

Southington Board of Education Meeting

Thursday, October 10, 2019 6:30 PM

John Weichsel Municipal Center Public Assembly Room 200 North Main Street Southington, CT 06489 COMMITTEE OF THE WHOLE ~

OPERATIONS

200 North Main Street

Southington, CT 06489



SOUTHINGTON BOARD OF EDUCATION MEETING

1. CALL TO ORDER
2. Executive Session
 - a. Student Matters
 - b. Personnel: Unaffiliated, AD Search
 - c. Evaluation of Superintendent of Schools 2018-2019
3. Reconvene Meeting ~ Regular Session ~ 7:00 P.M.
4. Pledge of Allegiance
5. CELEBRATION OF EXCELLENCE
 - a. DePaolo Middle School & Derynoski Elementary School will be recognized by the Connecticut State Department of Education and the Office of Veterans Affairs for their achievements in the "Remembering Our Heroes: Teaching About Veterans School Recognition Program Award
6. Approval of Minutes ~ September 26, 2019
7. Public Communications
 - a. Communications from Public
 - b. Communications from Board of Education
 - c. Communications from Administration
 - d. Communications from Student Representatives
8. Committee Reports
 - a. Curriculum & Instruction Committee Meeting ~ September 17, 2019
9. Superintendent's Report
 - a. Personnel Report
10. Old Business
 - a. Town Government Communications
 - b. Superintendent's Goals 2018-2019 Final Update
11. New Business
 - a. Budget Assumptions & Priorities 2020-2021
 - b. SAT/AP College Report
 - c. Smarter Balanced Test Results Presentation
12. Adjournment

The minutes presented within this document provide a summary of the discussion that took place at the Board of Education meeting. For the complete discussion of the agenda items, please view the video of the Board meeting on our website at www.southingtonschools.org. These minutes are considered a draft until approved at the following regular Board of Education meeting.

SOUTHINGTON BOARD OF EDUCATION

SOUTHINGTON, CONNECTICUT

REGULAR MEETING

SEPTEMBER 26, 2019

The regular meeting of the Southington Board of Education (Committee of the Whole-Instruction) was held on Thursday, September 26, 2019 at 7:00 p.m. in the John Weichsel Municipal Center Public Assembly Room, 200 North Main Street, Southington, Connecticut and an Executive Session was held at 6:30 p.m.

1. CALL TO ORDER

Mr. Brian Goralski, Chairperson, called the meeting to order at 6:35 p.m.

Board members present: Mrs. Terri Carmody, Mr. Joseph Baczewski, Mr. Robert Brown, Ms. Lisa Cammuso, Mrs. Colleen Clark, Mr. Brian Goralski, Mr. Zaya Oshana and Mrs. Patricia Queen. Absent was. Mr. David Derynoski.

Administration present: Mr. Timothy Connellan, Superintendent of Schools and Mr. Steven Madancy, Assistant Superintendent of Curriculum and Instruction.

2. EXECUTIVE SESSION – STUDENT AND PERSONNEL MATTERS

MOTION: by Mr. Oshana, seconded by Mr. Brown:

"Move to go into Executive Session, excluding the public and the press, for the purpose of discussing Student and Personnel Matters, and upon conclusion reconvene to public session."

Motion carried unanimously by voice vote.

Mr. Goralski declared Executive Session ended at 7:02 p.m.

3. RECONVENE MEETING ~ REGULAR SESSION

Mr. Goralski, Chairperson, reconvened the Regular Session at 7:06 p.m.

Board members present: Mrs. Terri Carmody, Mr. Baczewski, Mr. Robert Brown, Ms. Lisa Cammuso, Mrs. Colleen Clark, Mr. Brian Goralski, Mr. Zaya Oshana, and Mrs. Patricia Queen. Absent was Mr. David Derynoski.

Administration present: Mr. Timothy Connellan, Superintendent of Schools; Mr. Steven Madancy, Assistant Superintendent; Mrs. Sherri DiNello, Director of Business and Finance; and Ms. Margaret Walsh, Director of Special Services.

Student representatives present were Amrit Kaur and Brett Sheldrick.

4. PLEDGE OF ALLEGIANCE

The student representatives led in reciting the Pledge of Allegiance.

5. CELEBRATION OF EXCELLENCE

a. The Board of Education recognized Heather Allenback, 2019-2020 Southington Teacher of the Year, with Mr. Frank Pepe, Principal of Southington High School giving the introductory remarks. The Board presented Ms. Allenback with a Certificate of Excellence plaque.

b. Kelly Leppard, Megan Albanese, Steve Nyerick, Christina McKirryher from STEPS (Southington Town-wide Effort to Promote Success) and ABC (Asset Building Classrooms) recognized the following Southington students for their artwork of the Assets of the Month featured in the 2019-2020 STEPS Calendar: Olivia Bedard, Samantha Barrows, Katia Betros, Isabella Carbone, Carissa Cayer, Joseph Edwards, Adaline Fisher, Tryston Lester, Rachel Martins, Ryan Nicoletti, Morgan Pastor, Thomas Sabino, Sophia Sciascia, Rachel Stumpf and Gianna Wadowski. The students were presented with a framed picture of their artwork.

Mr. Goralski called for a recess at 7:18 p.m.

Mr. Goralski reconvened the regular session at 7:30 p.m.

6. APPROVAL OF MINUTES ~ September 12, 2019

MOTION: by Mrs. Carmody, seconded by Mr. Baczewski:

“Move to approve the regular Board of Education minutes of September 12, 2019, as submitted.”

Motion carried unanimously by voice vote.

7. COMMITTEE REPORTS

a. Finance Committee Meeting ~ September 16, 2019

1. Bid Award: Bid-2020-09 – Replacement of Water Heat Pumps (SHS)

MOTION: by Mrs. Clark, seconded by Mr. Oshana:

“Move to approve the purchase of water heat pumps at Southington High School from Swan Associates in the amount of \$32,110.”

Motion carried unanimously by voice vote.

2. Bid Award: Bid-2020-10 – Boiler Replacement (SHS)

MOTION: by Mrs. Clark, seconded by Mr. Oshana:

“Move to approve Bid-2020-10, Boiler Replacement at Southington High School to Sav-Mor Heating and Cooling for \$153,126.”

Motion carried unanimously by voice vote.

3. Bid Award: Bid-2020-12 – Snow Removal & Sanding Services at SHS, JFK, KES, SES, OES, TES

MOTION: by Mrs. Clark, seconded by Mr. Brown:

“Move to award Bid-2020-12, Snow Removal & Sanding Services at the six sites to the vendors recommended by the Finance Committee.”

Motion carried unanimously by voice vote.

Mr. Goralski thanked the committee and the administration for all the hard work behind the scenes to make these bids work.

8. NEW BUSINESS

MOTION: by Mrs. Carmody, seconded by Mrs. Clark:

“Move to add Agenda Item 8.c ‘Student Expulsion’ to the agenda.”

Motion carried unanimously by voice vote.

a. Bid Award: Bid-2020-14 – Snow Removal & Sanding (DES & HES)

Mrs. DiNello explained that the six sites that the Board just took action on were part of the Finance Committee; however, while the bid was out for those six sites, they learned that one of the vendors that was planning to plow at two of the other schools would be in year three of their 3-year contract and that the business had been sold and administration was unable to confirm with the new owners that they have equipment still in town or the state and have not been reactive to Mr. Romano’s telephone calls. The administration did not feel that they could count on the vendor to do the snow removal. Another bid was sent out for Derynoski and Hatton Schools after the Finance Committee meeting. The committee members had agreed to bring the low bidder to the full Board for a vote. Mrs. DiNello noted that there had been a lack of bidders and staying close to the budgeted numbers had been extremely difficult. She praised Mr. Romano for working on negotiating prices with the low bidders and being creative with the work at Derynoski to save money.

MOTION: by Mrs. Clark, seconded by Mr. Brown:

“Move to award Bid-2020-14, Snow Removal & Sanding Services at Derynoski and Hatton Schools to the vendor as recommended by the Administration.”

Mr. Goralski questioned how the bidding process had been affected by the new ordinance that the Town Council put into place giving preferential treatment to Southington businesses. He thought that the ordinance could be hurting taxpayers especially if there were more bidders in the past and if it was impacting getting quality low bids. Mr. Goralski asked Mrs. DiNello to follow-up on that. Based on what Mrs. DiNello had been observing, the cost was not as inviting or lucrative for outside vendors to come to Southington verses them doing commercial sites.

Motion carried unanimously by voice vote.

b. Ratification of Southington Administrators Association (SAA) Contract

Mr. Goralski recused himself from the discussion and vote.

MOTION: by Mrs. Clark, seconded by Mr. Brown:

“Move to ratify the tentative agreement between the Southington Administrators Association and the Southington Board of Education.”

Mr. Brown noted that the Board saved money for the town by handling the negotiations in-house.

ROLL CALL VOTE: YES – Mrs. Carmody, Mrs. Clark, Mr. Brown, Mr. Baczewski, Ms. Cammuso, Mr. Oshana, Mrs. Queen. Abstain: Mr. Goralski.

Motion unanimously passed with seven in favor and one abstention.

c. Student Expulsion

MOTION: by Mrs. Carmody, seconded by Mr. Oshana:

“Move to expel Student 2019-2020-01 as stipulated by the Superintendent.”

Motion carried unanimously by voice vote.

9. PUBLIC COMMUNICATION

a. Communications from Public

There was no public communication.

b. Communication from Board of Education Members

The Board members reported on the following:

- The Wall of Honor is holding a meeting on November 6, 2019 to make selections for this school year with the ceremony next April 2020. Mr. Pepe met with Department Heads to discuss having students involved in making posters for the event.
- Mr. Brown received a letter from the senate majority leader of the state of Connecticut that he had been appointed to a committee that oversees teachers standards for the entire state.

- Mr. Brown reported that the Connecticut Poverty Task Force is up and running to reduce the impact of poverty by education. They have their own website, which is: www.reduceimpactofpovertybyeducation.com. The task force will be holding a conference in November for teacher leaders in conjunction with New York State that has a conference called “Poverty Education and Unions in the 21st Century”. The Poverty Task Force will sponsor a conference next year with Representative Jahana Hayes as keynote speaker.
- On October 24, 2019, at the end of the school day, there will be a formal name change dedication ceremony of Zaya A. Oshana Elementary School.
- Mr. Goralski stated that he was offended by the editorial in The Observer today regarding the Board of Education rubberstamping the budget of the superintendent of schools, which is not true and casts a poor light on the Board of Education and Town Council and does not give credit to the Board of Finance for the work that they do. He was proud of the relationships between the three elected boards that work together for the collaborative good. He thought that the local paper should be celebrating what is great in Southington and not putting down the volunteers who serve the community and support the employees who do what is best for schools and students. He thought that The Observer was a quality newspaper and that the writers do good work and wished that the editor would take their lead.

c. Communication from Administration

1. Food Service Professional Development: Mrs. DiNello highlighted some of the training that took place with the Food Service employees to kick off the new year. She stated that Ms. Nya Welinsky, Food Service Director, provided two events with a new product food show for the August professional development day where vendors presented new food items. For the September 17 professional development, there was hands-on culinary training creating and presenting delicious, nutritious plant-based foods (*Attachment #1*). School lunch today is not necessarily how many people remember school lunch. Mr. Goralski asked for follow-up on how the students respond and react to the new menus.
2. Veterans Affairs: Mr. Connellan reported that the Connecticut Department of Education and the Office of Veterans Affairs established an award called, “Remembering Our Heroes: Teaching about Veterans School Recognition Program”. Both Derynoski Elementary School and DePaolo Middle School received this award that will be presented at the next Board of Education meeting.
3. Coalition for Social Justice: Mr. Connellan reported that the first meeting for this school year will take place on October 22, 2019.
4. Collaborative Learning Program Presentation: Ms. Walsh reported that the school district and Wheeler Clinic are engaged in a collaborative partnership with Wheeler Clinic to assist in providing more clinical services and structure to the in-district program at the high school for students with significant social and emotional challenges. The program previously was named TEP (Therapeutic Education Program) and now it is CLP (Collaborative Learning Program). She introduced some of the people involved with the program: Nadine Russo, clinician from Wheeler Clinic who works fulltime; Nicole Nemczuk CLP Teacher; Lisa Carmody, CLP Teacher; Evette Aird, Special Education

Coordinator at the high school; Debbie Martinelli, paraeducator; and Dr. Michael Russo from Central Connecticut State University (formerly with Wheeler Clinic). Ms. Walsh stated that a lot of changes were made to the program over the summer including a separate entrance for the students. A PowerPoint presentation was given (*Attachment #2*) that highlighted the changes to the new program servicing the students in-district who in the past would have been outplaced in a private special education facility. The program was discussed in detail including the philosophy, the at-risk students (who receive specialized transportation and relinquish their mobile phones upon arrival), objectives, core model, therapies, students setting their goals, progress, and the administrative role. The maximum number of students in the CLP program is 14 students and currently there are 12. It is a very restrictive program with two students currently on a watch list. This is the first year for the CLP program.

Mrs. Queen noted the statistic that since 2008 the number of children under the age of 18 that have been admitted via emergency room admissions for mental health issues has almost tripled over the years. Mr. Brown stated that was important to offer a program such as this to address a student's issues before it became a major problem. Mrs. Queen questioned tools and strategies that are applied and taught to the students including triggers.

Mr. Goralski apologized that this item was not on the posted agenda because they are evolving the Committee of the Whole – Instructional meetings and changing the structure of the agenda. He asked that a bullet be added underneath the “Communication from Administration” indicating the CLP PowerPoint presentation for future reference and that the PowerPoint presentation is attached to the minutes. Moving forward, he asked that if there is a presentation under “Communication from Administration” that it is listed as a separate freestanding agenda item under “Communication from Administration”.

d. Communications from Student Representatives

Amrit Kaur reported the following:

- The College Fair was held on September 17, 2019.
- The high school Open House was held on September 19 at 6:00 p.m. with Key Club attending to help parents find classrooms and answer questions.
- The DECA officer installation ceremony was held on September 25, 2019.

Brett Sheldrick reported the following:

- The first boys home football game is scheduled for Friday, September 27 at 7:00 p.m. against Enfield.
- The girls first volleyball game at home was against Bristol and they won.
- The boys' soccer first home game was against Lewis Mills and they won.
- Financial Aid Night is scheduled for October 3, 2019 at 6:30 p.m.

Mrs. Queen questioned what they would talk to the college representatives about. Miss Kaur stated that the main concern for her was what the college was known for as well as the requirements and scores. Mr. Sheldrick attended the College Fair last year and questioned SAT, GPA, ACT scores and what the culture was like at the college. Miss Kaur was interested in Brandeis University and Boston University and they did not attend. Mr. Goralski requested that

she share that with the Director of the Guidance Department at the high school to ensure that those colleges attend the next College Fair.

Mr. Goralski told the student representatives that family and school always comes first and that if there was anything on the agenda that they could not stay for, the Board would be happy to make a motion to move it up on the agenda.

10. ADJOURNMENT

MOTION: by Mr. Oshana, seconded by Mr. Baczewski:

“Move to adjourn.”

Motion carried unanimously by voice vote.

The meeting adjourned at 8:17 p.m.

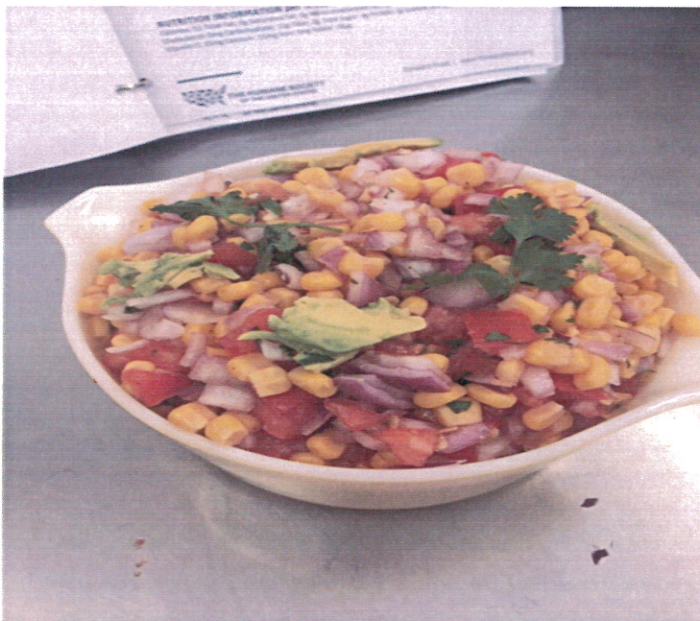
Respectfully submitted,
Linda Blanchard
Recording Secretary



Preparing Homemade Pesto without Nuts



Preparing Amazing Lo Mein Veggies & Street Tacos



Picante Corn Salad



Mediterranean Flatbreads with Homemade Hummus



Nachos with Cilantro Lime Sauce



The Southington Public Schools Food Service Employees received hands-on Professional Development Culinary Training on creating and presenting delicious, nutritious, plant-based foods on September 17, 2019 at Derynoski School. These are some of the food items that they made.



SOUTHINGTON PUBLIC SCHOOLS

Press Release
September 12, 2019

For release:

Contact: (860) 628-3200 X212

Sherri DiNello, Director of Business & Finance

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF SCHOOLS

STEVEN G. MADANCY
ASSISTANT SUPERINTENDENT FOR
CURRICULUM & INSTRUCTION

SHERRILIN P. DiNELLO
DIRECTOR OF BUSINESS & FINANCE

MARGARET T. WALSH
DIRECTOR OF PUPIL SERVICES

PETER J. ROMANO, JR.
DIRECTOR OF OPERATIONS

JAMIE T. OLANDER
DIRECTOR OF TECHNOLOGY

MICHELLE PASSAMANO
HUMAN RESOURCES MANAGER

JENNIFER S. MELLITT
ACCOUNTING MANAGER

The Southington Public Schools Food Service employees will have hands-on culinary professional development training on creating and presenting delicious, nutritious, plant-based foods on Tuesday, September 17, 2019 from 1:30 – 4:00 p.m. in the Derynoski Elementary School Cafeteria. The goals of this professional development session are:

- identifying the demand for plant-based foods;
- the research on plant-based nutrition;
- plant-based meat alternatives for school / childcare programs;
- marketing meatless meals – tips and tricks;
- culinary hands-on training making recipes.

In addition, all food service staff attended a New Product Food Show on August 28, 2019 at Hatton School. Vendors presented new items for the Southington Public Schools Food Service Staff to taste and learn about. The nutritional values of the products were discussed as well as information regarding sodium, fat, gluten-free, MSG, and high fructose corn syrup.

Some of the new items the students will see on upcoming menus include:

- Amazing Lo Mein
- Chicken Sausage Patty
- BBQ Turkey Sliders
- Italian Combo Platter
- Crispy Chicken Drumsticks
- Blue Knight Burger
- Nacho Bean Bites with Salsa

The feedback from the tasting was extremely positive. We are excited to continue to add items that our students will enjoy while still meeting the nutritional guidelines. Additional information regarding this professional development can be obtained by calling the Director of Business at 860-628-3200 x212.

Sherri DiNello
Director of Business & Finance

200 NORTH MAIN STREET
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3200

BUSINESS &
OPERATIONS FAX
(860) 628-3205

PERSONNEL FAX
(860) 628-3211

GENERAL FAX
(860) 621-8056

CLP

Collaborative Learning Program

Whose Program is it?

A collaborative partnership between Wheeler and the school district.

"A school within a school"

- CLP staff meeting everyday period 1
- Most students will begin period 2
- All students will hand their phones upon arrival
- Period 2 is a daily morning meeting/social skills with the students as well essential life skills
- Students will have lunch, PE, and Health within the program
- Daily check out at end of day to review progress

Philosophy

All aspects of the program address the clinical needs to create a pro active environment to assist students

Intervention methods are based on the notion the students are treated with respect, dignity, and compassion.

Focus on crisis prevention rather than crisis intervention

Provide the tools for the student to manage his/her own behavior

Highly trained, compassionate, relationally focused staff make the difference

Who are the students?

Designed for at risk Southington High School students:

- Emotional and mental health issues which significantly impact their ability to access education in the mainstream (trauma, major depression, oppositional, truant)
- These students are typically considered for outplacement

Objectives

Provide proactive and immediate services to address mental health needs

Mitigate the impact of students' mental health issues on academic performance

Reduce the need for out of district placement

Reduce truancy

Reduce discipline referrals

Create positive partnerships between the district and parents

Core Model

Trauma informed relational approach

Transdisciplinary teaming model

Individual group and family counseling

Differentiated instruction based on student need

Student and family engagement; developing meaningful relationships

Integrated classroom based therapeutic learning environment

Administrative Role

Supportive role to the program and students to foster positive relationships

Be a familiar presence to reduce anxiety

Restorative Relationships

Discharge plan is developed upon entry into program

Board of Education

Administrative Report

October 10, 2019



- 1. Feedback on Middle School Cross Country from Enfield Public Schools**
- 2. Partnership and Collaboration with the Southington Public Library**
- 3. Bio-recycling at Southington Public Schools**
- 4. Supplemental Perkins Grants**
 - a. Family and Consumer Science**
 - b. DECA**
- 5. Collaborations with Partner School Districts**
 - a. Pupil Services/Special Education with Hamden**
 - b. Psychologists/Social Workers with Plainville**

John F. Kennedy Middle School

Enfield Public Schools

Andrew Berrios, Ed.D.
Principal

David Iacobucci
Assistant Principal
Red House

Sarah Horan
Assistant Principal
White House

Andrew Balog, Ed.D.
Assistant Principal
Blue House

“Respect, Diligence, Dignity”

155 Raffia Rd. Enfield, CT 06082 * Ph. (860) 763-8855 Fax. (860) 763-8888

September 23, 2019

Timothy F. Connellan, Superintendent
Southington Public Schools
200 North Main Street
Southington, CT 06489

Dear Mr. Connellan,

My compliments to Coaches Thomas Zenowitz, Richard Niro, and Bill Lombardi for hosting the Middle School Distance open at Camp Sloper on September 20th. Kudos as well to all of the Southington High School student-athletes who also volunteered their time to assist in running the meet.

