

As two healthcare professionals we are a physical therapist (retired after 31 years as a Professor at UConn) and a school social worker (retired after 31 years in Stafford) I am very concerned to learn from Raluca Mocanu and Ed Wazer that they have been denied access to educational services in our town - namely speech therapy and inclusion in an after school club. I understand that school systems generally feel that children should be enrolled in their district schools but we do NOT believe that if they should choose home schooling, which is their right, that we as a community should exclude them from services and socialization that will help them to achieve their potential. This seems discriminatory and punitive. It is our hope that the Board of Education will reconsider their policy with regard to these delightful and deserving young citizens of our town.

Thank you for your attention to this very important issue.

Sincerely,

Susan and Michael Zito

Celeste N. Griffin

From: Mark LaPlaca
Sent: Tuesday, December 10, 2013 7:01 PM
To: Careen Jennings; MBOE_BOE
Cc: Fred A. Baruzzi
Subject: RE: Services for Home schooled Mansfield Children

Careen,

Thanks very much. The Board will be discussing this.

Mark LaPlaca
Chair, Mansfield Board of Education

From: Careen Jennings [careenjennings@sbcglobal.net]
Sent: Monday, December 09, 2013 6:31 PM
To: MBOE_BOE
Subject: Services for Home schooled Mansfield Children

When parents choose to home school their children, they do not intend to cut them off from activities with their peers or from needed therapies, particularly speech. The Mansfield Board of Education policy, however, seems to work counter to the welfare and development of these children by total exclusion.

This policy is wrong.

Parents who home school their children pay taxes, and their children have the same out-of-classroom needs as do the full-time students. Since most home schooled kids eventually do enter our public schools, it is in everyone's best interest that they be as prepared as possible so the transition will be smooth. To allow them to participate in after-school activities and to offer them needed therapies is the only enlightened choice.

Please reconsider your exclusionary policy.

Careen Jennings
5 D Sycamore Dr.
Storrs, CT 06268
careenjennings@sbcglobal.net

Celeste N. Griffin

From: Mark LaPlaca
Sent: Tuesday, December 10, 2013 7:00 PM
To: Fred A. Baruzzi
Subject: FW: Homeschooling policy review and discussion

Mark LaPlaca
Chair, Mansfield Board of Education

From: Mark LaPlaca
Sent: Tuesday, December 10, 2013 6:59 PM
To: Barbara Zirakzadeh; MBOE_BOE
Subject: RE: Homeschooling policy review and discussion

Barbara,

Thanks very much. The Board will be discussing this.

Mark LaPlaca
Chair, Mansfield Board of Education

From: Barbara Zirakzadeh [capebarb@gmail.com]
Sent: Tuesday, December 10, 2013 12:06 PM
To: MBOE_BOE
Subject: Homeschooling policy review and discussion

It has been brought to my attention that some Mansfield families who are homeschooling their children are asking for a review of the current policy, and an opportunity to revise the policy to allow for more access to school activities and support services. I have attended and/or taught in public schools for the past 56 years, and I also support the right of families to choose to find the best setting for their child's instruction. This may be in public schools, private schools, or homes. My children attended Mansfield Public Schools, although my daughter left the system midway through high school to attend a private school that better met her unique leaning needs. Fortunately she was still allowed to practice with and perform with our high school band. This inclusion was key to her being able to still learn from and contribute to her home town.

In looking at the MBOE policy on homeschooling, it looks like it was last revised in 2005, and last reviewed in 2011. I am asking that the Board, Mansfield Public School staff and the residents of Mansfield have the opportunity to have the issue of homeschooling put on the agenda for discussion, in the hopes this will provide an avenue for updating and revising any necessary policy items.

In 1992, The Mansfield Middle School Mission Statement read: "...We want students to become responsible citizens. We emphasize cooperation and concern for others, and respect for individual and cultural differences. We foster communication among the participants within our school community and beyond." Perhaps it is timely to foster and renew our communication with families who choose to homeschool their children in the hopes that all of Mansfield children will have as many opportunities available to them as possible.

Respectfully,
Barbara L. Zirakzadeh

Celeste N. Griffin

From: Mark LaPlaca
ent: Thursday, December 12, 2013 1:50 PM
To: Susan Spak; MBOE_BOE; Shundahai Farm
Cc: Fred A. Baruzzi
Subject: RE: Wazer/Macanu request

Susan,

Thanks for this. The Board will be discussing this, but has not done so at all yet.

Mark LaPlaca

Chair, Mansfield Board of Education

From: Susan Spak [suspak@earthlink.net]
Sent: Thursday, December 12, 2013 11:06 AM
To: MBOE_BOE; Shundahai Farm
Subject: Wazer/Macanu request

Dear Board of Education member,

Edward Wazer and Raluca Macanu have asked that their two daughters, who are home-schooled, be allowed to participate in two activities provided to students by the Town Of Mansfield school system. Their oldest daughter, Senna, who is passionate about environmental protection, wants to attend the Earth Club, an afternoon program at the middle school, and they have been advised that a limited number of sessions with the school's speech teacher would benefit their younger daughter, Aiyana. The girl's parents will provide all transportation for their daughters. Mr. Wazer and Ms. Macanu's request has been denied by the Board of Education and the Superintendent of Schools.

We are writing in support of their request. There can be no conscionable rationale for denying access, especially such limited access, to town services that would be provided to any other child who attends school in Mansfield. To maintain a policy restricting taxpayers from such services amounts to discrimination and reflects an intolerance towards neighbors solely on the basis of their decision to school their children at home. This is not a policy our town and our Board of Education should be proud to support.

We urge the Board of Education and the Superintendent to grant this request for what amounts to quite limited access to regularly provided services for the Wazer/Macanu children. Also, we urge the Board of Education to refine its policy regarding services for home-schooled children to reflect a more tolerant attitude and equitable distribution of Town services across the entire spectrum of children in Mansfield.

Sincerely,

Susan and Philip Spak
58 Max Felix Dr.
Storrs, CT. 06268

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Susan and Philip Spak
58 Max Felix Dr.
Storrs, CT. 06268

Celeste N. Griffin

From: Mark LaPlaca
Sent: Thursday, December 12, 2013 1:49 PM
To: Jan Hoyle; MBOE_BOE
Cc: Fred A. Baruzzi
Subject: RE: Home Schooling Benefits

Donald,

Thanks very much. The Board will be discussing this.

Mark LaPlaca
Chair, Mansfield Board of Education

From: Jan Hoyle [donhoyle@aol.com]
Sent: Thursday, December 12, 2013 10:36 AM
To: MBOE_BOE
Subject: Home Schooling Benefits

Dear School Board Members,

I am writing in support of home-schooled children and youth having after school access to programs and to services which are open to our public school children and youth. It seems only fair that they get some benefits as a result of the equal property taxes they pay. These families are doing Mansfield a service by saving tax money by schooling their children so they should not be excluded from enriching activities offered by the Mansfield Public Schools.

Thank you for considering this change of policy.

Donald B. Hoyle
125A Bassetts Bridge Road
Mansfield Center, CT 06250

Celeste N. Griffin

From: Mark LaPlaca
Sent: Thursday, December 12, 2013 1:50 PM
To: Susan Spak; MBOE_BOE; Shundahai Farm
Cc: Fred A. Baruzzi
Subject: RE: Wazer/Macanu request

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Sincerely,

Susan and Philip Spak
58 Max Felix Dr.
torrs, CT. 06268

Celeste N. Griffin

From: Mark LaPlaca
Sent: Thursday, December 12, 2013 1:51 PM
To: Jana MacDonald; MBOE_BOE
Cc: Fred A. Baruzzi
Subject: RE: Homeschoolers

Jana,

Thanks very much. The Board will be discussing this.

Mark LaPlaca

Chair, Mansfield Board of Education

From: Jana MacDonald [jana@earlmacdonald.com]
Sent: Thursday, December 12, 2013 11:21 AM
To: MBOE_BOE
Subject: Homeschoolers

Dear members of the Board of Education,

I am a Mansfield resident and have two children currently enrolled in the Mansfield Public School system. While I appreciate the excellent education they are getting there, I support those who make the decision to homeschool their own children. I am requesting that these children be allowed some access to school activities and support services offered by the Mansfield public school system. I know Mansfield prides itself on building a strong sense of community. A parent's choice to homeschool is varied and personal, but these children are still a part of our community. We should not have an "all or nothing" approach to educating all children in Mansfield. Not allowing them access to school activities and support services is not in the spirit of inclusivity.

Mansfield residents who homeschool are also tax payers. They are saving the Board of Education a great deal of money by taking responsibility for educating their own children. The services they request are minimal compared to the cost savings the town receives.