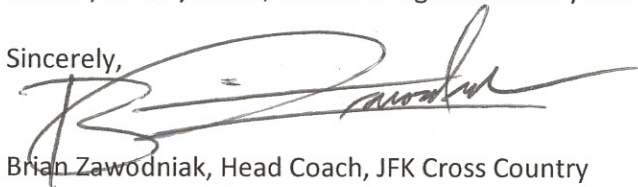
While this particular meet is in its fourth year, my school has gone for the last two years. My runners really enjoy the course. I myself have had a pleasant experience both times. I look forward to next year's race already!

The meet is growing in popularity as more teams register. This is due to how smoothly the meet is conducted. The site is lovely. The course is well-marked. The course maps provided are even printed in color!

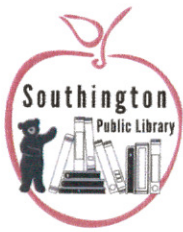
Your coaches and student-athletes have made a positive impact for middle school cross country. The Southington Community should be very proud of their efforts.

Thank you very much, and have a great school year.

Sincerely,



Brian Zawodniak, Head Coach, JFK Cross Country



Southington Public Library

255 Main Street
Southington, CT 06489
(860) 628-0947

The Barnes Museum

85 North Main Street
Southington, CT 06489
(860) 628-5426



Kristi Sadowski, M.L.S.
Executive Director

Sandy DiCicco
Assistant Director

Board of Directors
Kevin Curtiss
Chair
Walter Grover
Vice-Chair
Heidi Bittner
Treasurer
Patricia Kraut
Secretary

Mary Ellen D'Angelo
Joanne Kelleher
Valerie DePaolo
Fran Meade
Jennifer Micacci

September 23, 2019

Timothy Connellan,
Superintendent of Schools
Southington Public Schools
200 North Main Street
Southington, CT 06489

Dear Tim,

During the past two weeks, staff from the Southington Public Library was graciously welcomed at all 12 Southington Public School Open Houses. I want to thank you, the Principals, and the staff for helping to make this possible.

Our goals were to spread awareness of public library resources to students, families, and educators and provide an easy way for library card registration. We promoted some of our upcoming events as well as our resources.

We were able to provide 95 library cards to residents, and 184 e-Resource cards to Southington Schools staff. eResource Cards are designed to be used in the classroom and to provide access to all of our databases and other digital content. We are happy to provide cards for individual classrooms (and did at 6 of the elementary schools!) upon request. Regardless, each school received 2 cards and copies of the enclosed flyer as a reminder of the program.

The Southington Public Library is interested in ensuring free and equal access to information for all residents and community members. I want to heartily thank you for giving us this opportunity to reach families. And, as your partner in education, please do not hesitate to reach out if there are additional ways the Public Library can support our schools.

Sincerely,

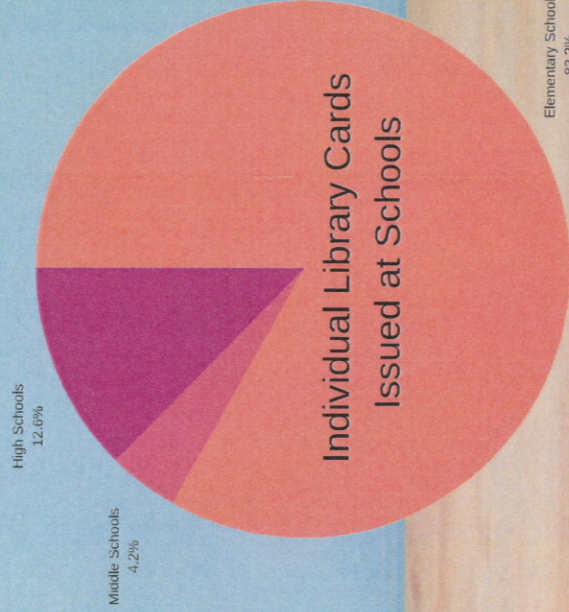
Kristi Sadowski
Executive Director

The Most Important School Supply: A Library Card!

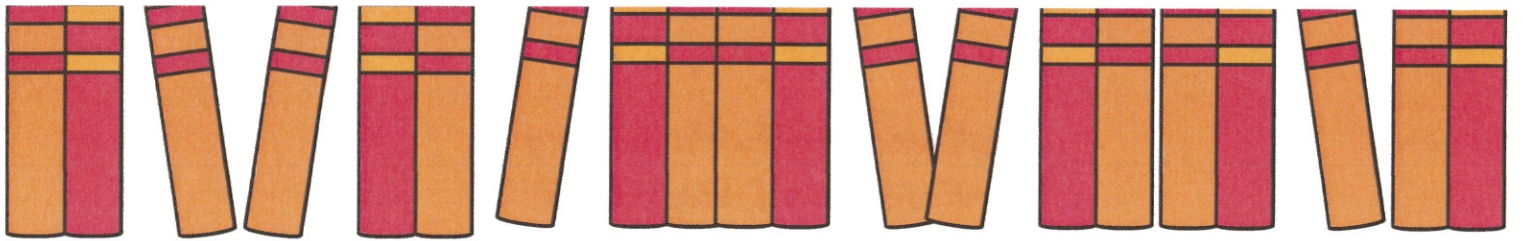
At 2019 SPS Open Houses:



- All 12 Southington Public Schools were visited by Library Staff.
- 95 Library Cards were Issued
- 184 School eResource Cards were Provided.
 - 2 per School
 - 25 additional cards at Flanders, Hatton, Kelley, Oshana, South End, & Strong Elementary Schools for each classroom.
 - 10 additional cards at ALTA



Elementary Schools
83.2%



Southington Public Library e-Resources Library Card

What is an e-Resources Card?

The Southington Public Library e-Resource card is a wonderful tool. It provides access to our exclusive digital library of audiobooks, e-books, databases, music and movies. This wealth of options for learning will enhance your students classroom experience. To use this collection visit southingtonlibrary.org, click on services, then digital resources, and choose from the list. Some of the resources may ask you to create an account with your email address.

Southington Public Library



255 Main Street
Southington, CT 06489
(860) 628-0947

www.southingtonlibrary.org

If you would like more cards for your classrooms or have questions contact Shelley Holley at holleys@southington.org or call the Reference desk at 860-628-0947 option #5.

Creativebug

Get inspired and get making with our newest resource, Creativebug, where you'll have unlimited access to 1,000+ arts and crafts video classes led by expert instructors.

EBSCO Enhanced eBook Collections

Available in conjunction with the Connecticut State Library, these collections provide easy access to more than 45,000 titles for both adults and children.

EBSCO From Home

History, Science, Biography, and Legal Information Resource Centers. EBSCO also provides easy access to Novelist and Auto Repair Source.

Free Connecticut DMV Practice Tests

Hundreds of questions and a series of step-by-step DMV practice tests that will help you pass your driver's test, CDL, and motorcycle test like a pro.

Hoopla

Visit Hoopla to download and stream thousands of movies, TV shows, music, audiobooks, e-books, and more. View them right now on your computer or any mobile device using the website or app.

JobNow

Powered by Brainfuse, JobNow provides live, interactive online help combined with online resources to help you get a job. A resume lab and live, online job coaches help job seekers strategically target suitable jobs and prepare and practice for job interviews.

Southington Public Library e-Resources Library Card

Libby

Thousands of best-sellers, books for teens and children, audiobooks, videos, and magazines available to read on your computer or any mobile device with the app.

Mango Languages

Learn 70+ languages at your own pace online and on-the-go, through fun and engaging interactive lessons, ESL courses for 20+ source languages are also available.

OneClickDigital

Downloadable service offered in conjunction with the Connecticut State Library, providing access to thousands of eBooks, audio books, and magazines.

RBdigital

Browse, check-out, download, and read popular magazines with no need to worry about due dates or checkout limits.

researchIT CT

Connecticut's premier search engine. It includes Infotrac, Student Research Center, Medline, and more. A service of the Connecticut State Library.

Tumble Book Library

Read along and sing along books as well as puzzles and games.

Universal Class

Offers in-depth instructor-led courses on a wide range of subjects including accounting, computer technology, photography, art, stress management, history, and many more.

rb digital

**Universal
class**

m

hoopla

brainfuse
ignite your mind

**TumbleBook
Library**

Southington Public Library



255 Main Street
Southington, CT 06489
(860) 628-0947

creativebug

www.southingtonlibrary.org

Oct. 3, 2019

Participants were asked via email to reflect on the Hamden PD session they attended on 9/27 at Hamden High School:

"Thank you for the opportunity to attend PD at Hamden High School! The session I attended was Fostering Empathy in Your Classroom. Kate Field, a lobbyist for CEA, presented this session and was amazing. She was an excellent presenter by infusing humor and anecdotal stories that tied back to empathy. She gave us the science behind empathy which I did not expect to learn about and we talked about the fact that children have a difficult time understanding how others feel and reasons behind it. Then she gave us many practical activities we can use in our classrooms to help foster students being empathetic toward others. Kate copied her PowerPoint with her notes for each participant. Let me or Chelsea know if you would like a copy. I would highly recommend Kate and this presentation for a future PD in Southington." **-Mrs. Gina Krar, Grade 1, Oshana Elementary School**

"Bias World Café... It was awesome and I 100% suggest that Southington bring it in for trainings!!!! It is better done in smaller groups, so multiple PDs throughout the year for different groups would be good. It really made me look at myself!!!" **-Kaeley Steinnagel, DePaolo Middle School, Grade 8 School Counselor**

"I attended Managing Unconscious Bias put on by Jamal Jimerson of Thought Partner Solutions. The session was really good. He delivered a lot of information while engaging the group in courageous conversations about race and our unconscious bias. I would definitely recommend the presenter for us." **-Jennifer Hinckley, M.S., CAGS, Certified School Psychologist**

"The workshop I went to was on culture. The presenter was an Associate Psychology Professor from UCONN who was wonderful. There were excellent activities and thought provoking discussions. Michele Cozzolino has the presenter's business card and will share with you. We would HIGHLY recommend her presenting to Southington! Thank you for this opportunity!" **-Emily B. Dickson, School Counselor, J.F. Kennedy Middle School**

"Hi! I went to Managing Unconscious Bias. The presenter was from a company called "Thought Solutions". The company that provided this section was <https://thoughtps.com/>. The presenter was Esther (pronounced like Astair) Jean-Marie. She was incredibly knowledgeable and made us think about our unconscious bias without being pushy or judgmental. I found her style, presentation and workbook to be both thought provoking and important. I would HIGHLY recommend the district bring her for a Southington PD. I have even requested to join DELT as a result of her workshop." **-Sara Wright**

“Cultural Competency presented by Tamika Salle, I found the session to be valuable and informative. She was a great presenter who got the group up and moving and talking about the topic as it related to ourselves, personally and professionally. I would recommend her for future presentations on this topic.” -**Michele Cozzolino, 6th Grade School Counselor, John F. Kennedy Middle School**

“Name of session: Fostering Empathy in Your Classroom, Presenter: Kate Field... I found this session to be very valuable, as it brought to light many issues schools are faced with today (e.g. childhood anxiety, difficulties with face to face interaction due to increased screen time/technology). Also, the session provided tools to use in the classroom and school wide to help promote social emotional learning. I would highly recommend this presenter and content.” -**Chelsea Battles, School Psychologist, Strong Elementary & Oshana Elementary**

“Cultural Competency and Lesson Planning. This was a general overview of the awareness that is required when working with students of different cultures. In particular, we need to build on student interest, use appropriate instructional materials, use community resources, etc. I would recommend the presenter but only if the District was looking for a sweeping generalization of cultural competency and lesson planning. It was more of introductory type presentation.” -**Heather O'Neill, School Counselor, Joseph A. DePaolo Middle School**

“LOVED the PD last week! I went to a class called Understanding Implicit Bias-Recognizing that we all have Biases, that people have unconscious bias and that this type of conversation usually makes people uncomfortable. Bc this type of PD can have people be effective agents of change. I want to do things differently as a result of the training. It also brought to light for me that children may be bringing their own biases based on their background and outside influences. When we better understand that we live in a diverse world, we can make kids' experiences better and having conversations about the world outside of Southington, our own community. I liked the specific activities they had us do as well as specific examples ie- A person that is white does not have the same amount of fear when being pulled over compared to a person that is a minority in this country. That implicit bias and associations are influences by their upbringing and social media. One slide that I really enjoyed was "Bias isn't just a police problem, its a preschool problem." (That these biases occur at a very young age and should be talked about). Implicit bias develops over time and begins at a very early age through exposure both direct and indirect messages. I liked how the presenters explained that implicit bias can be mitigated once its brought to our own attention. I think a day in Southington with these presenters would be amazing, I know it is most likely very expensive. Our schools would greatly benefit from this.” -**Andy Creighton, MS CCC/SLP, Speech/Language Pathologist, Southington Public Schools**



SOUTHINGTON PUBLIC SCHOOLS

**Board of Education
Southington, Connecticut
Curriculum Committee Meeting
Tuesday, September 17, 2019 – 9:30 a.m.
Southington High School Main Office Conference Rm
720 Pleasant St.
Southington, CT 06489**

TIMOTHY F. CONNELLAN
SUPERINTENDENT OF SCHOOLS

STEVEN G. MADANCY
ASSISTANT SUPERINTENDENT
FOR CURRICULUM AND
INSTRUCTION

BOARD OF EDUCATION

BRIAN S. GORALSKI
BOARD CHAIRPERSON

TERRI C. CARMODY
VICE CHAIRPERSON

COLLEEN W. CLARK
SECRETARY

JOSEPH BACZEWSKI

ROBERT S. BROWN

LISA CAMMUSO

DAVID J. DERYNOSKI

ZAYA G. OSHANA

PATRICIA A. QUEEN

200 NORTH MAIN ST.
SOUTHINGTON, CT
06489

WWW.SOUTHINGTONSCHOOLS.ORG

OFFICE TELEPHONE
(860) 628-3202

FAX
(860) 628-3205

Board Members Present-Terri Carmody, Chair, Bob Brown, Patricia Queen.

Administration Present-Steven Madancy, Assistant Superintendent for Curriculum & Instruction

Meeting called to order at 9:33 a.m.

Transcripts-J. Discenza

Jennifer Discenza, SPS School Counseling Director, discussed the removal of class rank from transcripts.

The school will still be tracking class rank, students can still choose to report their rank, and there are specific mechanisms such as the common application for colleges where students can choose to report their class rank. The current reporting of class rank could jeopardize student eligibility for merit money given our current GPA calculation method. The committee endorses the idea. The school will be sending out a written correspondence to inform families of the change in practice.

Mandarin-Chen Li

Chen Li, Mandarin teacher at SHS, shared progress to date with students in the newly adopted Chinese language program. Committee members visited a lesson as students learned numbers, dates, greetings, and how to share their birthdates.

Chen is following our current units but altering to account for pacing and the uniqueness of the learning. The goal is for students to have completed four units by the close of the year with a goal of offering Mandarin 2 CCP and Mandarin 2 Honors next year.

Middle School Math Pilot

Amy Zappone, district math coordinator, updated the committee on district level work in the middle schools relative to mathematics. Amy shared survey results relative to the current curriculum resources and the conversation that ensued with teachers about those results. The goal in surveying staff was to assess alignment between the written and taught curriculum in order to ensure we have a guaranteed and viable curriculum. Teachers cited reasons such as lack of engaging opportunities, problem solving, application and grade level big ideas. Amy shared recent SBA achievement results and the outliers were teachers piloting Illustrative Math, which is the program Amy is currently piloting with those teachers. Results were clearly in the positive for those teachers.

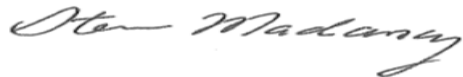
STRIVE Curriculum – E. Corujo-Aird

Evette Corujo-Aird, SHS special education coordinator, presented a draft for the recently developed STRIVE curriculum. This class will replace the time previously known as Academic Support in a student's schedule. Academic support was noncredit bearing. Given that STRIVE will now be awarding credit, a developed curriculum, per a student's IEP, will include study skills, organization, self-advocacy, transition planning, and accommodations. Next steps relative to STRIVE include ongoing professional development for staff, committee meetings to address opportunities and challenges with delivery and provision of accommodations, classrooms observations to deliver actionable feedback to staff, and review of considerations for the 20-21 schedule.

This draft curriculum will be brought forward for formal adoption in the spring once the department has had an opportunity to weigh in on the viability of this curriculum after the 19-20 academic year.

The meeting adjourned at @ 11:40 a.m.

Respectfully submitted,

A handwritten signature in cursive script that reads "Steven Madancy".

Steven Madancy

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 10, 2019

Decision Requested X Agenda Code 9 a

AGENDA REPORTING FORM

Agenda Topic: Personnel Report

Summary of Issue: This Personnel Report includes appointments, resignations, retirements, and transfers for certified and classified personnel for the 2019-2020 school year. This report includes activity for the month of September 2019.

Background: The human resource department provides the Board of Education with a monthly update of personnel additions/reductions/changes.

Alternative Strategies: _____

Cost (if applicable): N/A **Funding Source:** Board of Education

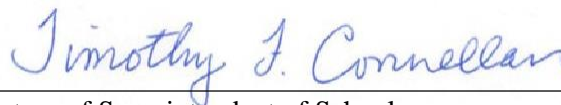
Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: Recommend that the Board of Education approve the Personnel Report as submitted by the human resource department.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Included:

1. Personnel Report

**Personnel Report
September 2019**

APPOINTMENTS

	NAME	POSITION	SCHOOL	FTE	EFFECTIVE	DEGREE	SALARY
Cert	Cusano, Josephine	World Lang, Italian	SHS	1	30-Sep-19	BA	\$47,387.00
Cert	Evans, Megan	Literacy Specialist	SES	.9	24-Sep-19	MA	\$52,187.40
Cert	Tavera-Collins, Katharine	World Lang, Italian	SHS	1	26-Aug-19	MA	\$54,106.00
Class	Armintrout, Maura	Paraeducator	TES	27.50	09-Sept-19	N/A	\$17.03
Class	Clark, Linda	Paraeducator	SHS	27.50	03-Sept-19	N/A	\$17.03
Class	DeMello, Jessica	Paraeducator	JAD	15.00	30-Sep-19	N/A	\$17.03
Class	Fehrs, Benjamin	Paraeducator	SHS	31.25	09-Sep-19	N/A	\$17.03
Class	Jernigan, Richard	Paraeducator	HES	27.50	25-Sep-19	N/A	\$17.03
Class	Krivca, Afrdita	Paraeducator	OES	26.00	23-Sep-19	N/A	\$17.03
Class	Lima, Jeanette	Custodian	JAD	19.50	23-Sep-19	N/A	\$15.32
Class	Malinowski, Walter	Custodian	SHS	19.50	16-Sep-19	N/A	\$15.32
Class	Meneo, Anthony	Paraeducator	HES	19.50	16-Sep-19	N/A	\$17.03
Class	Monti, Mandy	Paraeducator	SEES	27.50	6-Sep-19	N/A	\$17.03
Class	Valentine, Kyrsten	Paraeducator	DES	27.50	1-Oct-19	N/A	\$17.03
Class	Jason, Yazmin	Math Tutor	FES	25.00	11-Sep-19	N/A	\$20.52
Class	Kataja, Ashley	Literacy Tutor	TES	25.00	4-Sep-19	N/A	\$20.52
Cert	Lannon, Caitlin	Literacy Tutor	FES	25.00	4-Sep-19	N/A	\$20.52

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 10, 2019

Decision Requested _____ Agenda Code 10 a.

AGENDA REPORTING FORM

Agenda Topic: Town Government Communications

Summary of Issue: Communications (when applicable) will be discussed.

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: N/A

Timothy J. Connellan

Signature of Superintendent of Schools

**BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT**

Informational Only _____ Board Meeting Date October 10, 2019

Decision Requested x Agenda Code 10 b.

AGENDA REPORTING FORM

Agenda Topic: Superintendent's Goals 2018-2019 Final Update

Summary of Issue: A final report of the year end of the Superintendent's Goals for 2018-2019 was submitted to the Board of Education.

Background: The Superintendent's Goals were developed between the Board of Education and the Superintendent of Schools on November 8, 2018. A Mid-Year Report was presented to the Board of Education on April 25, 2019.

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education to take action to accept the Superintendent's 2018-2019 Final Update of his goals.

Timothy J. Connellan

Signature of Superintendent of Schools

Attachment

1. Superintendent's Goals 2018-2019 Final Update

SOUTHINGTON'S VISION OF A GRADUATE

A graduate of the Southington Public Schools will be college or career ready, and prepared for life beyond by mastering the knowledge and demonstrating the skills to communicate effectively, think creatively and critically, and contribute to the global community.



SOUTHINGTON PUBLIC SCHOOLS

*Mr. Timothy F. Connellan
Superintendent of Schools*

TF

MEMO

To: Board of Education Members
Date: October 10, 2019 Update
Re: Superintendent's Goals 2018-2019

Attached you will find for your review, the final update of my goals for the 2018-2019 school year. I retained the format of separating the work into the five categories of **Teaching and Learning; Facilities; Technology; School Safety and Security and Budget-Fiscal**. In addition, I retained the convention of using the blue text enhancement in the outline for the April update and the year-end update was added to the outline in red as in the past. I have attached that outline with this memo for your convenience. I retained the text from the April update in this memo for consistency and have added pertinent information to complete the review.

Teaching and Learning

As you may recall from previous discussions, we are engaged in a multi-year process of transforming teaching and learning in the Southington Public Schools. Southington's Vision of a Graduate, 21st Century Skills, and Systemic Transformation has continued to be the focus of our work this year and will be for many years to come.

New: The Administrative Team is very pleased with the discussions that occurred during the school year and especially during the end of year conferences. Although buildings are in somewhat different places with regard to their exposure to and understanding of the Vision of the Graduate, staff members are very eager to move forward and to incorporate this work in their daily interactions with students.

The work this year with administrators and teachers has involved facilitating the development of "Student B", "Teacher B and Leader B" (see attached from my original goal submission). We have systematically engaged the seven strategies for creating and sustaining the district vision. To continue building capacity, the Administrative Leadership Team (ALT) engaged in an ongoing series of professional learning activities as a group, facilitated by members of our core Team 21 cohort. The ALT engaged in activities that focused on aspects of the 4C's including exercises designed to acquire and enhance skills necessary to observe and document evidence of practices in the classroom that embodied one or more of the 4C's. In addition to the ALT group didactic experiences, members of our core Team 21 cohort paired with building administrators for brief observations and used the Administrator Calibration Tool to discuss and reflect on classroom practices. Some of this work has been transferred and adopted by Instructional

Learning Teams and by individual staff members. In fact, in at least one of schools, staff members began to request that the use of a focus on one or more of the 4C's be included in their Student Learning Objectives or Observations of Professional Practice, both of which are elements of the formal Educator Evaluation Process. Growth in this area is slow but steady. As more of our building instructional leaders become comfortable with the concepts and practice, more teachers are encouraged to learn about and use the rubrics for the 4C's. The district-wide and building based activities planned by the Professional Development and Evaluation Committee reflected this need to a greater extent this year and were incorporated as appropriate throughout the year. The recent presentation for the Board regarding the pilot use of the Learning Management System is one example of expanding professional practice in this area. Evidence of incorporating the 4C's in the work is part of the staff presentations for the Curriculum and Instruction Committee where continued work on the macro-curriculum and the micro-curriculum is clearly in evidence. Capacity building takes time. As we have all learned, it continues essentially during each the seven steps of transformation at least to a certain degree.

New: Evidence of understanding the concepts of educational transformation, 21st Century Skills and the Vision of the Graduate grew significantly over the school year. The 2019-2020 school year will be one in which individual school leaders engage staff in much greater depth and begin to work solidly toward understanding the rubrics for one or more of the 4C's. Staff response has been extremely positive. The feedback has been essentially, "We want to know more".

The elementary time study continued to move toward completion. Some of this work has been delayed simply due to the need to use the funds that would be required for substitutes and professional development in other areas. As we all know, our budget is lean this year and it has been necessary to be very conservative with any expenditures.

New: The curriculum renewal process is critical to understanding the concept of time – how much time is required in the classroom in a given content area to produce a guaranteed and viable curriculum. The work in elementary Social Studies this year will provide another significant piece of information in the evolving study of how time needs to be spent in the elementary classroom. Clearly this study is much more complex when viewed from the guaranteed and viable curriculum lens than simply chunking the school day into blocks of time. The district should have a much better view of how classroom time must be allocated between and among the competing but complementary curriculum areas by the end of the 2019-2020 school year.

The Board of Education Personnel and Policy Committee has been extremely busy and productive. I did not include examples in the outline of all the work accomplished. The evidence appears almost at every Board meeting. Administrators and the PDEC have explored alternative methods to provide the type of feedback and support that will align with systemic transformation while meeting state guidelines. A small team met with State Department of Education representatives on this specific issue. The meeting was very encouraging and the next PDEC meeting on May 7th will contain this issue on the agenda for further discussion.

New: A team of administrators collaborated to redesign core elements of the Administrator Evaluation and Support Plan. The team incorporated all the required elements in the State guidelines with the 21st Century Leadership Practices and Rubrics. In other words, focusing on those things that we believe are truly important in leading the work of transforming educational systems. The plan was reviewed with the entire Administrative Leadership Team which provided appropriate feedback. The team members then met with State Department of Education officials again. The proposed plan was received in a positive light and the plan was approved for use in the current school year by SDE. The Administrator Evaluation and Support Plan will be used as one of the anchors for the Professional Development and Evaluation Committee to help transform the current Teacher Evaluation and Support Plan into a similar format.

Facilities

The next phase report of the work completed by Milone and McBroom is in a draft form at this point. The intent is to have representatives from M&M present the findings to the Board, perhaps as soon as the first Board meeting in May.

New: As noted in the outline the M&M presentation occurred on May 23, 2019. The presentation was live streamed and recorded for future use. Elected and appointed town officials were invited to attend the presentation or to view the video. The report was emailed to all elected and appointed officials and added to the District website. Families received an email indicating the date and time of the presentation and were later provided with a link to the video and the report.

Technology

Instructional Technology and Information Technology are the two terms that we have started to use to describe the use of technology in the classroom and the use of technology for other purposes including technology infrastructure. The ongoing work on the infrastructure side continues to pay dividends in terms of connectivity, especially at Southington High School. The summer of 2019 will see additional enhancements in that building, especially in terms of wireless access.

New: The transformation and improvement of the infrastructure across the district continued throughout the summer months. Additional wireless access points were added to Southington High School and a survey to assess connectedness in classrooms was created and disseminated to staff. In addition, every device in the district is reviewed and assessed by a Technology Department staff member each year, usually in the spring and summer.

There is a clear and structured focus on the instructional technology side of teaching and learning that simply did not exist in previous years. The example provided to the Board of the pilot program for Canvas, the Learning Management System is one example. In addition, the Technology Committee thoroughly researched and recommend an appropriate alternative to the current district database. Actions necessary to complete the transition from the current database to the new database are underway currently.

New: The work of the Technology Committee in the Instructional Technology area continued to pay dividends with more staff becoming involved in the use of the

Learning Management System. In addition, the newly adopted data warehouse and the training to be able to use this tool were prepared for implementation over the course of the summer. Training in the use of the data warehouse is ongoing this fall and will continue into the 2019-2020 school year. The use of the Learning Management System will expand as well.

School Safety and Security

School safety and security has been an ongoing focus. The Interagency School Safety Committee continues to meet monthly. At the outset of the school year, the School Safety and Security Plans were reviewed, revised as appropriate and submitted to the state as required. The District applied for reimbursement from the State for funds expended on specific school safety projects and equipment. To date, there has not been a response from the state to that application. Much of the plan for implementing necessary improvements to school security is embedded within the reimbursement grant and some items are included in the operating budget. This continues to be a tremendous partnership between and among the Southington Public Schools, Police Department, Fire Department and Emergency Management Services/Health Department. Just recently the YMCA has been added as a partner as well. As you may know, the programs on the Y's main campus serve about two hundred students who will enter the public schools in one or two years. In addition, approximately five hundred SPS students participate in before or after school programs run by the YMCA and housed in SPS buildings. Also, approximately six to seven hundred students attend Camp Sloper during the summer months. It seemed a logical extension of the work and in the best interest of students to expand the collaboration to include the YMCA.

New: As noted in the outline, the Interagency Committee met monthly during the 2018-2019 school year and will continue to meet monthly during the 2019-2020 school year. The monthly meetings have evolved into a forum for discussions on a wide range of topics. Typically, a resolution for issues or concerns emerges out of these discussions. The strength of these relationships continues to grow and out of this collaboration, the group has been able to provide better training for staff and students and safer environments for our students and staff.

Budget-Fiscal

Preparing a budget for fiscal year 2019-2020 was a major challenge. It continues to be a challenge given what we know today regarding potential allocations.

New: Over the last several years the district has implemented numerous creative changes and innovations resulting in more effective and efficient services and in most cases a financial savings. A greater effort is currently under way to articulate and communicate these efforts in a pro-active manner.

New: Overall, the 2018-2019 school year was a very successful year. The district was able to make incremental improvements that enhanced professional practice. These improvements ultimately resulted in positive impacts on student performance.

SUPERINTENDENT’S GOALS SCHOOL YEAR 2018 – 2019

Approved November 8, 2018

Updated April 25, 2019, October 10, 2019

SOUTHINGTON PUBLIC SCHOOL DISTRICT

Office of the Superintendent

SOUTHINGTON’S VISION OF A GRADUATE

A graduate of the Southington Public Schools will be college or career ready and prepared for life beyond by mastering the knowledge and demonstrating the skills to communicate effectively, think creatively and critically, and contribute to the global community.

I. Teaching and Learning

A. Education for 21st Century Skills – Systemic Transformation

1. Continue to build on the work surrounding the adoption of Southington’s Vision of a Graduate and Systemic Transformation. The overarching goal is for the system to facilitate the development of “Student B”. In order to do so, the system must facilitate the development of “Teacher B” and concurrently, “Administrator B”.
2. Use as appropriate, elements of the Seven Strategies for Creating and Sustaining a District Vision: *Adopt a Vision, Create Community Consensus, Align the System, Build Professional Capacity, Focus Curriculum and Instruction, Support Teachers, and Improve and Innovate*. Note that these strategies are not sequential, can be implemented simultaneously at times and will be ongoing through the transformation process.
3. Continue to Build Professional Capacity of administrators, teachers and staff to facilitate the introduction and implementation of 21st Century Skills in the classroom in all areas identified as components of the Southington Vision of a Graduate. Building professional capacity will be ongoing. This is a continuation of a multi-year effort.
 - a) Continue to engage the Administrative Leadership Team, faculty and staff in didactic and reflective professional development regarding 21st Century Skills.
 - 1) Administrative Leadership Team professional learning opportunities.
 - i. Ongoing professional learning sessions: 9-21-19, 10-19-19, 1-18-19, 2-22-19, 3-22-19; 4-26-19, the session scheduled for 5-24-19 was postponed to provide administrators time to be in their buildings given the hectic nature of the end of the school year.
 - 2) Use of the Administrator Calibration Walk tool.
 - i. Ongoing – at least once in all schools to date
 - ii. Multiple walk throughs occurred during the year

SUPERINTENDENT'S GOALS SCHOOL YEAR 2018 – 2019

Approved November 8, 2018

Updated April 25, 2019, October 10, 2019

- b) Specific professional development opportunities will be reviewed and coordinated through the Southington Professional Development and Evaluation Committee (PDEC).
 - 1) PDEC meetings to date: 10-24-18, 1-29-19; 5-7-19
 - 2) Encourage and facilitate reflective practice through the use of Instructional Learning Teams at the building level.
 - i. Ongoing, varying by building and team
 - 3) Engage members of Southington's professional staff through interactive discussions regarding 21st Century Skills and Southington's Vision of the Graduate.
 - i. Team 21 meetings ongoing: 11-2-18, 12-5-18, 12-14-18, 1-16-19, 3-15-19, 4-30-19, 9-10-19, 10-9-19
 - c) Continue to engage the Board of Education and the Curriculum and Instruction Committee of the Board in active discussions regarding 21st Century Skills and Southington's Vision of the Graduate.
 - 1) Continue staff presentations and discussions at Board of Education meetings and/or Curriculum and Instruction Committee meetings.
 - i. Ongoing faculty presentations at C&I meetings as appropriate.
 - ii. Presentations at BOE meetings 3-28-19
 - d) Extend the discussions regarding 21st Century Skills and Southington's adopted Vision of the Graduate.
 - 1) Facilitate the use of student voice through student organizations and student leaders
 - i. Ongoing
 - ii. Develop the infrastructure to begin post-graduation follow-up surveys of students
 - 1. In progress, new data warehouse to come on line in 2019-2020
 - 2. Data warehouse training for administrative team August 15, 2019
 - 2) Continue meeting with Parent Teacher Organizations
 - i. Completed - throughout course of the year
4. Continue to Align the System
- a) In conjunction with other professional staff and the Curriculum and Instruction Committee, continue work on developing the Macro and Micro-Curriculum in specific content areas.
 - 1) Ongoing by course at secondary level; ongoing meetings Assistant Superintendent and Content Area Coordinators 9-28-18, 10-26-18, 11-16-18, 12-14-18, 1-18-19, 2-15-19, 3-22-19, 4-23-19, 4-26-19, 5-24-19, 9-17-19

SUPERINTENDENT'S GOALS SCHOOL YEAR 2018 – 2019

Approved November 8, 2018

Updated April 25, 2019, October 10, 2019

- b) In conjunction with other professional staff, complete the next phase of the elementary time study.
 - 1) Delayed start due to funding constraints (substitute coverage), but ongoing
 - 2) Restarted via the Social Studies Curriculum renewal process
 - c) In conjunction with the Personnel and Policy Committee, facilitate the review and revision of the Board of Education Policy manual.
 - 1) Ongoing, new or revised policies brought to the Board
- B. Introduce and explore alternative methods to offer feedback and support within the Teacher and Administrator Evaluation Process
- 1. Implement additional professional development for the Administrative Leadership Team and the District Professional Development and Evaluation Committee.
 - a) Ongoing in-district; 3-26-19 meeting with State Department of Education staff, 6-24-19, 8-15-19, 9-3-19
 - 2. Continue discussion and work with PDEC regarding changes necessary to the existing Evaluation and Support Plan.
 - a) PDEC Meetings 1-29-19; 5-7-19, scheduled 10-22-19
 - 3. Explore options of the required Evaluation and Support Plan
 - a) See number 2 above, scheduled 10-22-19 to start additional work

II. Facilities

- A. In collaboration with Milone and McBroom, complete both Phase II of the comprehensive school enrollment study.
- 1. Disseminate the results of Phase II of the comprehensive school enrollment study to parents, Town Officials and other members of the community.
 - a) TBD – tentatively scheduled M&M for Board presentation 5-9-19
 - b) presentation from Milone and MacBroom 5-23-19, presentation live streamed, 5-24-19 report emailed to Town elected and appointed officials, report posted on District website, email notification to families with link to report
- B. Continue to collaborate with Town officials on the further development of the Town of Southington Capital Improvement Plan.
- 1. Completed for 2019-2020, but ongoing for future needs – five-year plan
 - 2. Adding underground oil tanks to CIP (September 2019)
- C. Reconvene the Civil Rights Committee to review responses from the State Department of Education regarding the issues raised by the State Department of Education relative to the Title IX of Southington High School.
- 1. Review the State's response.

SUPERINTENDENT'S GOALS SCHOOL YEAR 2018 – 2019

Approved November 8, 2018

Updated April 25, 2019, October 10, 2019

- a) No response from State regarding last submission
 - b) Spring meeting of SPS Operations and SHS staff TBD
2. Create a plan for the next steps in addressing issues that have not yet been resolved.
- a) Each item on the list is being addressed incrementally starting with the interior of the building
 - b) Town Engineering Department in collaboration with CCSU Engineering Department to engage in site study, explore options to relocate softball field (September - November 2019)

III. Technology

- A. Facilitate the work of the District-wide Technology Committee and Technology Department.
- 1. Continue work on an evolving vision for the use of technology in the district, in concert with the Vision of the Graduate, e.g. consideration of implementing 1:1 student devices and the infrastructure necessary to support that effort.
 - a) Ongoing, District Technology Committee meetings 9/27/18, 10/25/18, 1/31/19, 2/28/19, 3/28/19, 4/25/19
 - 2. Facilitate the pilot of the Learning Management System for the district.
 - a) Ongoing at specific schools
 - b) Presentation to BOE 3-28-19
 - 3. Research and recommend an appropriate alternative to the current district database, given the choice of Learning Management System.
 - a) Completed
 - b) Database anticipated online for 2019-2020 school year
 - c) Administrator and staff training on implementation 8-15-19, 8-26-19, 8-27-19

IV. School Safety and Security

- A. School Safety and Security Plan
- 1. Reconvene the Interagency School Safety Committee to review adjustments, if any to the School Safety and Security Plans.
 - a) Review and discuss necessary adjustments with appropriate Town partners.
 - 1) Completed through the School Safety and Security Interagency Committee 8-22-18, 9-26-18, 10-24-18; N.B. The Interagency School Safety and Security Committee met monthly throughout the 2018-2019 school year and has scheduled monthly meetings for the 2019-2020 school year.
 - 2. Report on adjustments to Board of Education by November 1, 2018
 - a) Completed 10-25-18
 - 3. Submit required components of the School Safety and Security Plan to State

SUPERINTENDENT'S GOALS SCHOOL YEAR 2018 – 2019

Approved November 8, 2018

Updated April 25, 2019, October 10, 2019

- a) Completed 10-31-18
- 4. Submit required components of the School Safety and Security Reimbursement Grant
 - a) Completed 11-28-18
- B. Develop an Interim Strategic Plan for implementing necessary improvements to school security.
 - 1. Completed - Embeded within School Safety and Security Reimbursement Grant and Operating Budget
 - 2. Note – Once again Southington was denied reimbursement through the grant. We are pursuing a different strategy to discuss grant eligibility. The State Emergency Management response regarding Southington's eligibility was not satisfactory. It may be appropriate to open other channels, e.g. legislative.

V. Budget – Fiscal

- A. In collaboration with the Administrative Leadership Team develop a budget proposal that will support the continued improvement of all programs and services under the jurisdiction of the Southington Public School System.
 - 1. By November 16, 2018, meet with all members of the Administrative Leadership Team to review submitted budget requests.
 - a) Completed – October 22, 2019 through November 15, 2019
 - 2. By December 13, 2018, establish the funding priorities for ongoing and proposed programs and services.
 - a) Completed – December 6,7,13, 2019
 - 3. On or before January 3, 2019 prepare the Superintendent's Proposed Budget for review and discussion at the Board of Education Budget Workshops.
 - a) Completed and distributed to Board members
- B. Continue to explore ways to leverage cooperation and collaboration between and among other school districts or Regional Education Service Centers.
 - 1. Ongoing – Consortium purchases, RESC contracts, Farmington Valley Diagnostic Center (special education), also continued and consistent collaboration with the Municipal side of Town Government through the Operations Department and Human Resources Department.

BOARD OF EDUCATION
SOUTHINGTON, CONNECTICUT

Informational Only _____

Board Meeting Date October 10, 2019

Decision Requested X

Agenda Code 11.a

AGENDA REPORTING FORM

Agenda Topic: Budget Assumptions and Priorities for 2020 – 2021

Summary of Issue: Annually, the Board sets up budget assumptions and priorities to be included in the upcoming budget documents.

Background: N/A

Alternative Strategies: N/A

Cost (if applicable): N/A **Funding Source:** N/A

Beginning Date of Program or Project: N/A

Ending Date of Program or Project: N/A

Recommendation or Comment: The Board of Education adopt the Budget Assumptions and Priorities for 2020 - 2021.



Signature of Staff Member Submitting Report



Signature of Superintendent of Schools

Titles of Attachments:

1. 2020-2021 Assumptions – Draft
2. 2020-2021 Priorities – Draft
3. _____

ASSUMPTIONS
2020 - 2021 BOARD OF EDUCATION BUDGET

- Open communication and cooperation will be maintained with other municipal boards and community throughout the budget process.
- State and Federal financial support of education will not keep pace with increased programming mandates and may be further reduced by legislation and reductions of grants and other supports to local communities.
- Safety, security and health standards will be maintained and supported through continued training of staff; e.g., School Safety and Security Plan, Anti-bullying, Blood Borne Pathogens, Sexual Harassment / Title IX, Mandated Reporting, OSHA (Office of Safety and Health Administration).
- Salaries and benefits will be based on commitments incurred through collective bargaining and other employment agreements.
- Existing programs and services will be reviewed, evaluated, maintained or adjusted as the educational needs of students change.
- Overall certified and classified staffing levels will be adjusted based on enrollment, programming, safety factors and facility considerations.
- Purchased services and supply accounts will be reviewed and adjusted based on documented prices and trends; i.e., fuel, where appropriate, enrollment changes, and facility needs.
- Budgeted items that are bid will be based on budget history and inflation projections.
- Use of space and facilities district-wide will be efficient and effective and reflect innovative uses, wherever possible.
- Consideration will be given to the current economic conditions.

PRIORITIES
2020 - 2021 BOARD OF EDUCATION BUDGET

- Support funding for appropriate class sizes at all levels of instruction.
- Update all instructional materials for teachers and students as required through the curriculum renewal cycle for the current school year.
- Continue to work towards providing foundational levels of support across the district to support the implementation of SRBI (Scientific Research Based Intervention).
- Continue funding for expansion and sustainability of technology with access and equity for all students.
- Continued commitment to the district's Vision of a Graduate and the 21st Century skills identified through our Community Engagement process including funding for a strong professional development initiative.
- **Continue to ensure the emotional and physical safety of all students and staff by providing a learning environment that affirms the identity of each member through a district commitment to social justice.**
- Support funding for the prioritized joint Capital Plan (Board of Education / Town of Southington).
- Continue to pursue opportunities to share services, where appropriate, between the Board of Education and all town departments.
- Continue to monitor and update the security and well-being of the infrastructure of our facilities, students, and staff.
- Expand World Language offerings, as appropriate, across the district.