The Mansfield public school system exists for all children. I respectfully request that the Board of Education make changes in policy that would allow homeschooled children to have some access to school activities and support services.

Thank you for your consideration.

Sincerely,
Jana MacDonald

Instructional Shifts for English language arts / Literacy Common Core State Standards

CONNECTICUT
DEPARTMENT
EDUCATION



<p>Building knowledge through content-rich nonfiction</p>	<ul style="list-style-type: none"> • Building knowledge through content-rich nonfiction plays an essential role in literacy and in the standards. To be clear, the standards do require substantial attention to literature throughout K-12, as half of the required work in K-5 and the central work of 6-12 ELA teachers. • In K-5, fulfilling the standards requires a 50-50 balance between informational and literary reading. Informational reading primarily includes content-rich nonfiction in history/social studies, and the arts; the K-5 standards strongly recommend that students build coherent general knowledge both within each year and across years. • In 6-12, English language arts (ELA) classes place a greater emphasis on a specific category of informational text—literary nonfiction—than has been traditional. In grades 6-12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing. Students are expected to be at a 70-30 split on informational and literary reading.
<p>Reading, writing, and speaking grounded in evidence from text, both literary and informational</p>	<ul style="list-style-type: none"> • The standards place a premium on students writing to sources, (i.e. using evidence from texts to present careful analyses, well-defended claims, and clear information). Rather than asking students questions they can answer solely from their prior knowledge or experience, the standards expect students to answer questions that depend on their having read the text or texts with care. The standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence and detail will be essential for effective argumentative and informational writing. • Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on text evidence. Students should be able to answer a range of text-dependent questions—questions in which the answers require inferences based on careful attention to the text.
<p>Regular practice with complex text and its academic language</p>	<ul style="list-style-type: none"> • Rather than focusing solely on the skills of reading and writing, the standards highlight the growing complexity of the texts students must read to be ready for the demands of college and career. The standards build a staircase of text complexity so that all students are ready for the demands of college and career level reading no later than the end of high school. Closely related to text complexity, and inextricably connected to reading comprehension, is a focus on academic vocabulary—words that appear in a variety of context areas, such as <i>ignite</i> and <i>commit</i>.



<p>Focus strongly on the topics emphasized in the standards:</p>	<ul style="list-style-type: none"> • Focus: The standards call for a greater focus in mathematics. Rather than racing to cover topics in today's mile-wide, inch-deep curriculum, teachers use the power of the eraser and significantly narrow and deepen the way time and energy is spent in the mathematics classroom. They focus deeply on the major work* of each grade so that students can gain strong foundations—solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom.
<p>Coherence: Think across grades, and link to major topics* within grades</p>	<ul style="list-style-type: none"> • Thinking across grades: The standards are designed around coherent progressions from grade to grade. Principals and teachers carefully connect learning across grades so that students can build new understanding onto foundations developed in previous years. Teachers can begin to count on students having a deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning. • Linking to major topics: Instead of allowing additional or supporting topics to detract from the focus of the grade, these topics can serve the grade level focus. For example, instead of data displays as an end in themselves, they support grade-level word problems
<p>Rigor: In major topics* pursue:</p> <ul style="list-style-type: none"> - Conceptual understanding; - Procedural skill and fluency; and - Application <p>with equal intensity</p>	<ul style="list-style-type: none"> • Conceptual understanding: The standards call for conceptual understanding of key concepts, such as place value and ratios. Teachers support students' ability to access concepts from a number of perspectives so that students are able to see mathematics as more than a set of mnemonics or discrete procedures. • Procedural skill and fluency: The standards call for speed and accuracy in calculation. Teachers structure class time and/or homework for students to practice core functions, such as single-digit multiplication, so that students have access to more complex concepts and procedures. • Application: The standards call for students to use mathematics flexibly for applications. Teachers provide opportunities for students to apply mathematics in context. Teachers in content areas outside of mathematics, particularly science, ensure that students are using mathematics to make meaning of and access content.

<p>Grade *Major Topics that Support Expectations of Fluency and Conceptual Understanding</p>	
K-2	Addition and subtraction – concepts, skills, problem solving, and place value
3-5	Multiplication and division of whole number and fractions – concepts, skills, and problem solving
6	Ratios and proportional reasoning, early expressions and equations
7	Ratios and proportional reasoning, arithmetic of rational numbers
8	Linear algebra, linear functions

*Issued by the Connecticut
Department of Education
(CSDE); November 2013.*

CONNECTICUT 2012-13
SCHOOLS OF DISTINCTION

Annually, the Connecticut State Department of Education issues a list of Schools of Distinction. This component of the State’s accountability system recognizes Title I and non-Title I schools that achieve high standards in three different ways:

- 1) Highest Performing Subgroup;
- 2) Highest Progress; and
- 3) Highest Overall Performance.