2019 SHS Academic Reports

Presented by
Jennifer Discenza
Director of School Counseling



Introduction

- ❖ **SAT School Data**
- ❖ **Advanced Placement Courses and Data**
- ❖ **UCONN ECE Courses**
- ❖ **Class of 2019 Graduate Data**
- ❖ **Student Support Center Updates**

SAT School Day

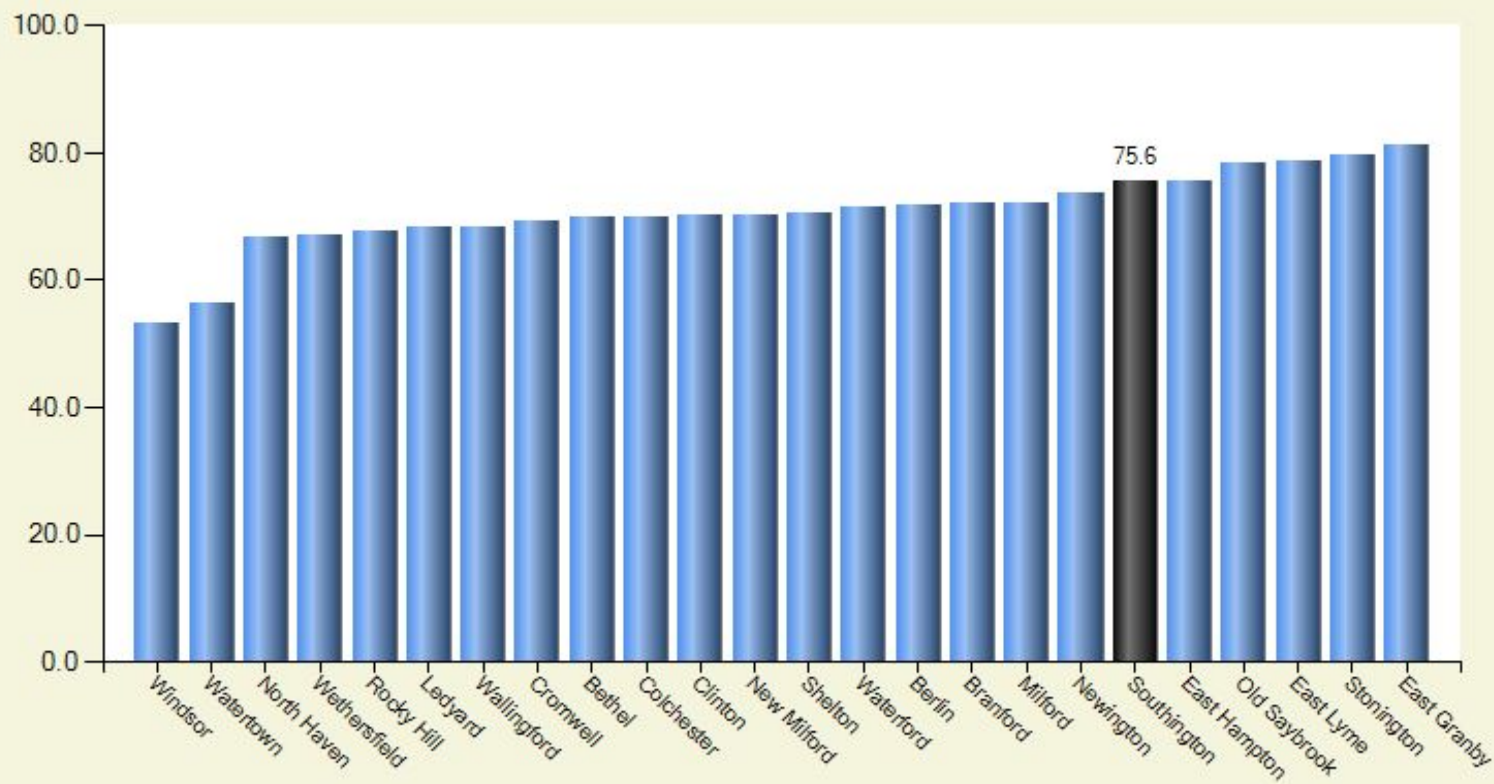
	2019 <i>499 Test Takers</i>		2018 <i>436 Test Takers</i>		2017 <i>505 Tests Takers</i>	
SHS v. CT	SHS	State	SHS	State	SHS	State
ERW	535	513	538	513	557	524
Math	534	499	524	501	548	506
Combined	1069	1012	1062	1014	1105	1080

SAT School Day

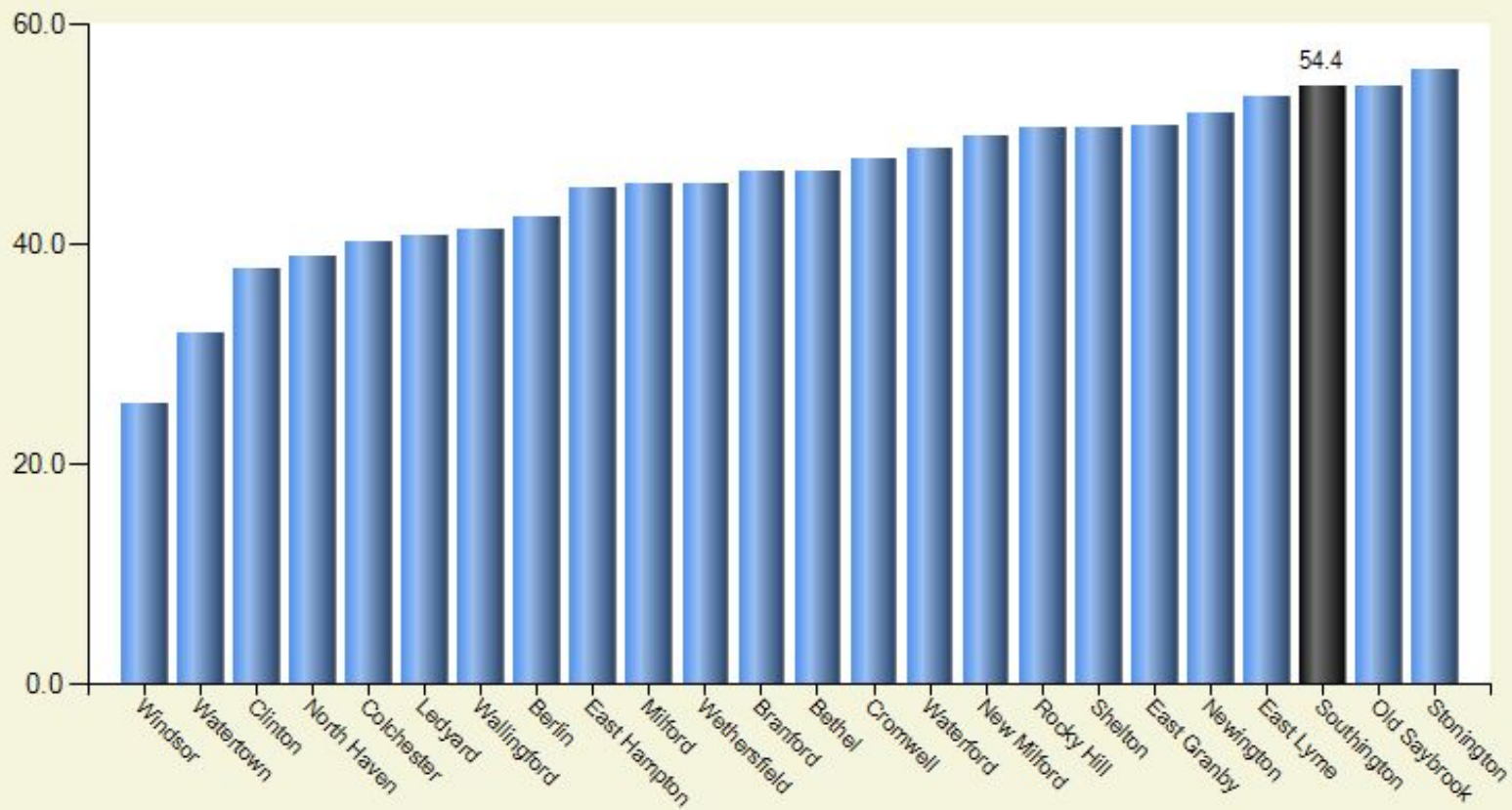
<u>Score Range</u>	<u>ERW</u>	<u>Math</u>
700-800	6%	6%
600-690	27%	22%
500-590	37%	38%
400-490	24%	25%
300-390	6%	9%
200-290	0%	0%

**188 students continued on to
take an additional SAT in May,
June and August of 2019**

2019 SAT Test Day (ELA): % Students At/Above Goal
DRG D (Grades K-12)



2019 SAT Test Day (Math): % Students At/Above Goal
DRG D (Grades K-12)



Advanced Placement Courses

Biology

Calculus AB

Chemistry

Computer Science A

Computer Science Principles

English Language and Composition

English Literature and Composition

Environmental Science

French Language and Culture- AP/UCONN

Human Geography

Italian Language & Culture- AP /UCONN

Microeconomics- AP/UCONN

Music Theory

Physics C: Electricity and Magnetism

Physics C: Mechanics

Psychology

Spanish Language and Culture- AP/UCONN

Statistics

Studio Art: Drawing Portfolio

United States Government and Politics

United States History

Advanced Placement Data

	2015	2016	2017	2018	2019
Total AP Students	303	315	380	356	316
Number of Exams	534	550	680	679	605
AP Students with Scores 3+	251	273	297	284	257
% of Total AP Students with Score 3+	82.8	86.7	78.2	79.8	81.3

UCONN Early College Experience Courses

UCONN Agriculture Technology & Society

UCONN Economic Principles

UCONN Floral Art

UCONN French

UCONN Horticulture

UCONN Italian

UCONN Lifespan Development

UCONN Microeconomics

UCONN Spanish

UCONN Latin American Studies

**123 Students enrolled in
ECE Courses for 2018-2019**

Class of 2019 Graduation Data

Graduate Data	2019	2018	2017	2016	2015	2014
Post-Secondary Educational Institutions	84%	88%	86%	89%	89%	88.5%
4- Year	65%	68%	62%	63%	65%	61.9%
2- Year	19%	17%	14%	25%	23%	25%
Vocational/Technical School	7%	3%	0%	1%	1%	1.6%
Military	2%	3%	2%	1%	2%	1.7%
Work Force	7%	9%	12%	9%	8%	8.9%

Student Support Center Updates

- **New - College Board®**
 - Early fall registration
 - Students have access to online resources as part of the course
 - Last year- a score of a 3 will be accepted at CT State Universities
- **First Generation College Students**
- **NCAA Presentation**
- **Alumni Tracker**

NATIONAL STUDENT CLEARINGHOUSE[®]

StudentTracker[®] for High Schools Aggregate Report

Prepared for
SOUTHINGTON HIGH SCHOOL

ACT Code: 070690

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

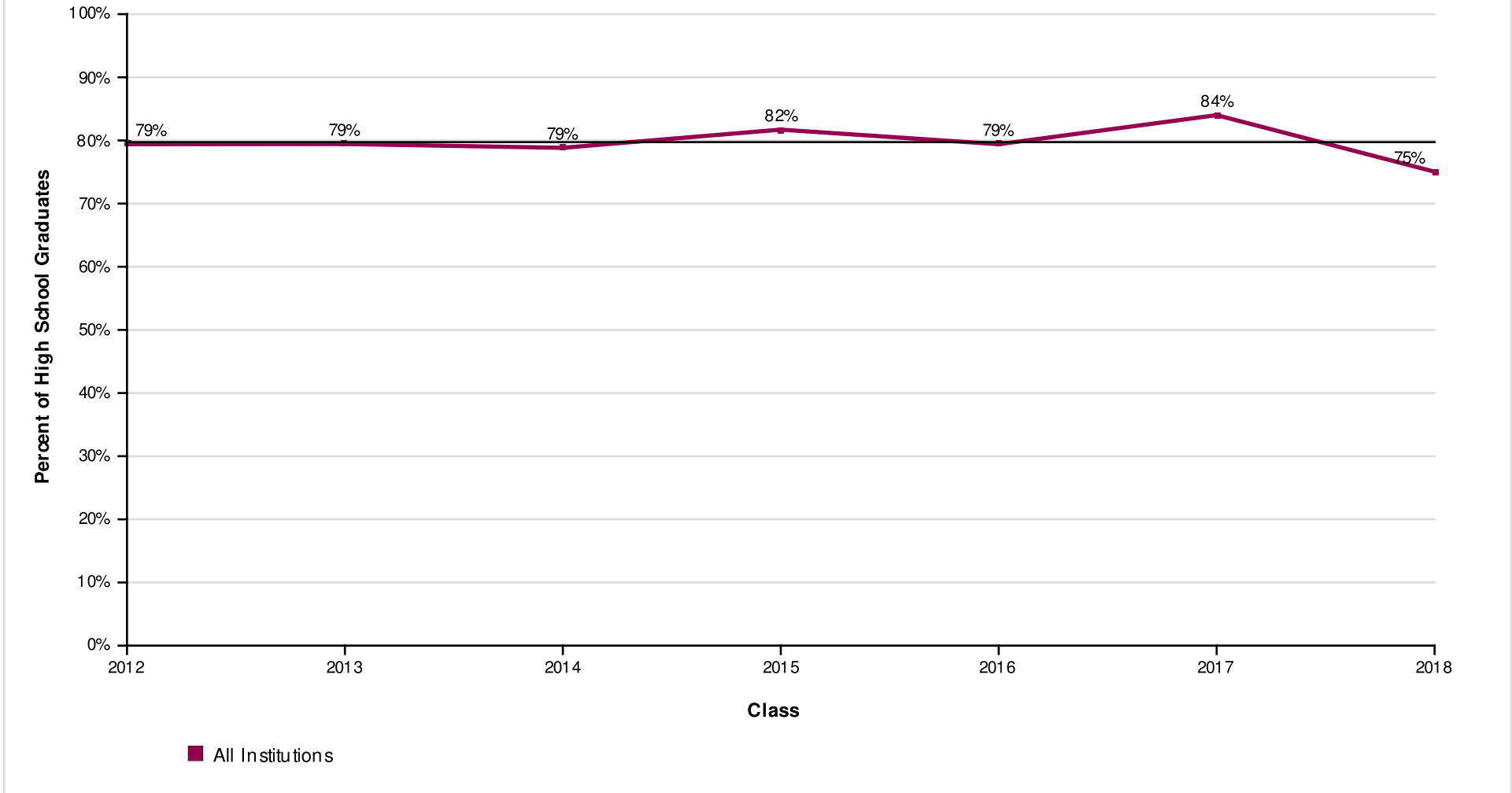
Page 1 of 43

NATIONAL STUDENT
CLEARINGHOUSE[®]

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College the Fall Immediately After High School

Effective Date = November 15, 2018



AVG = 80%

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

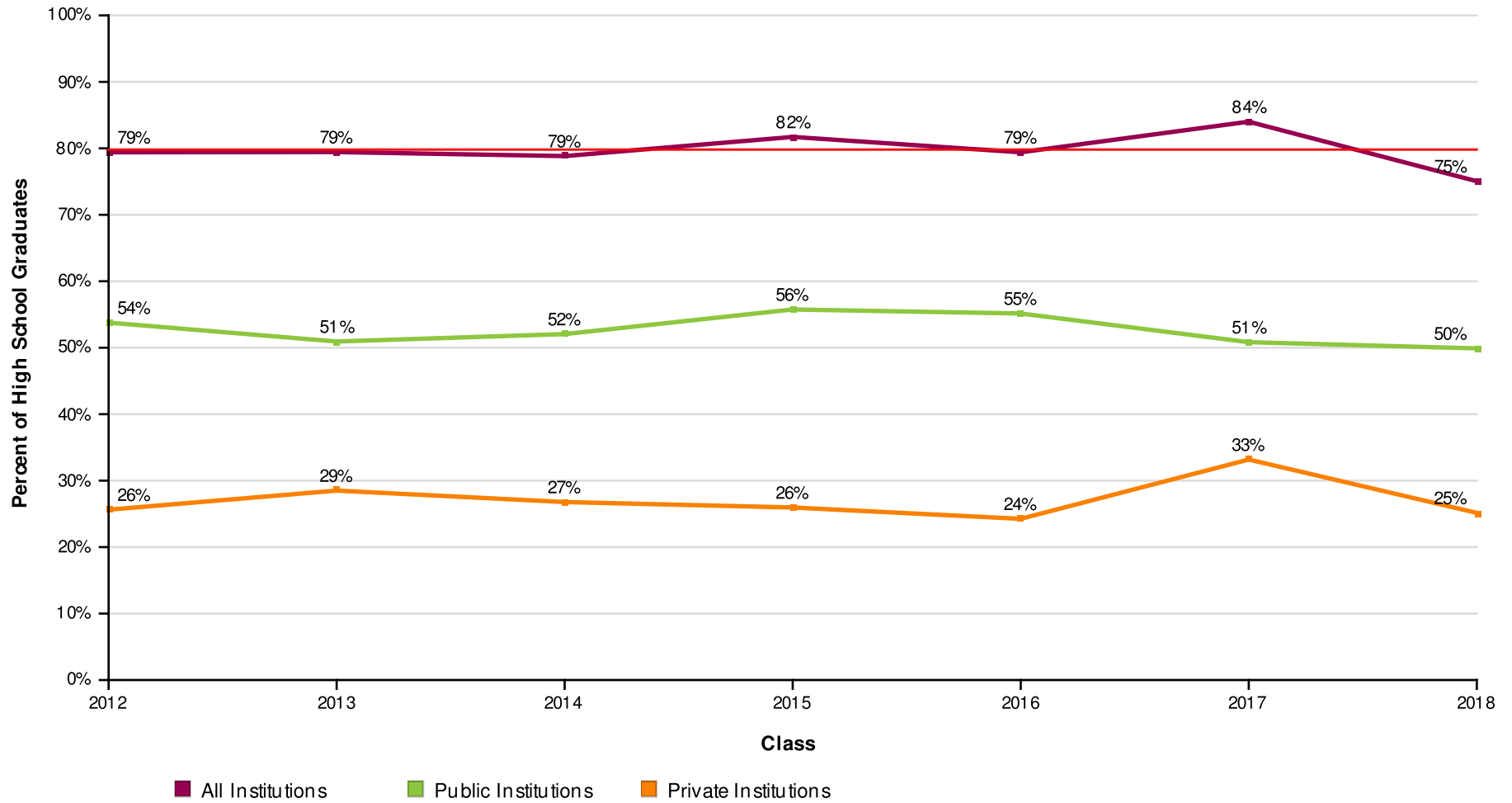
Page 2 of 43

NATIONAL STUDENT
CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College the Fall Immediately After High School by Institutional Type

Effective Date = November 15, 2018



AVG = 80%

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

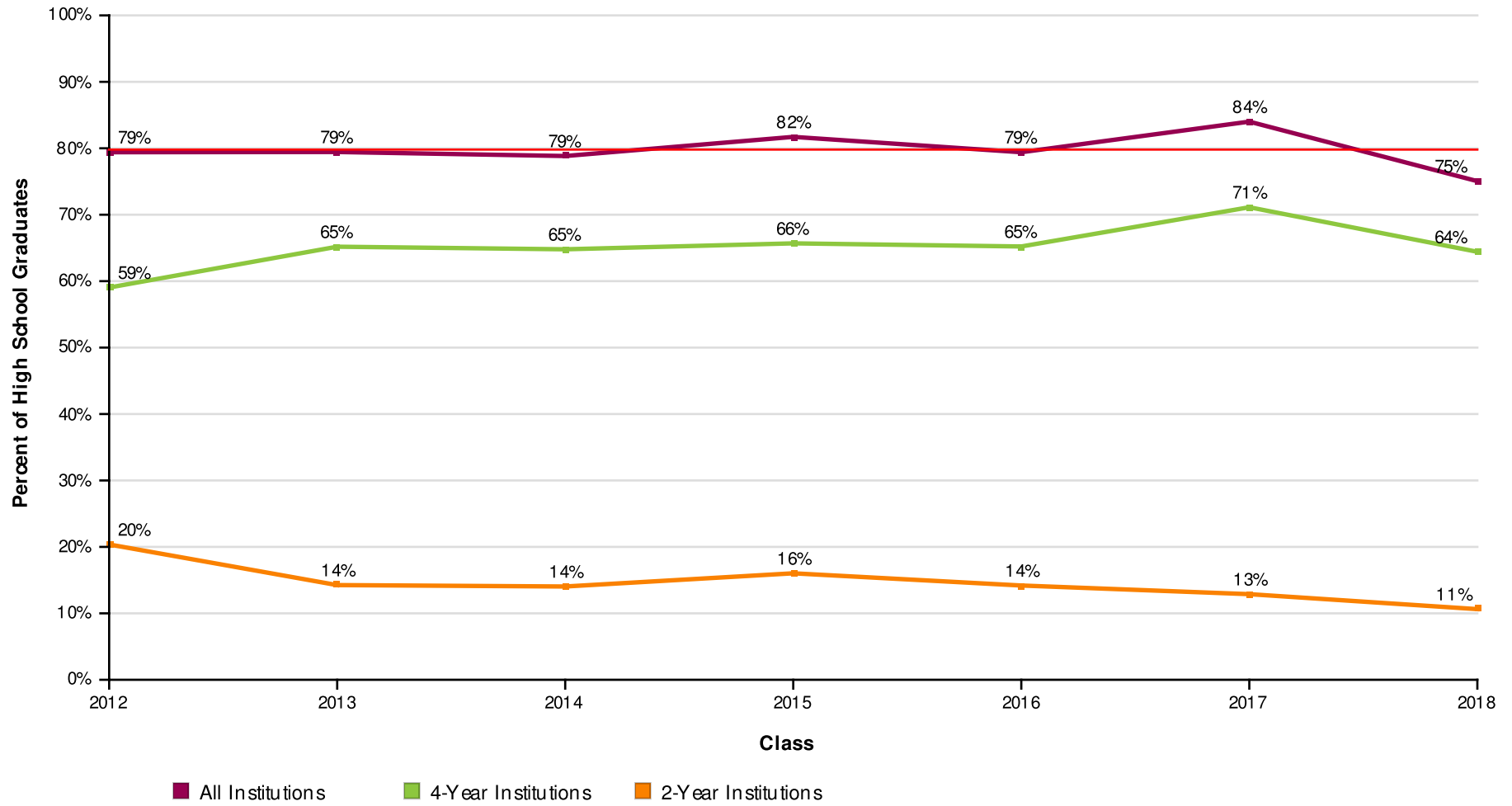
Page 3 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College the Fall Immediately After High School by Institutional Level