For a detailed explanation of how Schools of Distinction are identified, please refer to the Appendix.

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Highest Performing Subgroup

District Name	School Name	Title I Status	Subgroup(s)	Test Administered
CT Technical High School System	W. F. Kaynor Technical High School	No	Black/ African-American	CAPT
Ellington School District	Windermere Intermediate School	No	Students with Disabilities	CMT
Greenwich School District	Eastern Middle School	No	English Language Learners	CMT
Greenwich School District	Greenwich High School	No	English Language Learners	CAPT
Monroe School District	Masuk High School	No	Free/ Reduced-Price Lunch	CAPT
New Britain School District	House of Arts, Letters & Sciences (HALS) Academy	No	Free/ Reduced-Price Lunch, Hispanic, and Black	CMT
Preston School District	Preston Plains School	Yes	Free/ Reduced-Price Lunch	CMT
Regional School District 05	Amity Regional High School	Yes	Hispanic/ Latino	CAPT
Regional School District 15	Memorial Middle School	Yes	Hispanic/ Latino	CMT
Regional School District 15	Pomperaug Regional High School	No	Hispanic/ Latino	CAPT
Regional School District 17	Haddam-Killingworth Middle School	Yes	Students with Disabilities	CMT
Stratford School District	Stratford Academy - Johnson House	Yes	English Language Learners	CMT
Trumbull School District	Frenchtown Elementary School	Yes	Black/ African-American	CMT
Trumbull School District	Trumbull High School	Yes	Black/ African-American	CAPT
Trumbull School District	Trumbull High School	Yes	Free/ Reduced-Price Lunch	CAPT
Westport School District	Staples High School	Yes	Students with Disabilities	CAPT
Wilton School District	Wilton High School	No	Students with Disabilities	CAPT

Highest Progress Schools with an Overall SPI < 88

District Name	School Name	Title I Status	Test Administered
Capitol Region Education Council	CREC Medical Professions and Teacher Preparation Academy	Yes	CMT
Capitol Region Education Council	International Magnet School for Global Citizenship	Yes	CMT
Common Ground High School District	Common Ground High School	Yes	CAPT
CT Technical High School System	Vinal Technical High School	No	CAPT
East Hartford School District	Joseph O. Goodwin School	No	CMT
Groton School District	Pleasant Valley School	No	CMT
Interdistrict School for Arts and Communication	Interdistrict School For Arts And Communication	Yes	CMT
New Haven School District	Engineering - Science University Magnet School	No	CMT
Norwich School District	Thomas W. Mahan School	Yes	CMT
Vernon School District	Northeast School	Yes	CMT

Highest Progress Schools with an Overall SPI \geq 88

District Name	School Name	Title I Status	Test Administered
New Britain School District	House of Arts, Letters & Sciences (HALS) Academy	No	CMT
Westbrook School District	Westbrook Middle School	No	CMT
Greenwich School District	International School At Dundee	No	CMT
Capitol Region Education Council	Academy of Aerospace and Engineering	Yes	CAPT
Canton School District	Cherry Brook Primary School	Yes	CMT
Willington School District	Center School	Yes	CMT
Wolcott School District	Wakelee School	Yes	CMT
Tolland School District	Tolland High School	No	CAPT
Monroe School District	Masuk High School	No	CAPT

Highest Overall Performance

District Name	School Name	Title I Status	Test Administered
Avon School District	Thompson Brook School	Yes	CMT
Bethel School District	Anna H. Rockwell School	Yes	CMT
Canterbury School District	Dr. Helen Baldwin Middle School	Yes	CMT
Canton School District	Canton High School	No	CAPT
Canton School District	Cherry Brook Primary School	Yes	CMT
Capitol Region Education Council	Academy of Aerospace and Engineering	Yes	CAPT
Darien School District	Middlesex Middle School	Yes	CMT
East Granby School District	East Granby High School	No	CAPT
Ellington School District	Windermere Intermediate School	No	CMT
Fairfield School District	Dwight Elementary School	No	CMT
Glastonbury School District	Eastbury School	No	CMT
Granby School District	Granby Memorial High School	No	CAPT
Greenwich School District	Eastern Middle School	No	CMT
Greenwich School District	International School At Dundee	No	CMT
Greenwich School District	North Mianus School	No	CMT
Greenwich School District	Riverside School	No	CMT
Guilford School District	Calvin Leete School	No	CMT
Guilford School District	E. C. Adams Middle School	No	CMT
Guilford School District	Guilford High School	No	CAPT
Hartford School District	Renzulli Academy	Yes	CMT
Hebron School District	Hebron Elementary School	Yes	CMT