Effective Date = November 15, 2018



AVG = 80%

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

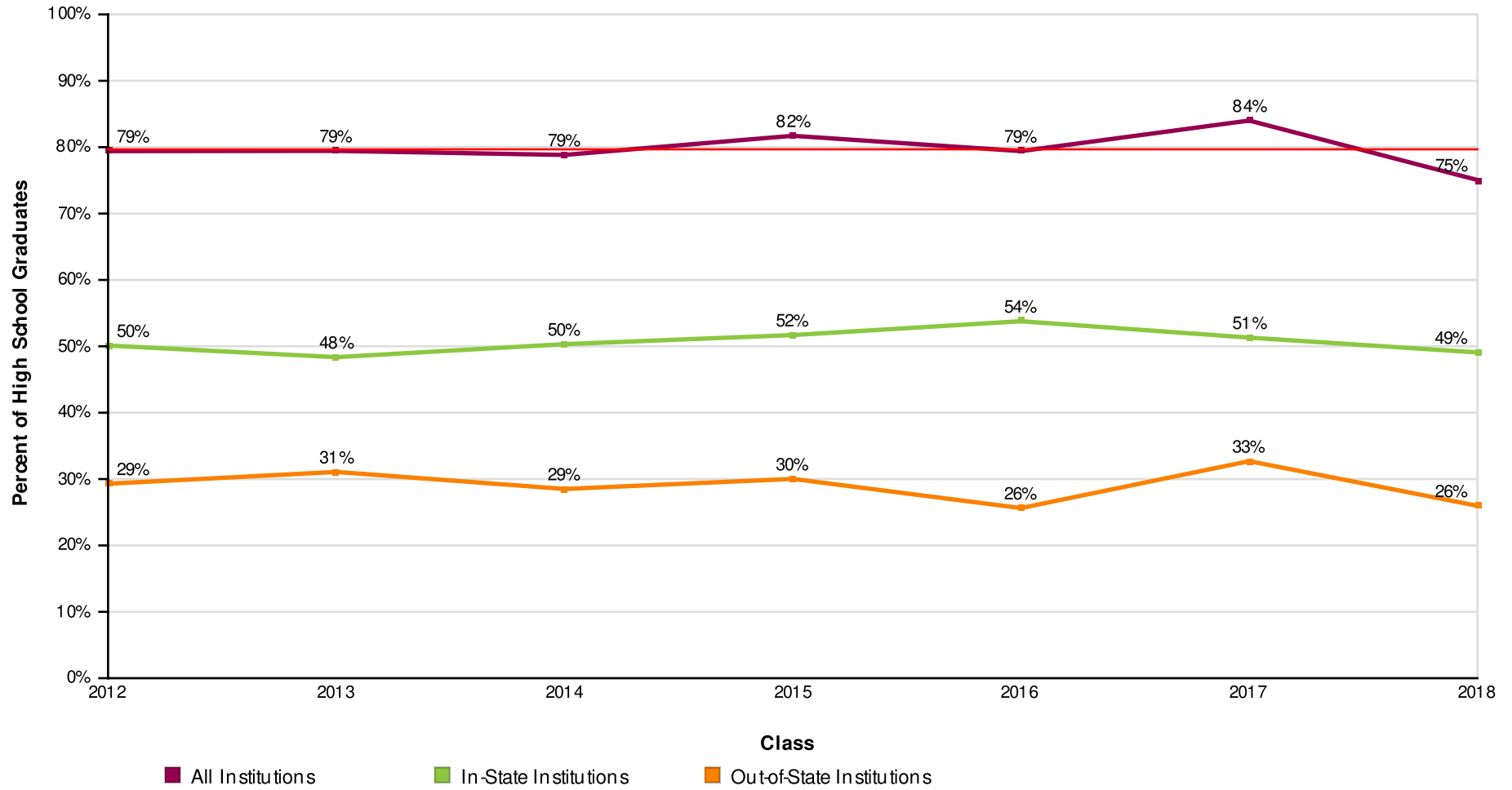
Page 4 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College the Fall Immediately After High School by Institutional Location

Effective Date = November 15, 2018



AVG = 80%

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

Page 5 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

Count of Students Enrolled in College the Fall Immediately After High School

Effective Date = November 15, 2018

Class of	2012	2013	2014	2015	2016	2017	2018
Total in the Class	437	428	463	443	437	419	489
Total Enrolled	347	340	365	362	347	352	367
Total in Public	235	218	241	247	241	213	244
Total in Private	112	122	124	115	106	139	123
Total in 4-Year	258	279	300	291	285	298	315
Total in 2-Year	89	61	65	71	62	54	52
Total In-State	219	207	233	229	235	215	240
Total Out-of-State	128	133	132	133	112	137	127

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

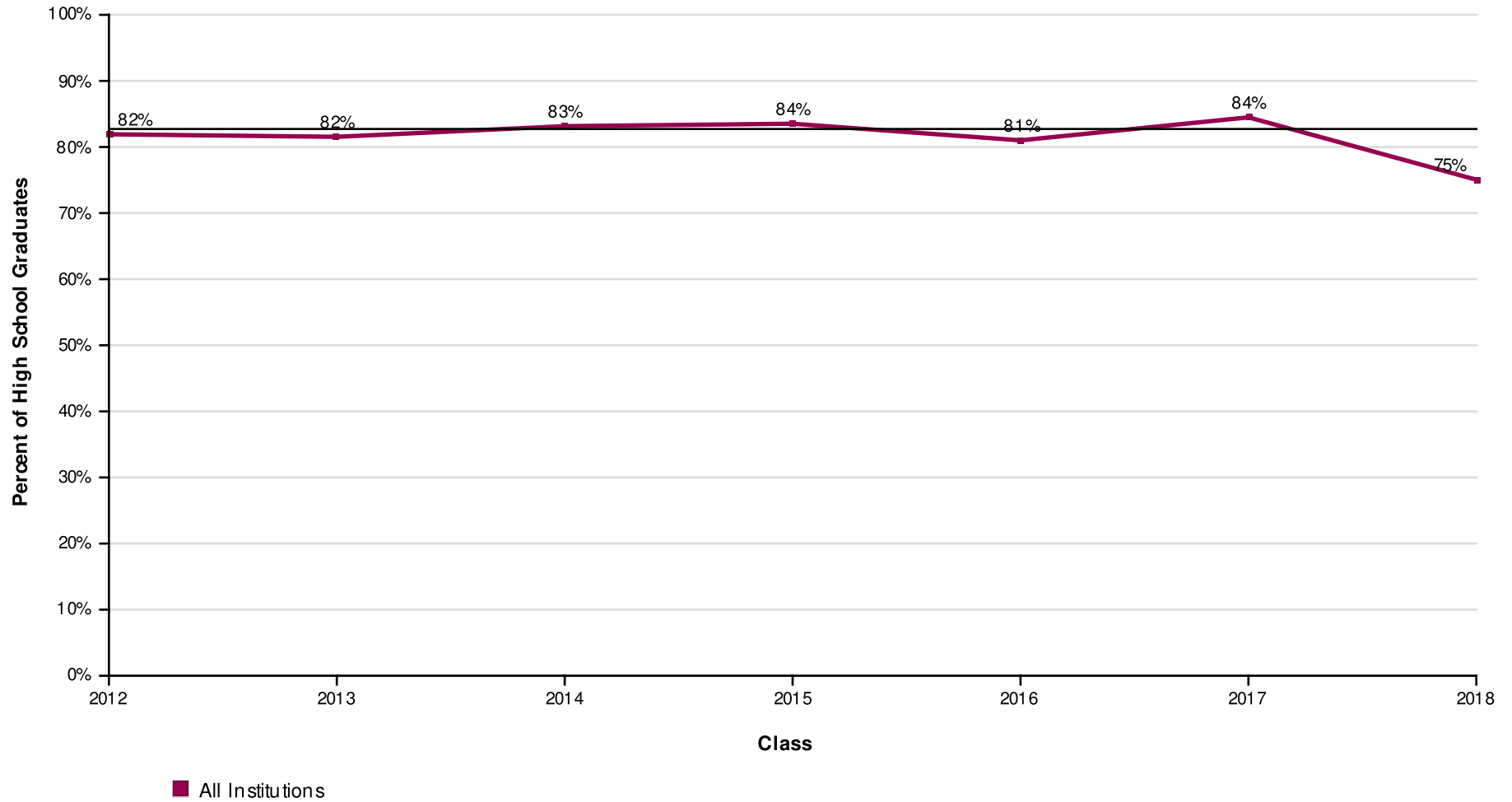
Page 6 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College at Any Time During the First Year After High School

Effective Date = November 15, 2018



AVG = 83%

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

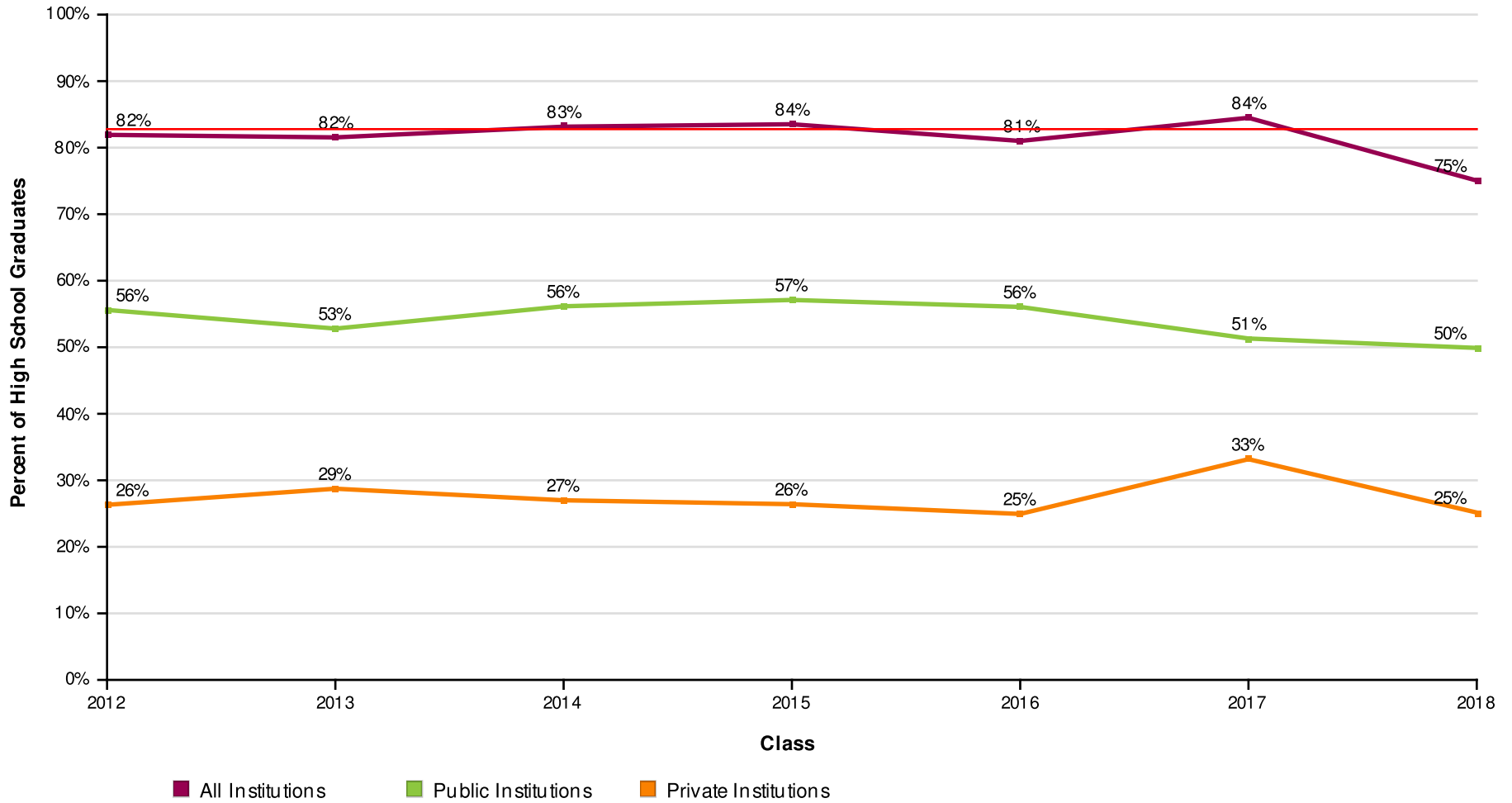
Page 7 of 43

NATIONAL STUDENT
CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College at Any Time During the First Year After High School by Institutional Type

Effective Date = November 15, 2018



AVG = 83%

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

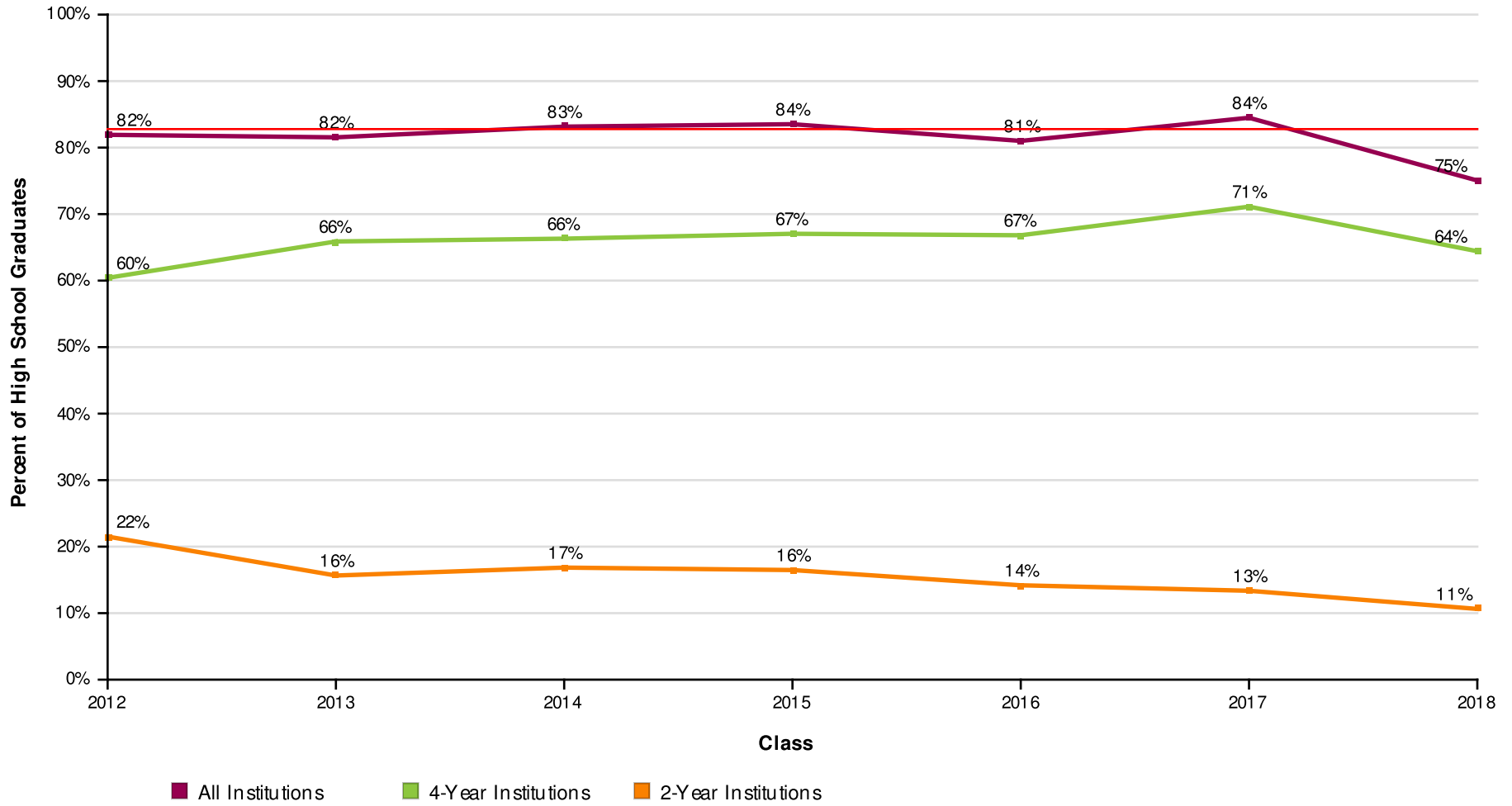
Page 8 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College at Any Time During the First Year After High School by Institutional Level

Effective Date = November 15, 2018



AVG = 83%

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

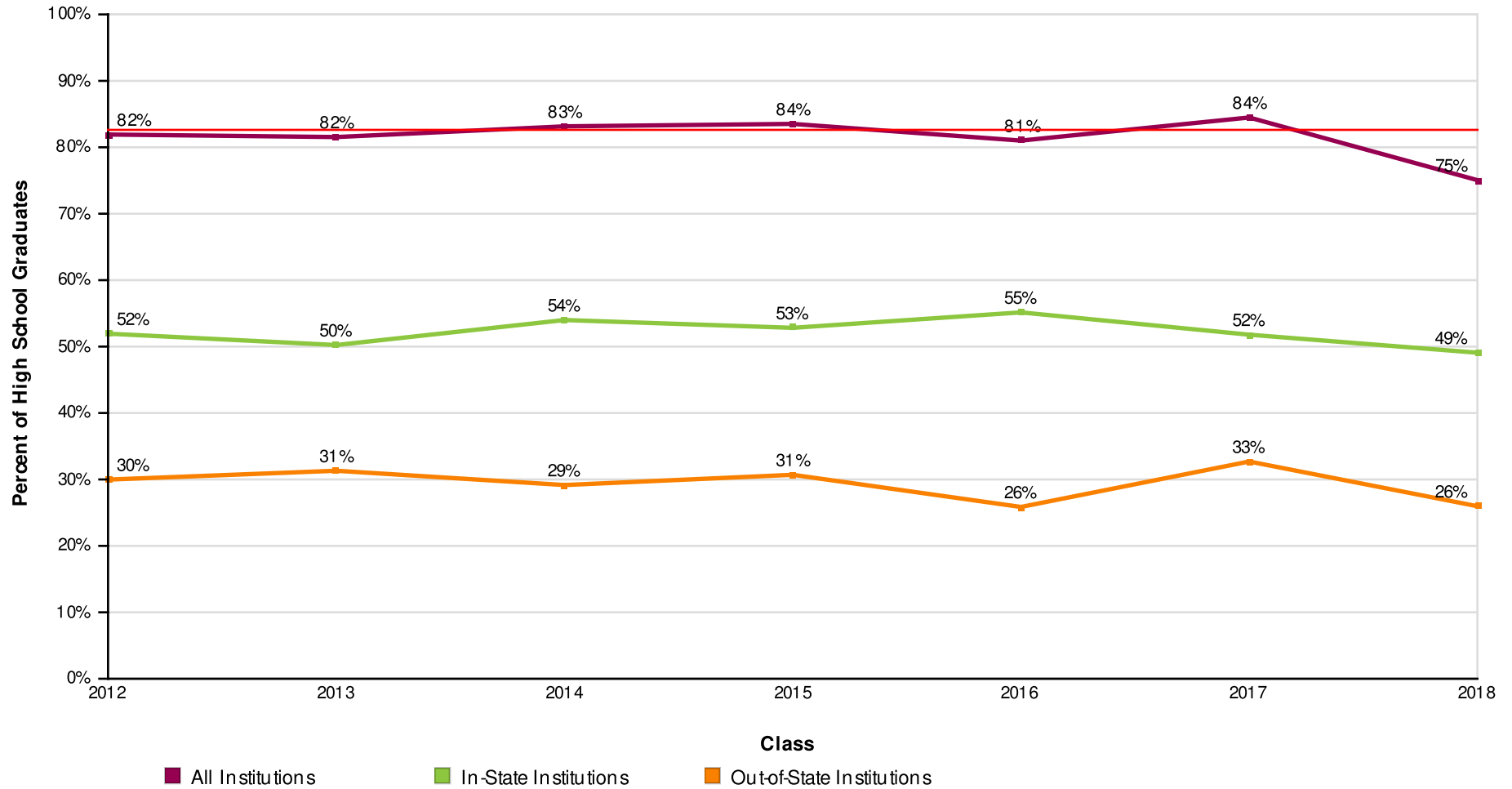
Page 9 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College at Any Time During the First Year After High School by Institutional Location

Effective Date = November 15, 2018



AVG = 83%

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

Page 10 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

Count of Students Enrolled in College at Any Time During the First Year After High School

Effective Date = November 15, 2018

Class of	2012	2013	2014	2015	2016	2017	2018
Total in the Class	437	428	463	443	437	419	489
Total Enrolled	358	349	385	370	354	354	367
Total in Public	243	226	260	253	245	215	244
Total in Private	115	123	125	117	109	139	123
Total in 4-Year	264	282	307	297	292	298	315
Total in 2-Year	94	67	78	73	62	56	52
Total In-State	227	215	250	234	241	217	240
Total Out-Of-State	131	134	135	136	113	137	127

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

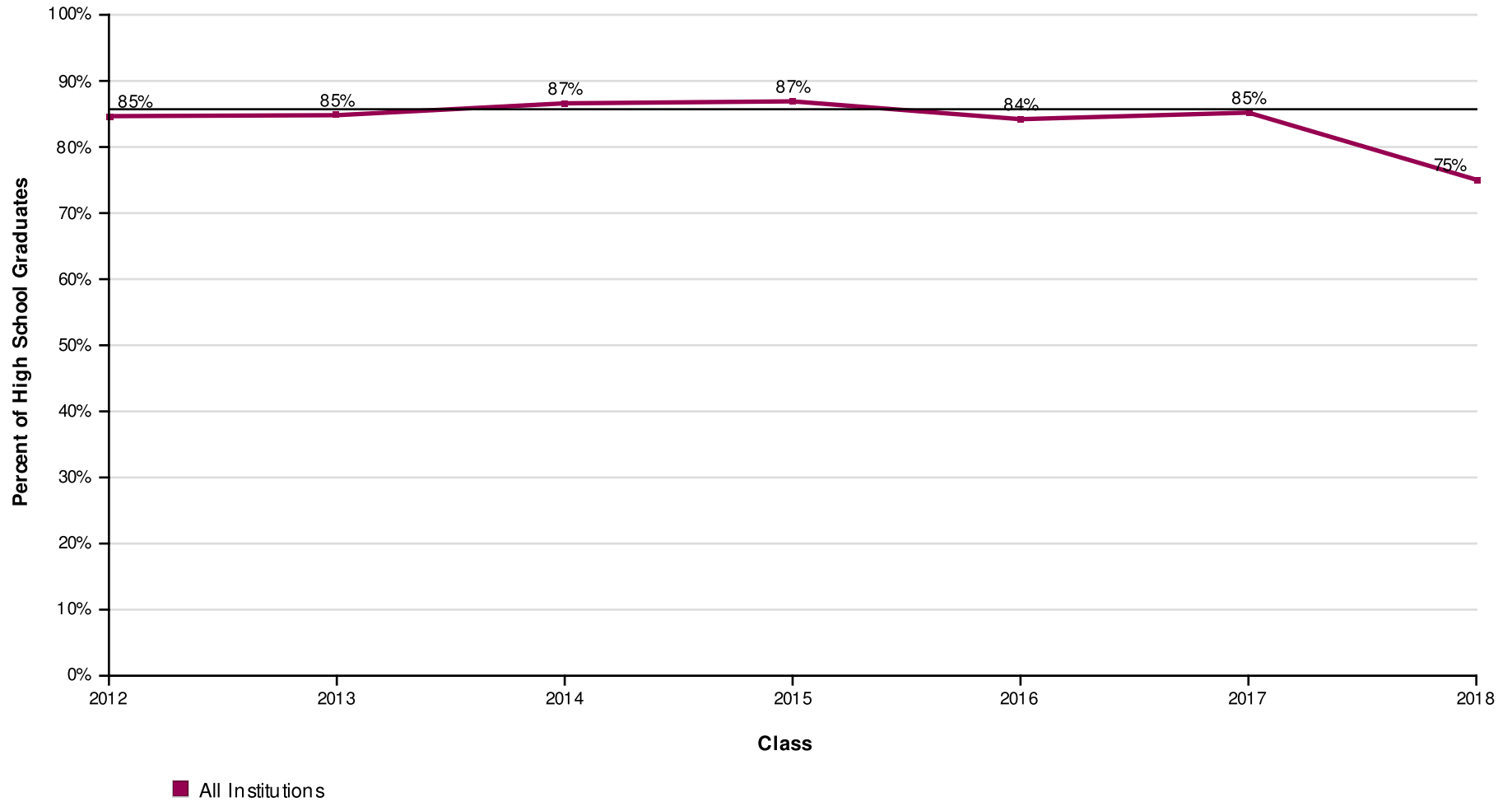
Page 11 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College at Any Time During the First Two Years After High School

Effective Date = November 15, 2018



AVG = 85%

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

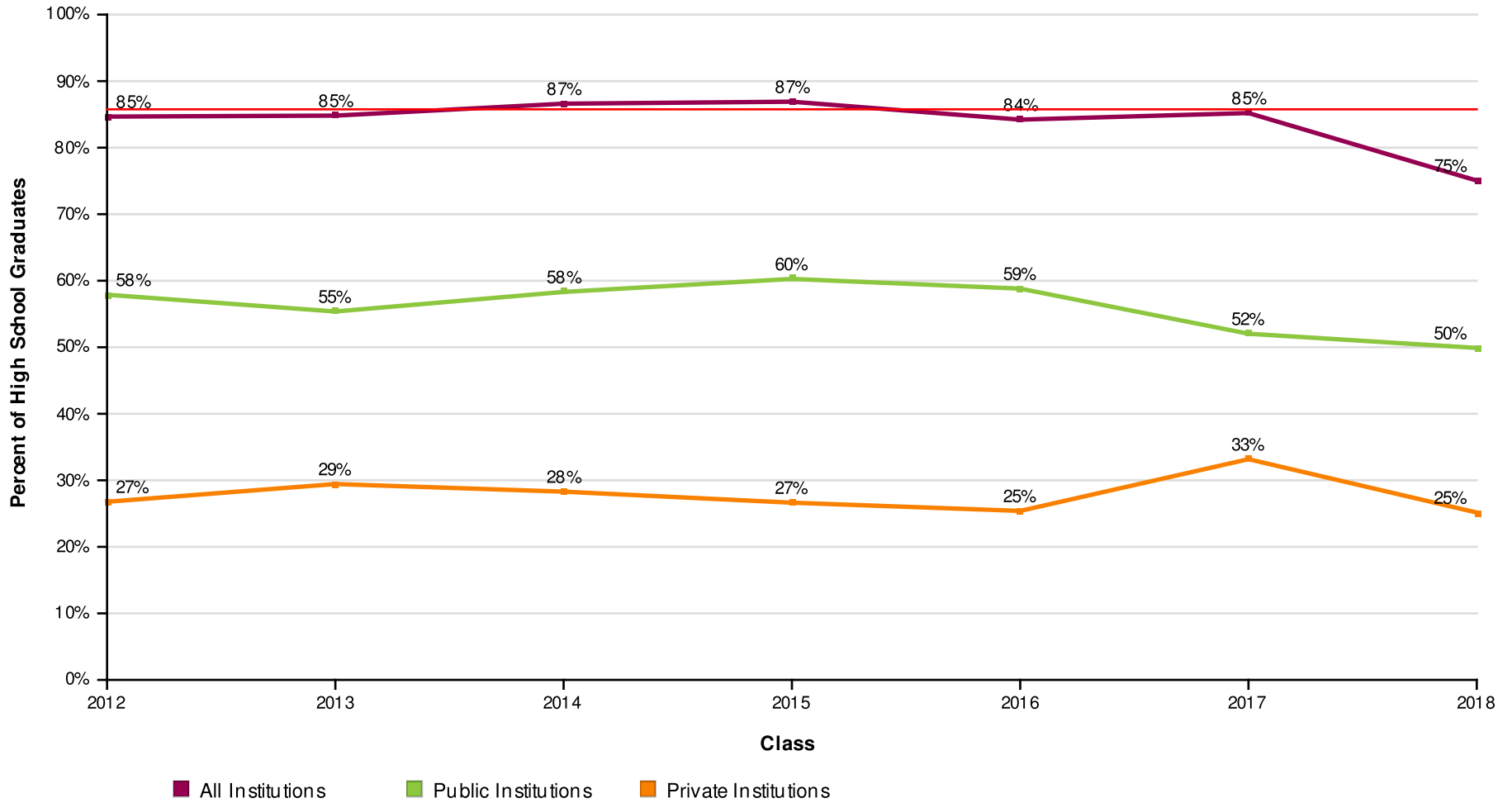
Page 12 of 43

NATIONAL STUDENT
CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College at Any Time During the First Two Years After High School by Institutional Type

Effective Date = November 15, 2018



AVG = 85%

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

Page 13 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College at Any Time During the First Two Years After High School by Institutional Level

Effective Date = November 15, 2018



AVG = 85%

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

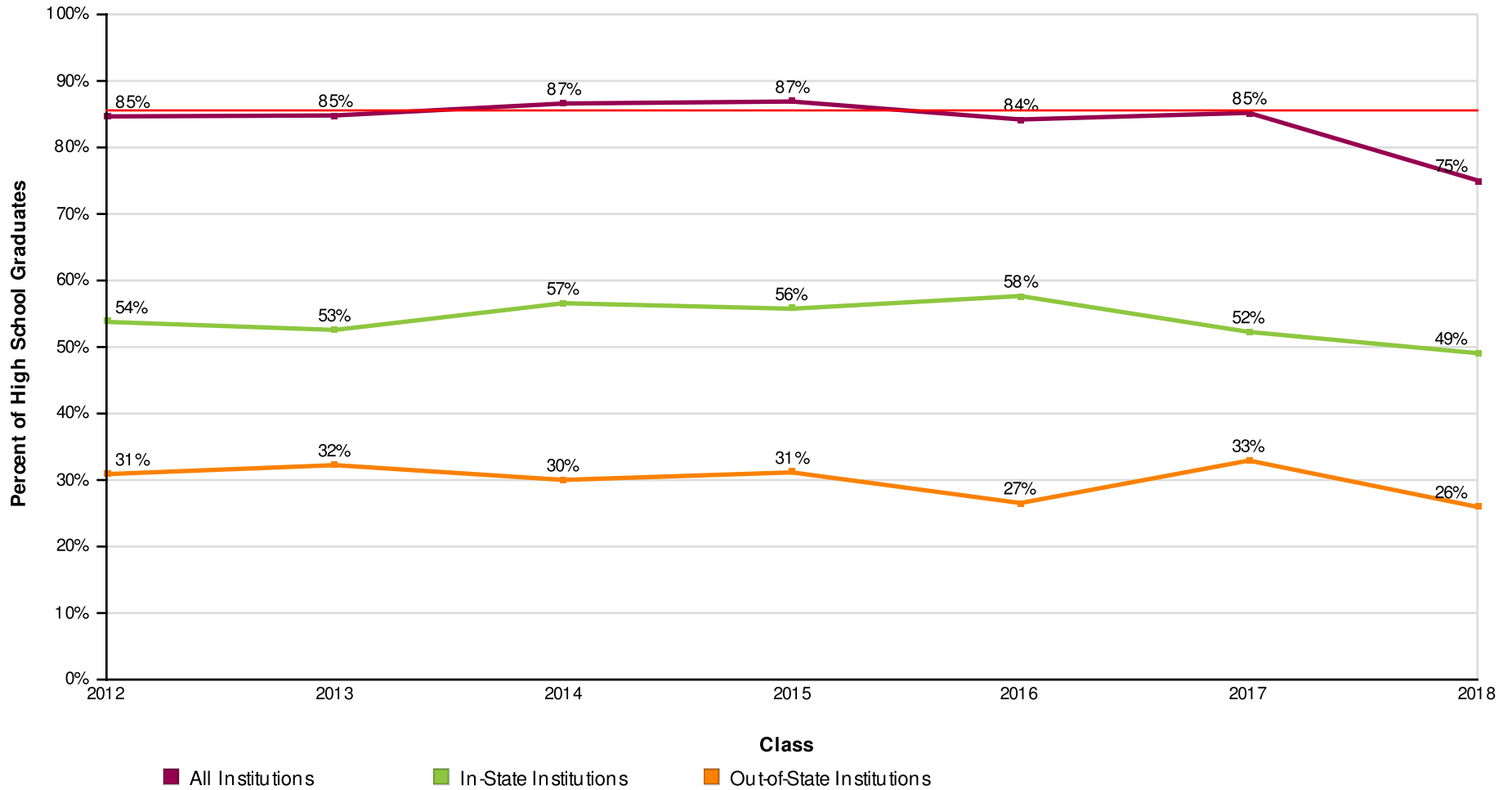
Page 14 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College at Any Time During the First Two Years After High School by Institutional Location

Effective Date = November 15, 2018



AVG = 85%

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

Page 15 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

Count of Students Enrolled in College at Any Time During the First Two Years After High School

Effective Date = November 15, 2018

Class of	2012	2013	2014	2015	2016	2017	2018
Total in the Class	437	428	463	443	437	419	489
Total Enrolled	370	363	401	385	368	357	367
Total in Public	253	237	270	267	257	218	244
Total in Private	117	126	131	118	111	139	123
Total in 4-Year	269	287	316	301	297	300	315
Total in 2-Year	101	76	85	84	71	57	52
Total In-State	235	225	262	247	252	219	240
Total Out-of-State	135	138	139	138	116	138	127

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

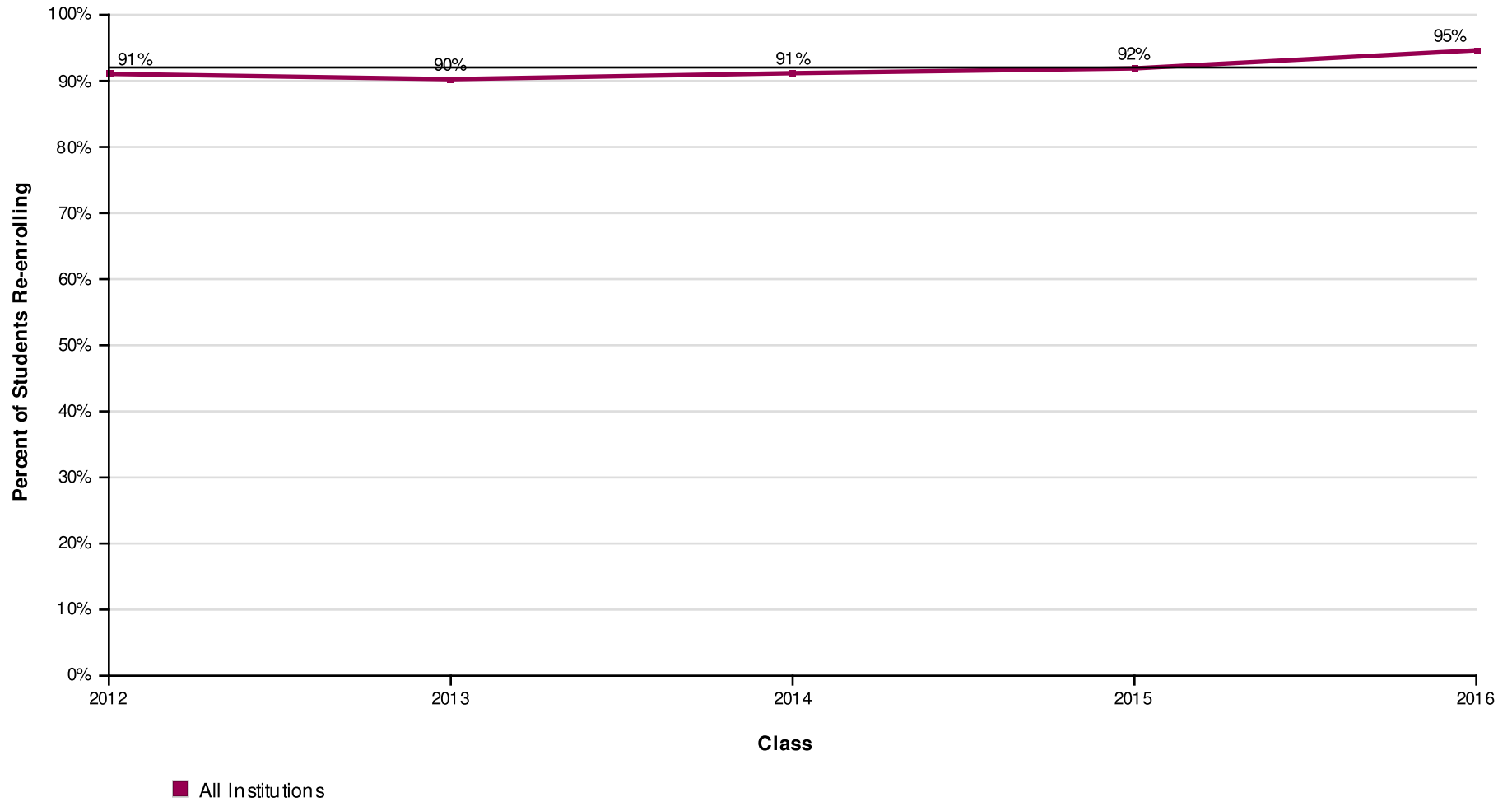
Page 16 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence)

Effective Date = November 15, 2018



AVG = 92%

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

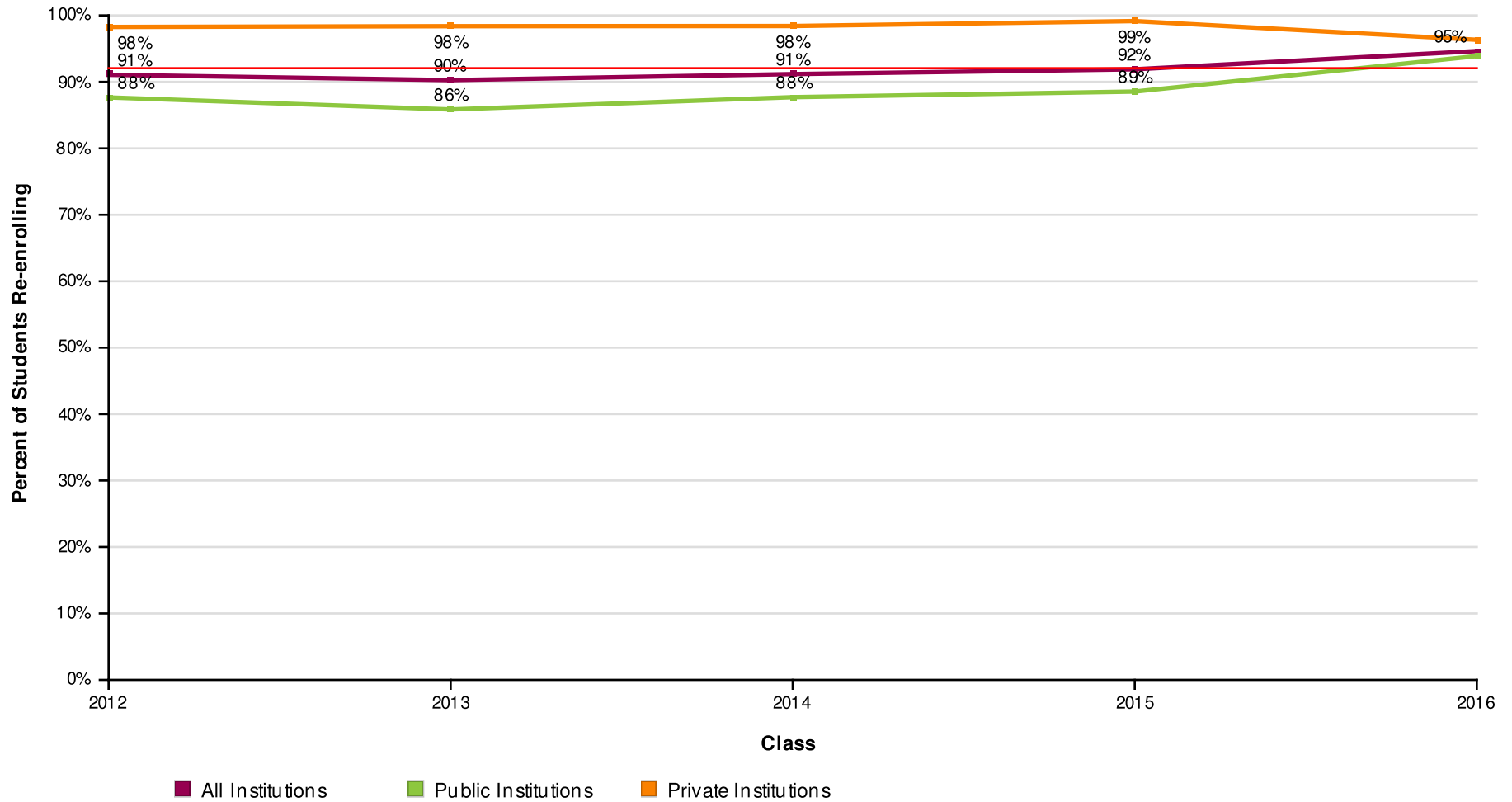
Page 17 of 43

NATIONAL STUDENT
CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence) by Institutional Type

Effective Date = November 15, 2018



AVG = 92%

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

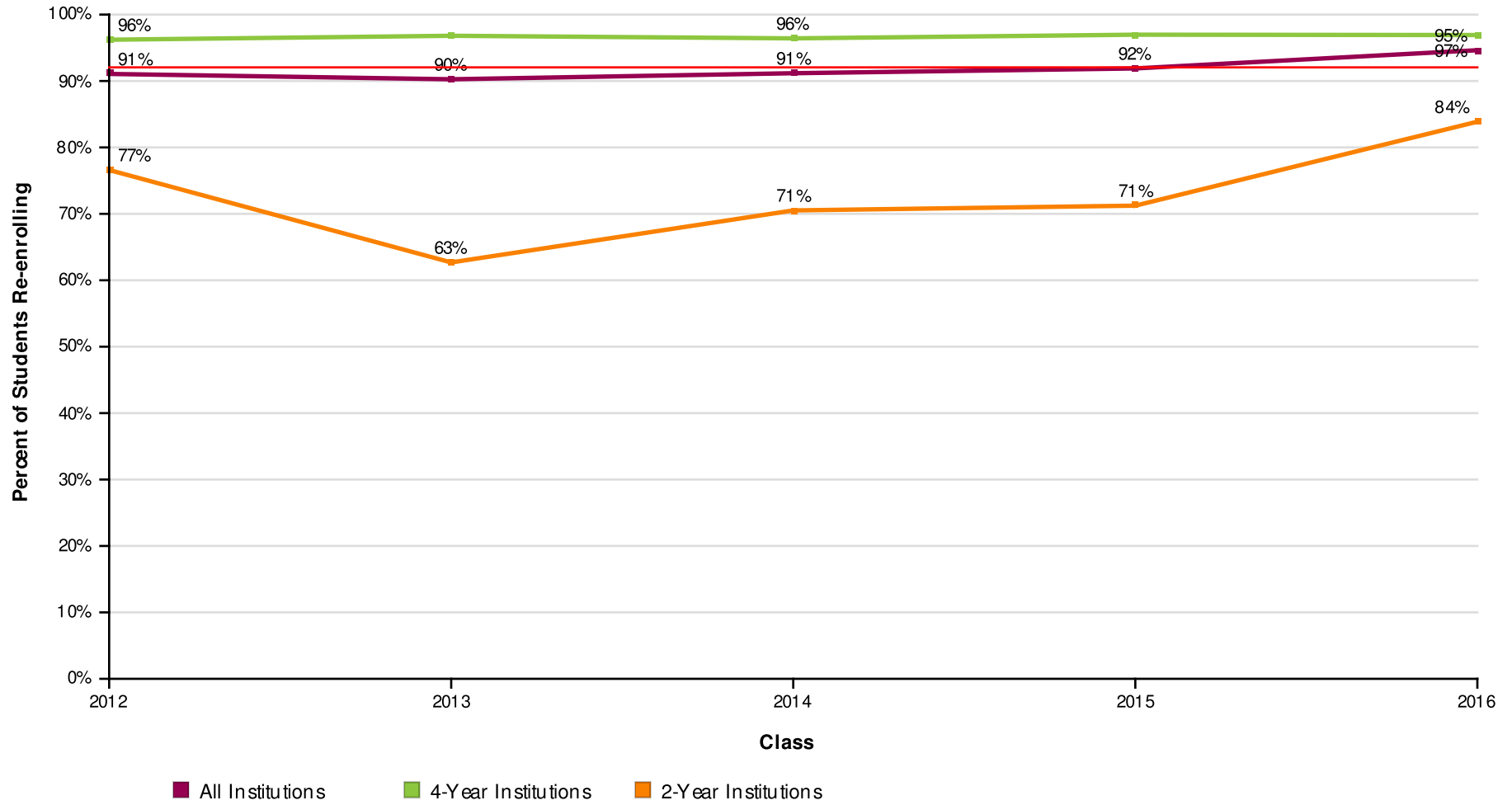
Page 18 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence) by Institutional Level