Highest Overall Performance (continued)

District Name	School Name	Title I Status	Test Administered
Learn	Marine Science Magnet High of Southeastern CT	No	CAPT
Mansfield School District	Mansfield Middle School	Yes	CMT
Monroe School District	Masuk High School	No	CAPT
Monroe School District	Monroe Elementary School	Yes	CMT
New Britain School District	House of Arts, Letters & Sciences (HALS) Academy	No	CMT
New Canaan School District	Saxe Middle School	Yes	CMT
New Canaan School District	South School	No	CMT
New Canaan School District	West School	No	CMT
New Hartford School District	Ann Antolini School	Yes	CMT
Portland School District	Portland Middle School	No	CMT
Preston School District	Preston Plains School	Yes	CMT
Redding School District	John Read Middle School	Yes	CMT
Regional School District 05	Amity Regional High School	Yes	CAPT
Regional School District 12	The Burnham School	No	CMT
Regional School District 15	Memorial Middle School	Yes	CMT
Regional School District 17	Haddam-Killingworth Middle School	Yes	CMT
Regional School District 18	Lyme Consolidated School	Yes	CMT
Ridgefield School District	East Ridge Middle School	No	CMT
Simsbury School District	Tariffville School	Yes	CMT
Somers School District	Mabelle B. Avery Middle School	Yes	CMT

Highest Overall Performance (continued)

District Name	School Name	Title I Status	Test Administered
Stafford School District	Stafford Middle School	Yes	CMT
Trumbull School District	Hillcrest Middle School	Yes	CMT
Trumbull School District	Madison Middle School	Yes	CMT
Waterford School District	Clark Lane Middle School	Yes	CMT
West Hartford School District	Bugbee School	No	CMT
Weston School District	Weston High School	No	CAPT
Wilton School District	Cider Mill School	Yes	CMT
Wilton School District	Middlebrook School	No	CMT
Wolcott School District	Alcott School	Yes	CMT
Wolcott School District	Wakelee School	Yes	CMT
Woodbridge School District	Beecher Road School	Yes	CMT

Appendix

Steps for Identifying Schools of Distinction

The USED requires that a new list of Schools of Distinction be identified annually. Connecticut's approved Flexibility Request describes three types of Schools of Distinction: Highest Performing Subgroups, Highest Progress (SPI < 88, SPI ≥ 88), and Highest Performing. The table below identifies the number of schools earning distinctions within each category among both Title I and non-Title I schools.

Distinction	Test	Title I		Non-Title I	
		Number Eligible	Number Awarded	Number Eligible	Number Awarded
1. Highest Performing Subgroup	CMT	5	5	5	5
	CAPT	5	4	5	5
2a. Highest Progress: SPI < 88	CMT	11	5	4	3
	CAPT	3	1	5	1
2b. Highest Progress: SPI ≥ 88	CMT	3	3	4	3
	CAPT	1	1	2	2
3. Highest Performing	CMT	49	26	31	17
	CAPT	7	2	13	7

Schools identified as Review, Focus or Turnaround Schools cannot be included as Schools of Distinction. No school can be identified as a School of Distinction unless the school has at least 95% participation on CMT/CAPT. The criteria used to select schools of distinction are detailed below.

I. Highest Performing Subgroups

Among 2012-13 Title I schools, one CMT school and one CAPT school were to be identified in each of the following five categories for a total of 10 Highest Performing Subgroup Title I schools:

- Highest 2013 SPI (among Title I schools) in the state for the subgroup of students with disabilities;
- Highest 2013 SPI (among Title I schools) in the state for the subgroup of English Language Learners;
- Highest 2013 SPI (among Title I schools) in the state for the subgroup of Black/ African-American students;
- Highest 2013 SPI (among Title I schools) in the state for the subgroup of Hispanic/ Latino students; and
- Highest 2013 SPI (among Title I schools) in the state for the subgroup of students eligible for free or reduced price lunch.