Effective Date = November 15, 2018



AVG = 92%

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

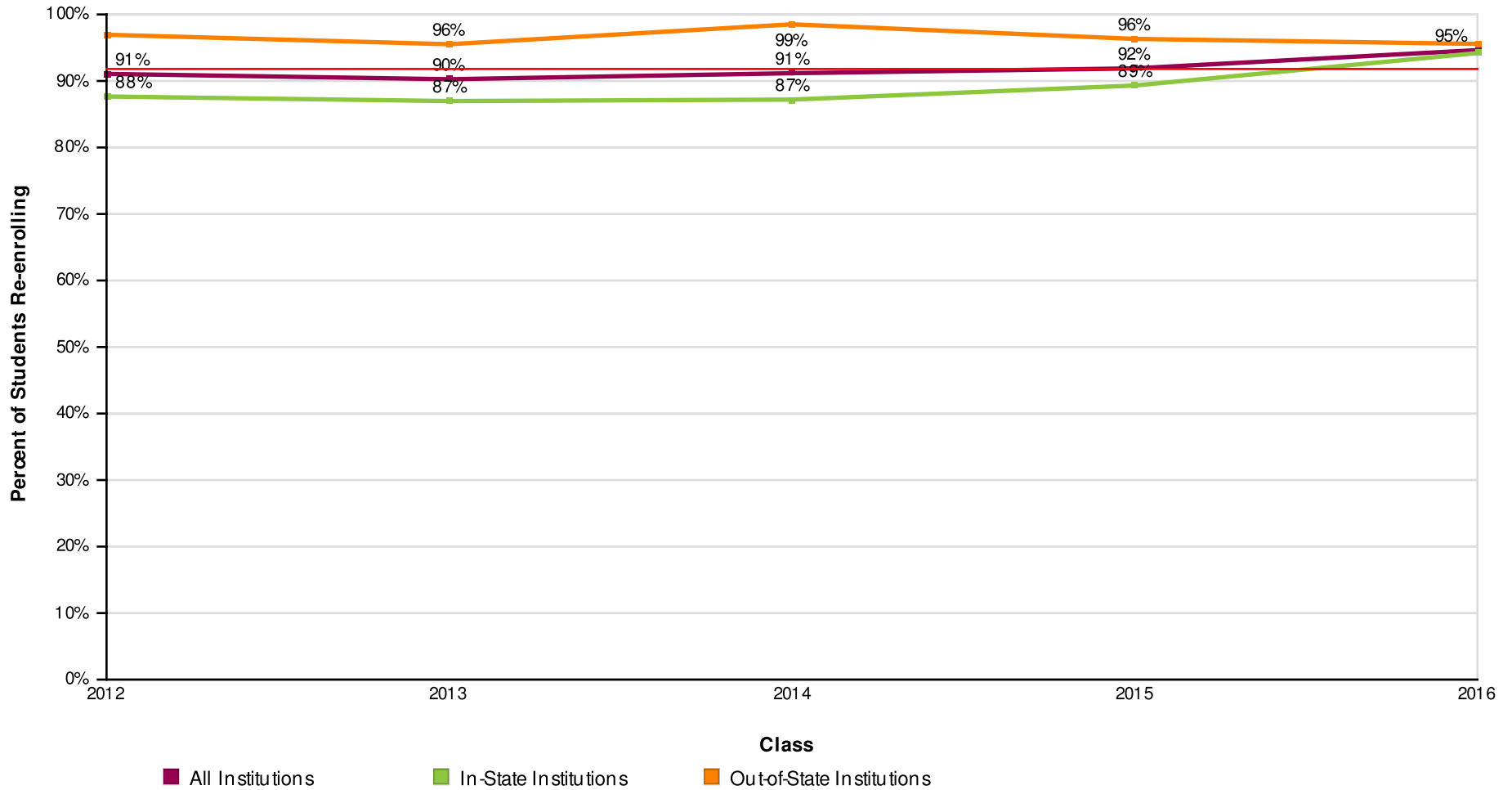
Page 19 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

Percent of Students Enrolled in College the First Year After High School Who Returned for a Second Year (Freshman to Sophomore Persistence) by Institutional Location

Effective Date = November 15, 2018



AVG = 92%

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

Page 20 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

**Count of Students Enrolled in College the First Year After High School Who Returned
for a Second Year (Freshman to Sophomore Persistence)**

Effective Date = November 15, 2018

Class of	2012	2013	2014	2015	2016
Total in the Class	437	428	463	443	437
Enrolled Anywhere 1st Year	358	349	385	370	354
Enrolled Anywhere 2nd Year	326	315	351	340	335
In Public 1st Year	243	226	260	253	245
Enrolled Anywhere 2nd Year	213	194	228	224	230
In Private 1st Year	115	123	125	117	109
Enrolled Anywhere 2nd Year	113	121	123	116	105
In 4-Year 1st Year	264	282	307	297	292
Enrolled Anywhere 2nd Year	254	273	296	288	283
In 2-Year 1st Year	94	67	78	73	62
Enrolled Anywhere 2nd Year	72	42	55	52	52
In-State 1st Year	227	215	250	234	241
Enrolled Anywhere 2nd Year	199	187	218	209	227
Out-of-State 1st Year	131	134	135	136	113
Enrolled Anywhere 2nd Year	127	128	133	131	108

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

Page 21 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

Percent of High School Class Who Completed a Degree Within Six Years

Effective Date = November 15, 2018



AVG = 60%

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

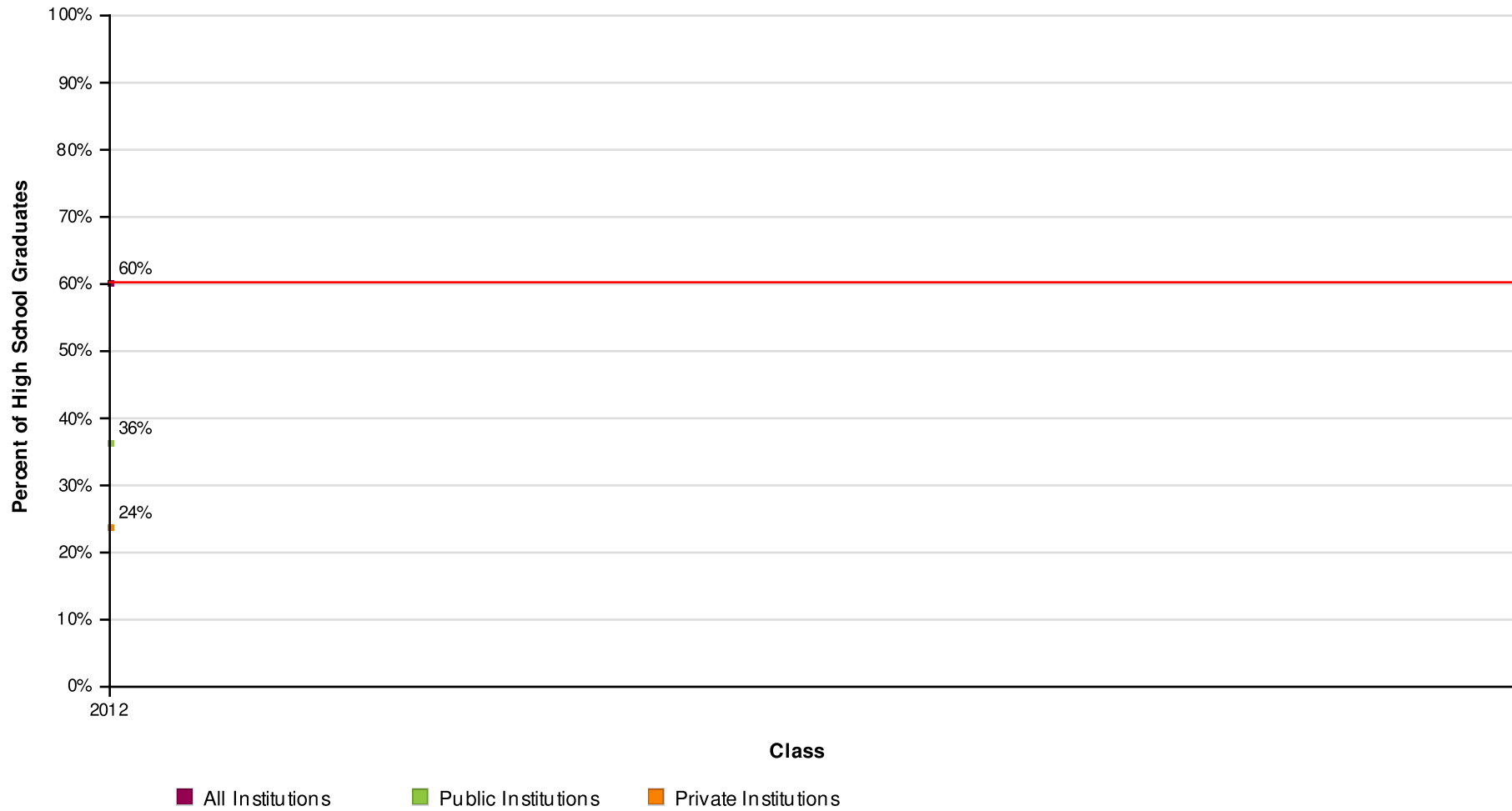
Page 22 of 43

NATIONAL STUDENT
CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of High School Class Who Completed a Degree Within Six Years by Institutional Type

Effective Date = November 15, 2018



AVG = 60%

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

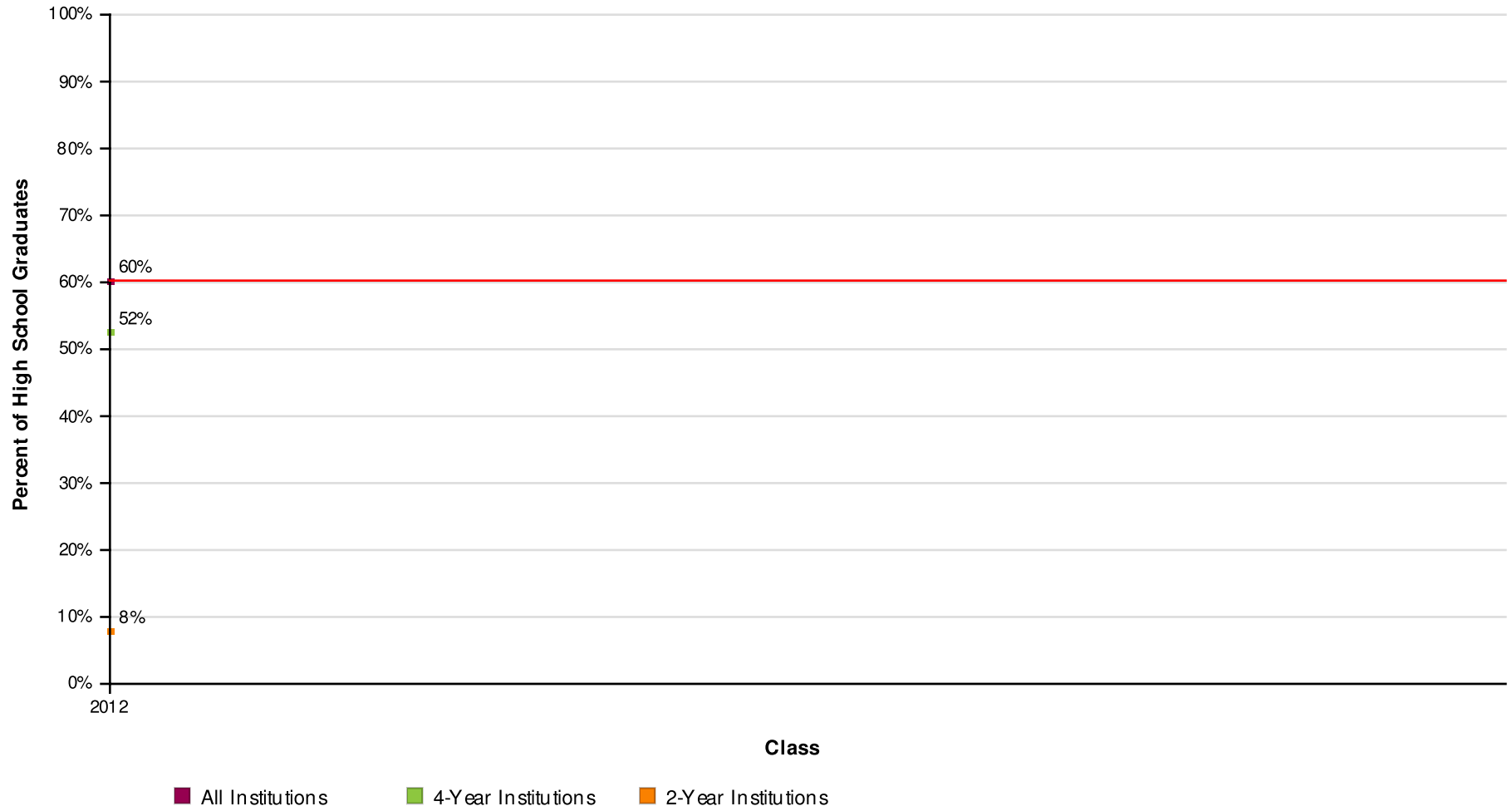
Page 23 of 43

NATIONAL STUDENT
CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of High School Class Who Completed a Degree Within Six Years by Institutional Level

Effective Date = November 15, 2018



AVG = 60%

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

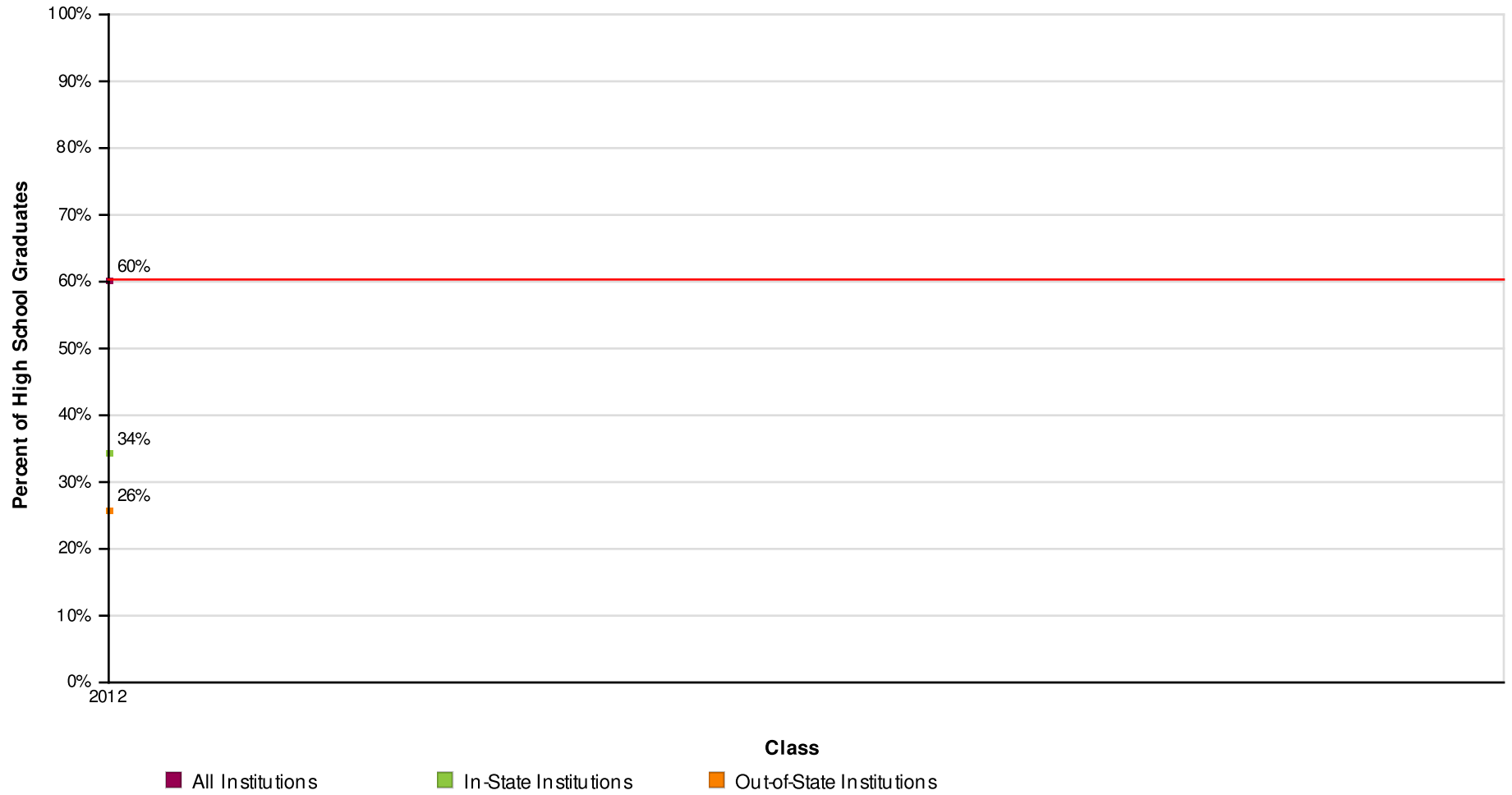
Page 24 of 43

NATIONAL STUDENT
CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Percent of High School Class Who Completed a Degree Within Six Years by Institutional Location

Effective Date = November 15, 2018



AVG = 60%

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

Page 25 of 43

NATIONAL STUDENT
CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Count of High School Graduates with a College Degree

Effective Date = November 15, 2018

Class of	2012
Total in the Class	437
Total With a Degree	263
Total from Public	159
Total from Private	104
Total from 4-Year	229
Total from 2-Year	34
Total In-State	150
Total Out-Of-State	113

SOUTHINGTON HIGH SCHOOL

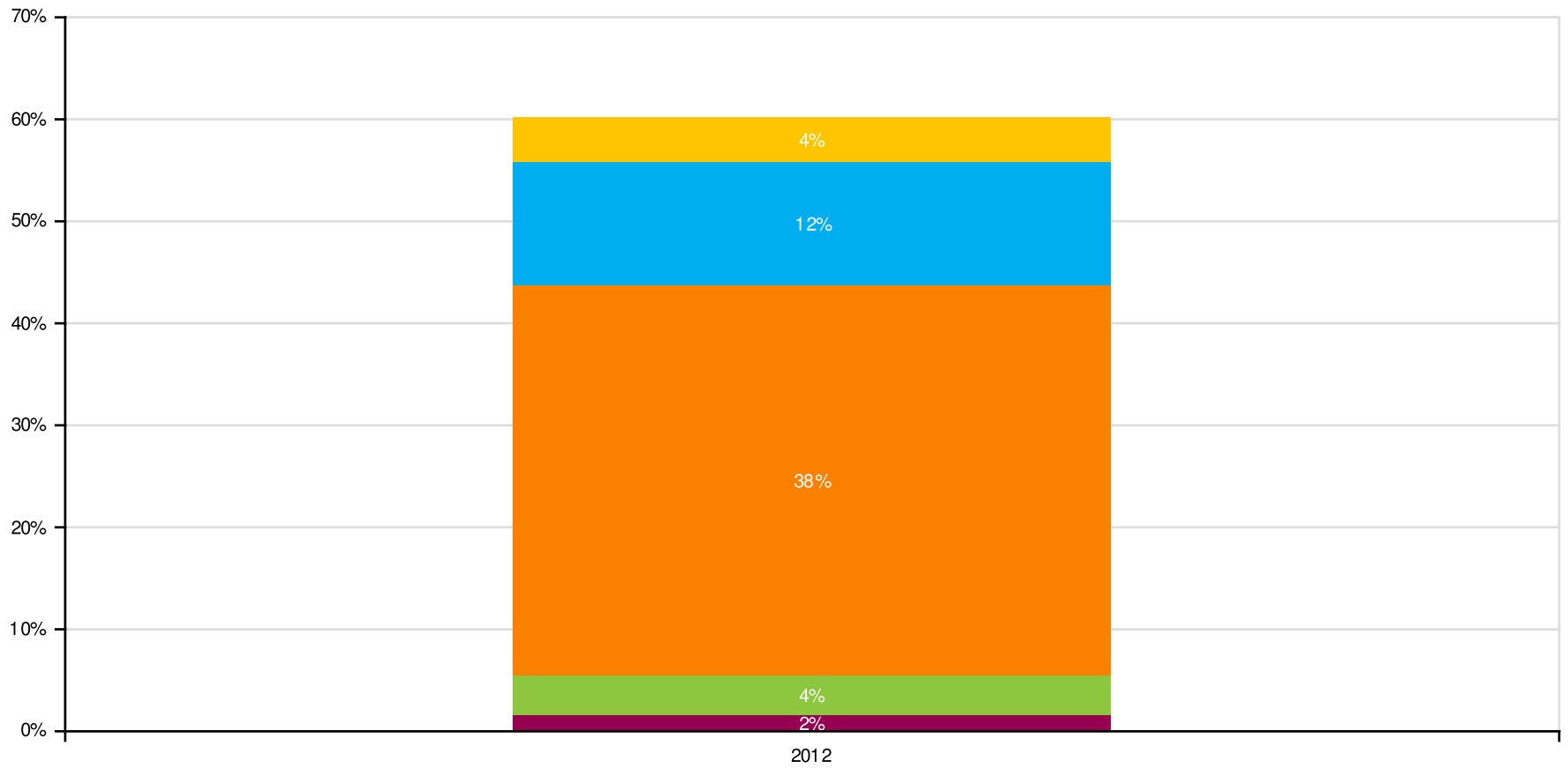
Report Run Date: 11/19/2018 05:32 AM

Page 26 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

Time to College Graduation Within Six Years (Associate's, Bachelor's and Higher)