The same approach was used for non-Title I schools. In 2013, only 19 schools were identified as Schools of Distinction in the Highest Performing Subgroup category because no Title I CAPT schools qualified for the highest performing ELL designation.

II. Highest Progress

There are two types of *Highest Progress* schools—schools with an SPI less than 88 and schools that have an SPI of 88 or higher. All categories have to be run based on four school types: Title I CMT, non-Title I CMT, Title I CAPT, and non-Title I CAPT.

Highest Progress: SPI < 88

For schools with a 2013 SPI less than 88 (the majority of students are not yet at Goal), CMT schools must meet the first two criteria below and CAPT schools must meet all four of the criteria below:

1. From 2012 to 2013, the increase in the overall SPI must be greater than 3 points AND among the top 10% of Title I (or non-Title I) improvers.
2. Gaps between the **majority** of historically underperforming subgroups (ELLs, students with disabilities, students eligible for free or reduced-price lunch, Black/ African-American students, Hispanic/Latino students) and the “all students” group are less than 10 SPI points.
3. High schools must meet their 2012 four-year cohort graduation rate target.
4. High schools must meet their 2012 Holding Power Rate target.

Note: If a new high school does not have graduation rate targets to meet, the high school will be identified based on criteria 1 and 2 only.

Highest Progress: SPI ≥ 88

The second group of *Highest Progress* schools is comprised of schools that have already met the state target of an SPI of 88 in 2013. For these schools where the majority of students have met or exceeded goal (SPI ≥ 88) and progress is being made, criteria 2-4 of the *Highest Progress: SPI < 88* group apply. In place of criterion 1, schools must show an increase in the percentage of students scoring Advanced in at least one subject from 2012 to 2013 that is among the top 10% of Title I (or non-Title I) improvers on this measure.

III. Highest Performing

Schools with the highest overall performance in 2013 were designated based on all of the following criteria:

- SPI for “all students” group in 2013 is greater than or equal to 88 and is among the highest 10% of all Title I (or non-Title I) schools;
- Gaps between the **majority** of historically underperforming subgroups (ELLs, students with disabilities, students eligible for free or reduced-price lunch, Black/ African-American students, Hispanic/ Latino students) and the “all students” group is less than 10 SPI points;
- For high schools, the 2012 four-year cohort graduation rate is at least 94%; and
- The 2012 Holding Power Rate is at least 96%.

**MANSFIELD PUBLIC SCHOOLS
MEMORANDUM**

TO: Board of Education Members
FROM: Fred Baruzzi
SUBJECT: Enrollment
DATE: 11/1/13

Goodwin Elementary School				
	10/1/12		12/1/13	
Preschool	15, 15		15, 13	
Kindergarten	15, 15, 15		17, 17	
1st grade	17, 18		14, 14, 14	
2nd grade	19, 20		16, 17	
3rd grade	14, 14		19, 20	
4th grade	22, 22		█, █	
Total	221		204	
Southeast Elementary School				
Preschool	15, 14		13, 13	
Kindergarten	17, 14, 18		19, 19	
1st grade	15, 17, 16		16, 16, 16	
2nd grade	16, 15, 15		18, 18, 18	
3rd grade	19, 18		22, 22	
4th grade	█, █, █		18, 19	
Total	253		247	
Vinton Elementary School				
Preschool	16, 16		15, 16	
Kindergarten	15, 15, 14		21, 21	
1st grade	15, 16, 15		15, 16, 16	
2nd grade	17, 18, 17		14, 15, 14	
3rd grade	18, 18, 18		16, 16, 16	
4th grade	22, 22		17, 16, 16	
Total	272		260	
Total – PK-4	746		711	
	10/1/12	10/1/13	11/1/13	12/1/13
K-4 Above Guideline	7	6	7	8
█	3	2	2	2
K-4 Within Guideline	29	29	28	27
% Within Guideline	74%	78%	76%	73%

Middle School

		12/1/13						
	10/1/12	Block 1	Block 2	Block 3	Block 4	Block 5	Specials I	Specials II
5 th grade	139	█, █, █ 16, 22, █ █, 17, █	█, 16, █ 17, 21, 16, █, 27	21, █, █ █, 18, 23, 23, 19	16, █, █ 18, 28, 25, 24	25, █, 23, 17, 18, █ 27	█, 17, █ 16, █ 16, 21, 21, 20, █	█, 19, 16, █, 16, 22, 23, 21, █ █
6 th grade	142	23, █, █ 24, █, █ 21, 26	22, █, 25, █, █, 25, 25	█, █, █ 24, █, 23	█, █, █ █, █, 21, 22, █	█, 21, █ 22, █	█, █, █ 21, 22, 22, █	█, █, █ █, █, █ 23, 23, █ █
7 th grade	147	█, 21, █ 21	█, █, █ 21, 21	21, █, █ █, 21	█, █, █ 22, █, 22, 21,	21, █, 23, █, 45, 25, █	█, 24, █, █, █, 53, █	24, █, █ █, █, █, 33, 21, █
8 th grade	142	█, 23, █, █, 21, 22, 25, 24	█, █, █ █, 23, 22, 22, █	24, 24, 23, █, 28, 23, █, 24	█, █, █ 24, █, 23, 26, █	24, █, █, █, 22, █ 25, 25	█, 21, 22, █, █, █, 31, 24, █, █	25, 23, █, █ █, █, █, 26, █, 22, █ █
Total	570	544						

5-8 Above Guideline	36	44	44	44
█	125	113	114	118
5-8 Within Guideline	71	63	62	59
% Within Guideline	31%	29%	28%	27%
Total – PK-8	1316	1248	1251	1255
K-8 Above Guideline	43	50	51	52
█	128	115	116	120
K-8 Within Guideline	100	92	90	86
% Within Guideline	37%	36%	35%	33%

Class Size Guidelines:

K-3	14-18
4-5	16-20
6-8	21-23

2014-2015 Regional School Calendar

EASTCONN Region

TOTAL: 180 Days

Professional Development

August 26, 2014
 October 14, 2014
 November 4, 2014
 January 20, 2015
 March 16, 2015

Early Dismissal (1/2 day)

November 26, 2014

Special Observance Days

September 24, 2014
 Rosh Hashanah
 October 3, 2014
 Yom Kippur
 November 4, 2014
 Election Day
 January 6, 2015
 Three Kings Day
 April 3, 2015
 Passover

2014-2015 Calendar

First Day of School
 August 27

Labor Day
 September 1

Columbus Day
 October 13

Veterans' Day
 November 11

Thanksgiving Break
 November 27-28

Christmas Break
 December 24-January 2

Martin Luther King Jr.
 January 19

Presidents' Day
 February 16

Winter Vacation
 February 16-17

Good Friday
 April 3

Spring Vacation
 April 13-17

Memorial Day
 May 25

Last Day of School
 June 11

August 3							September 21							October 21							November 16							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
					1	2	①	2	3	4	5	6			1	2	3	4			2	3	④	5	6	7	8	
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	9	10	⑩	11	12	13	14	15
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	⑬	⑭	15	16	17	18	16	17	18	19	20	21	22	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	23	24	25	26	⑳	㉑	㉒	
24	25	⑒	⑓	28	29	30	28	29	30	26	27	28	29	30	31	23	24	25	26	⑳	㉑	㉒						
31																			30									

December 17							January 18							February 18							March 21									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
1	2	3	4	5	6					①	②	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7				
7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14			
14	15	16	17	18	19	20	11	12	13	14	15	16	17	15	⑬	⑭	16	17	18	19	20	21	15	⑬	16	17	18	19	20	21
21	22	23	⑒	⑓	⑔	27	18	⑒	⑓	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28			
28	⑒	⑓	⑔	⑕	⑖	25	26	27	28	29	30	31	29	30	31	29	30	31												

April 16							May 20							June 9						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	③	4					1	2	1	2	3	4	5	6	
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	⑪	12	13
12	⑬	⑭	⑮	⑯	⑰	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30	24	⑒	26	27	28	29	30	28	29	30						
							31													

 Staff Development Days - No School
 Holidays or Vacation Periods
 / Half Days of School

Pizza Choices at MMS

1. Served Daily – Standard selection from our prime vendor is “Tony’s Cheese or Pepperoni Pizza”
2. Served Fridays:
 - a. Special Pizza: Deorios whole wheat pizza dough assembled with fresh various toppings
 - i. Cheese
 - ii. Vegetable
 - iii. Pepperoni
 - iv. Cheeseburger
 - b. Choice White Pizza: A blend of cheese and spices, no red sauce
3. Twice a month: French Bread Pizza is served as an alternative main menu choice