■ Graduated in 2 Years or Less ■ Graduated in 3 Years ■ Graduated in 4 Years ■ Graduated in 5 Years
■ Graduated in 6 Years

Count of Time to College Graduation within Six Years

Class of	2012
Total In the Class	437
Graduated in 2 Years or Less	7
Graduated in 3 Years	17
Graduated in 4 Years	167
Graduated in 5 Years	53
Graduated in 6 Years	19

SOUTHINGTON HIGH SCHOOL

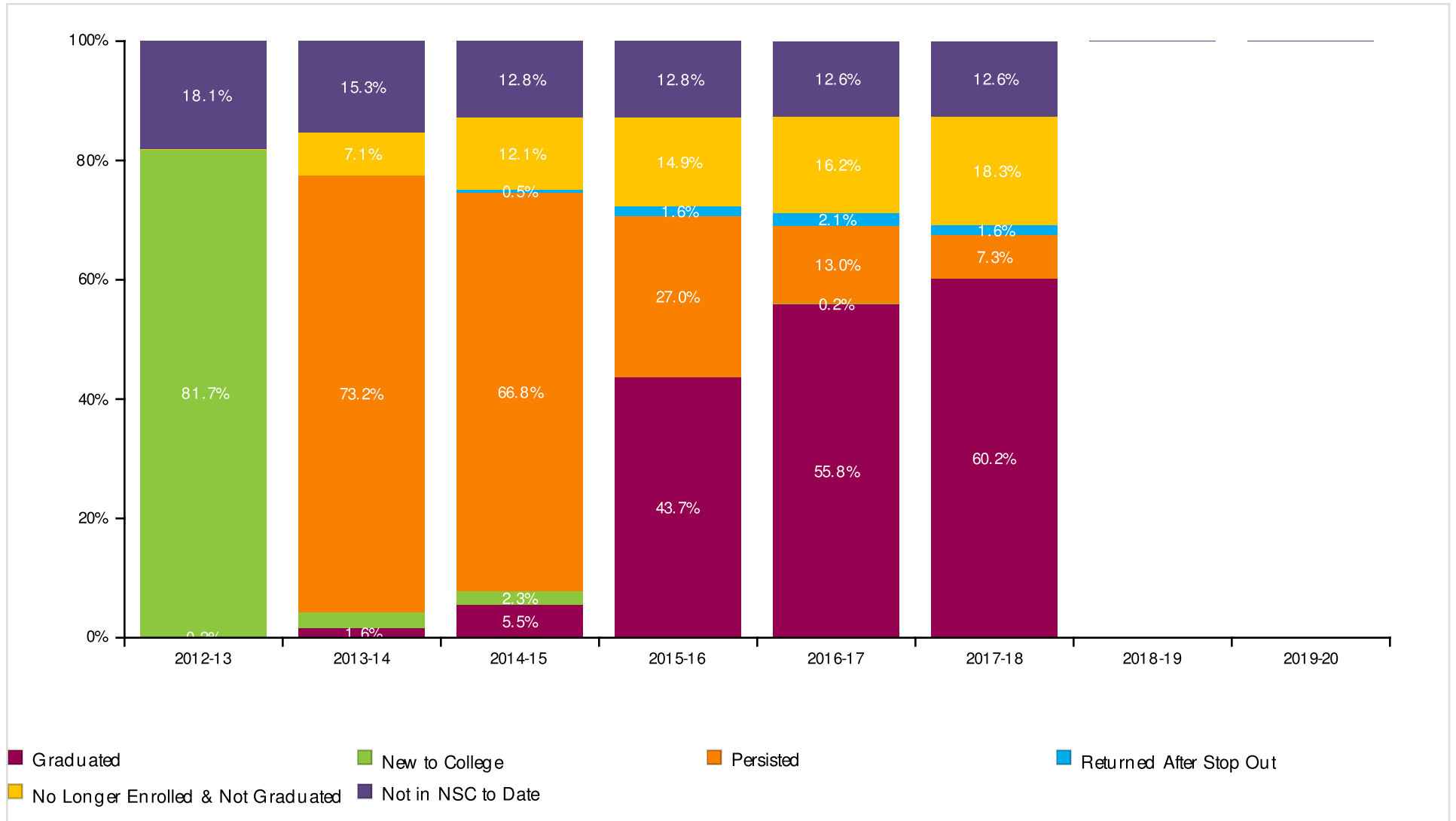
Report Run Date: 11/19/2018 05:32 AM

Page 28 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

Class of 2012 Postsecondary Enrollment and Progress



SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

Page 29 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

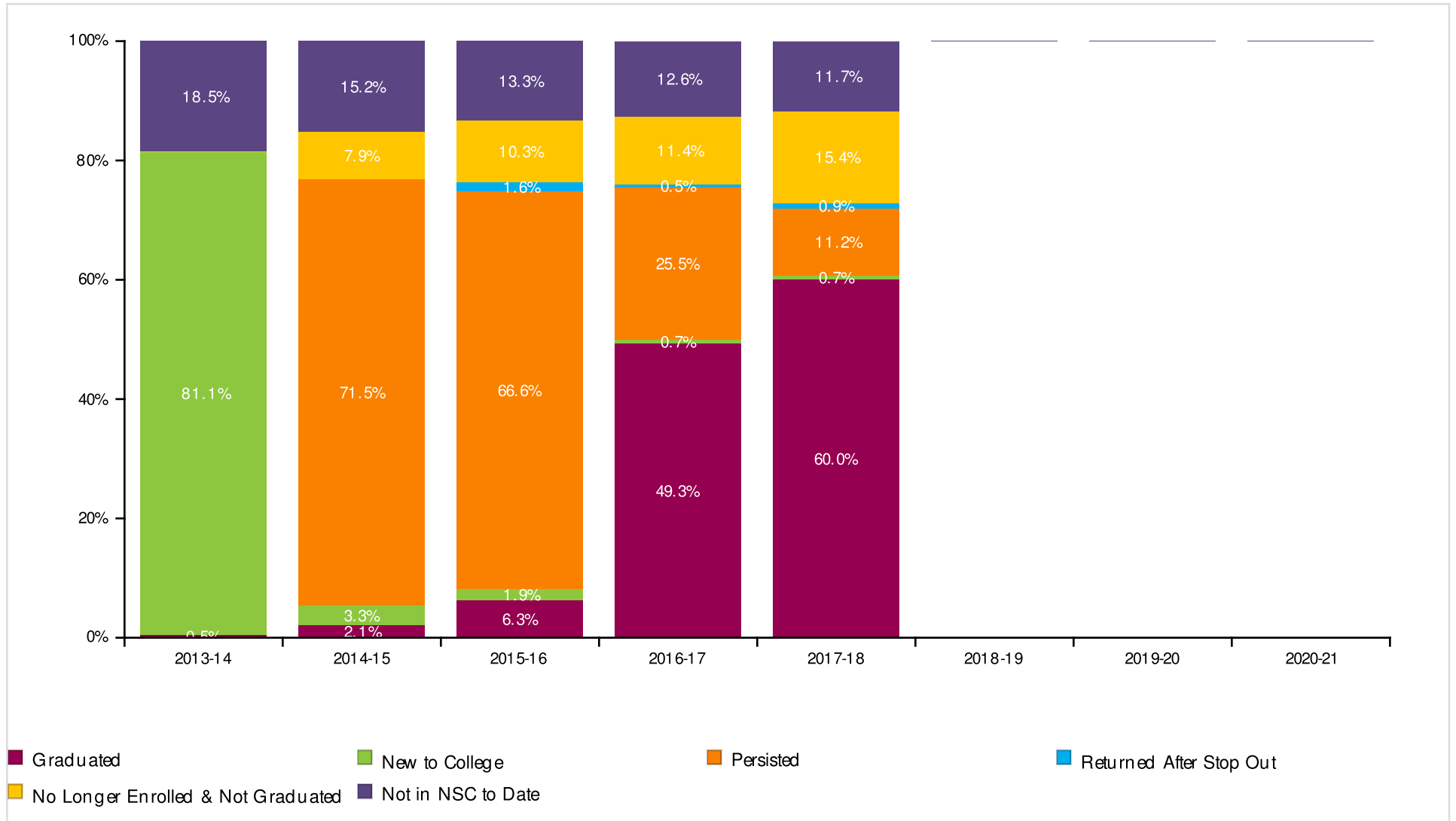
©2012 National Student Clearinghouse. All rights reserved.

Count of Class 2012 Postsecondary Enrollment and Progress

Total in the Class: 437

Academic Years	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
New to College	357	12	10	0	1	0	0	0
Persisted	0	320	292	118	57	32	0	0
Returned After Stop Out	0	0	2	7	9	7	0	0
No Longer Enrolled & Not Graduated	0	31	53	65	71	80	0	0
Graduated	1	7	24	191	244	263	0	0
Not in NSC to Date	79	67	56	56	55	55	0	0

Class of 2013 Postsecondary Enrollment and Progress



SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

Page 31 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

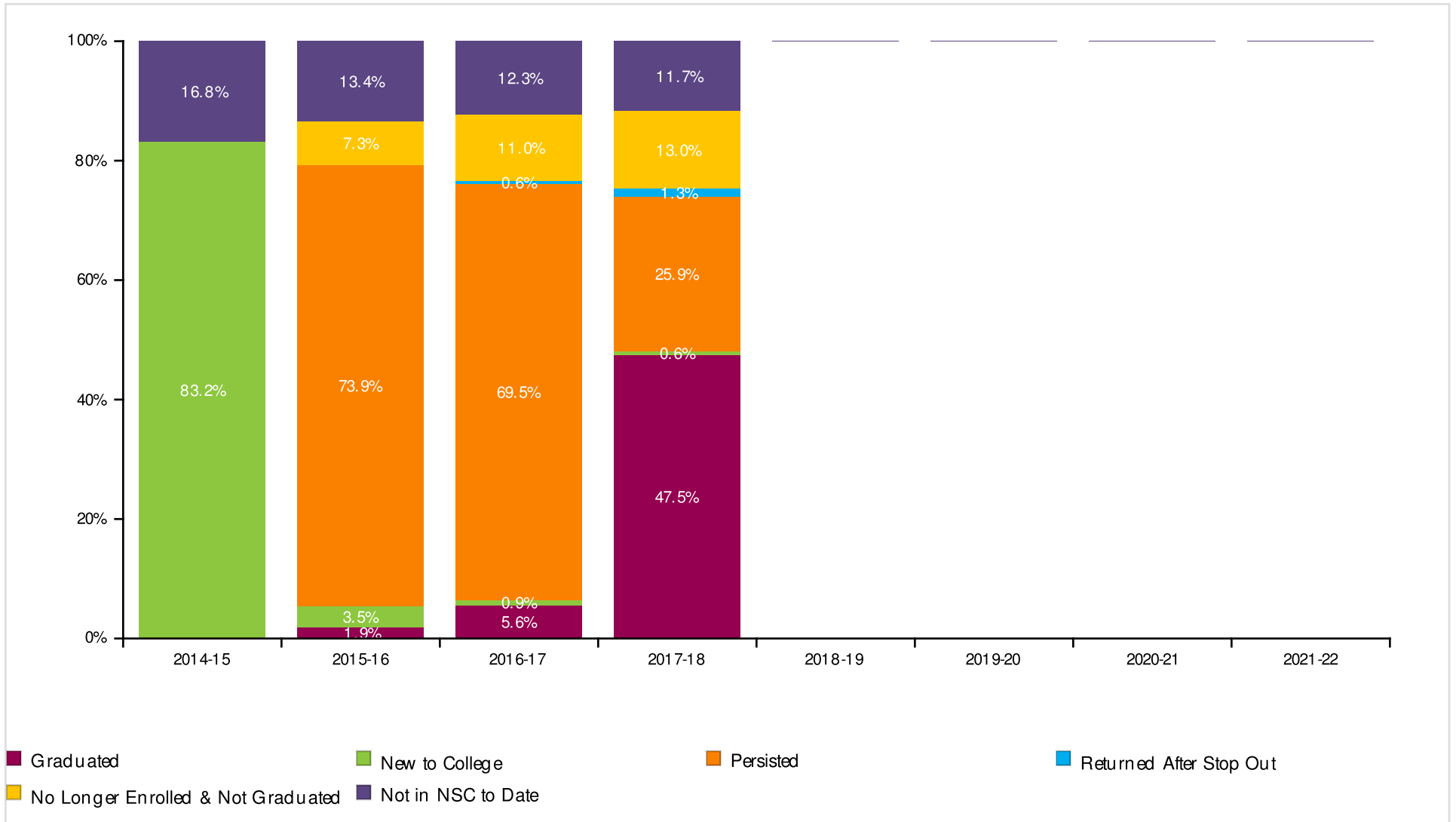
©2012 National Student Clearinghouse. All rights reserved.

Count of Class 2013 Postsecondary Enrollment and Progress

Total in the Class: 428

Academic Years	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
New to College	347	14	8	3	3	0	0	0
Persisted	0	306	285	109	48	0	0	0
Returned After Stop Out	0	0	7	2	4	0	0	0
No Longer Enrolled & Not Graduated	0	34	44	49	66	0	0	0
Graduated	2	9	27	211	257	0	0	0
Not in NSC to Date	79	65	57	54	50	0	0	0

Class of 2014 Postsecondary Enrollment and Progress



SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

Page 33 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

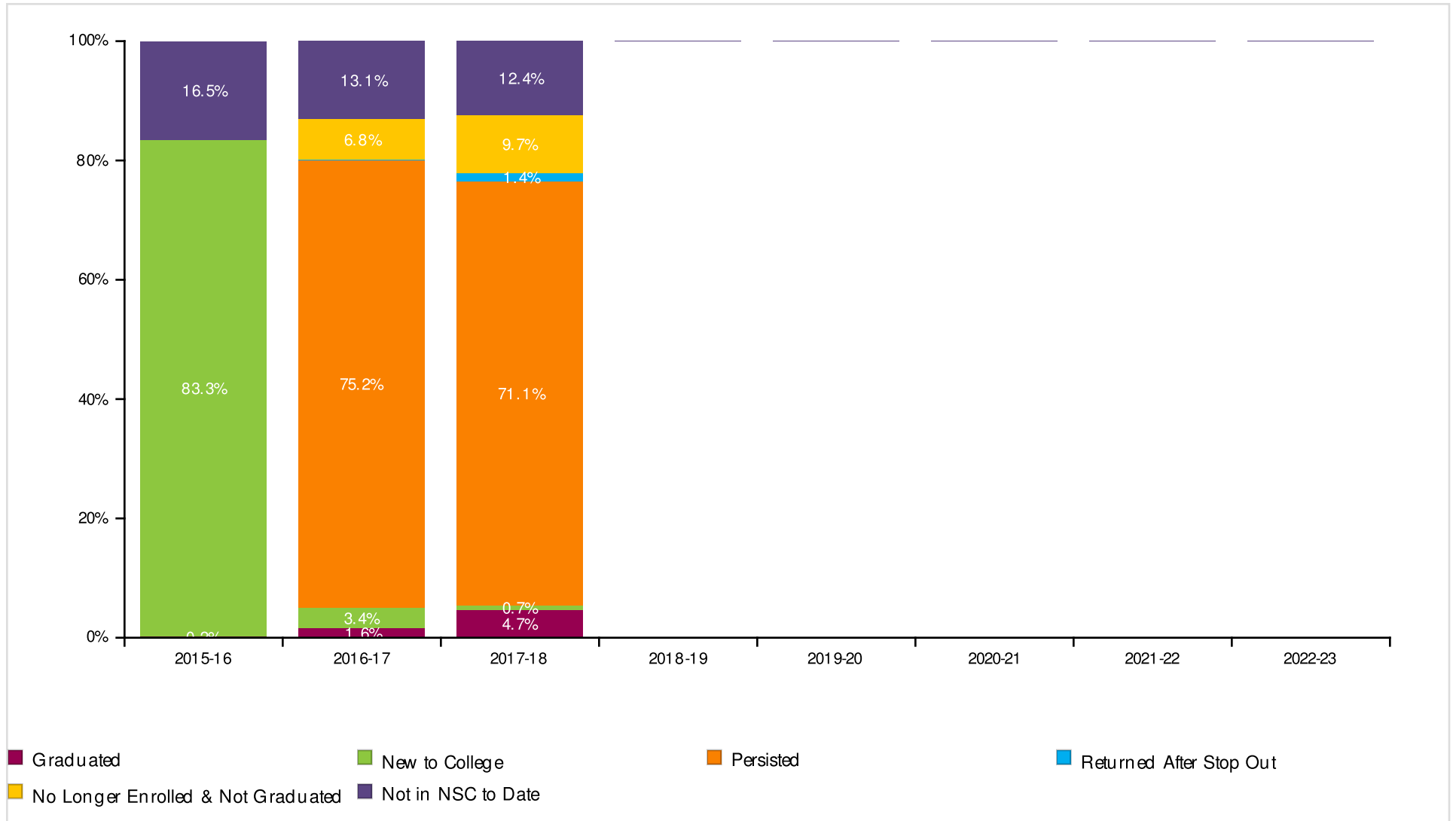
©2012 National Student Clearinghouse. All rights reserved.

Count of Class 2014 Postsecondary Enrollment and Progress

Total in the Class: 463

Academic Years	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
New to College	385	16	4	3	0	0	0	0
Persisted	0	342	322	120	0	0	0	0
Returned After Stop Out	0	0	3	6	0	0	0	0
No Longer Enrolled & Not Graduated	0	34	51	60	0	0	0	0
Graduated	0	9	26	220	0	0	0	0
Not in NSC to Date	78	62	57	54	0	0	0	0

Class of 2015 Postsecondary Enrollment and Progress



SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

Page 35 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

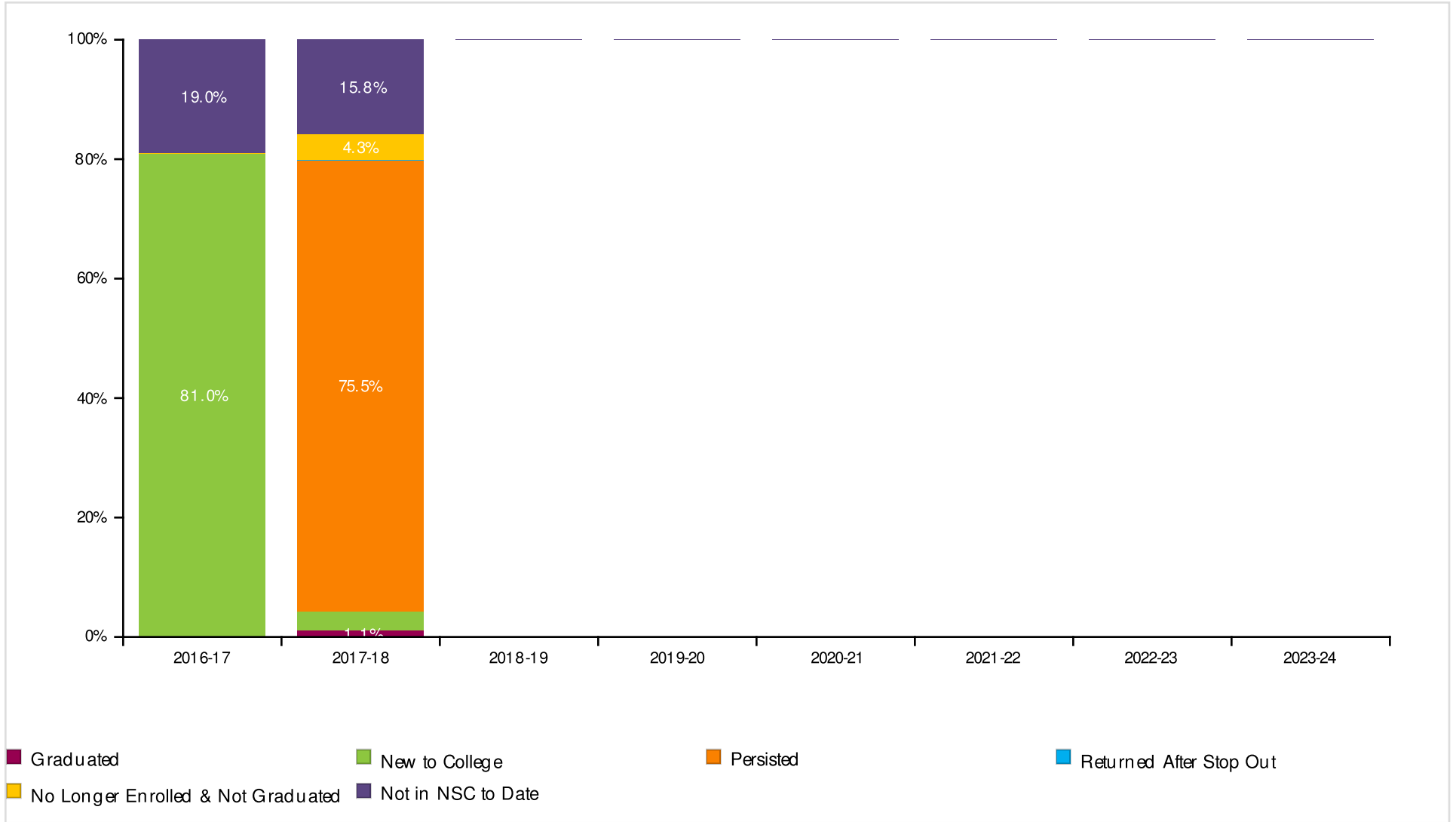
©2012 National Student Clearinghouse. All rights reserved.

Count of Class 2015 Postsecondary Enrollment and Progress

Total in the Class: 443

Academic Years	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
New to College	369	15	3	0	0	0	0	0
Persisted	0	333	315	0	0	0	0	0
Returned After Stop Out	0	0	6	0	0	0	0	0
No Longer Enrolled & Not Graduated	0	30	43	0	0	0	0	0
Graduated	1	7	21	0	0	0	0	0
Not in NSC to Date	73	58	55	0	0	0	0	0

Class of 2016 Postsecondary Enrollment and Progress



SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

Page 37 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

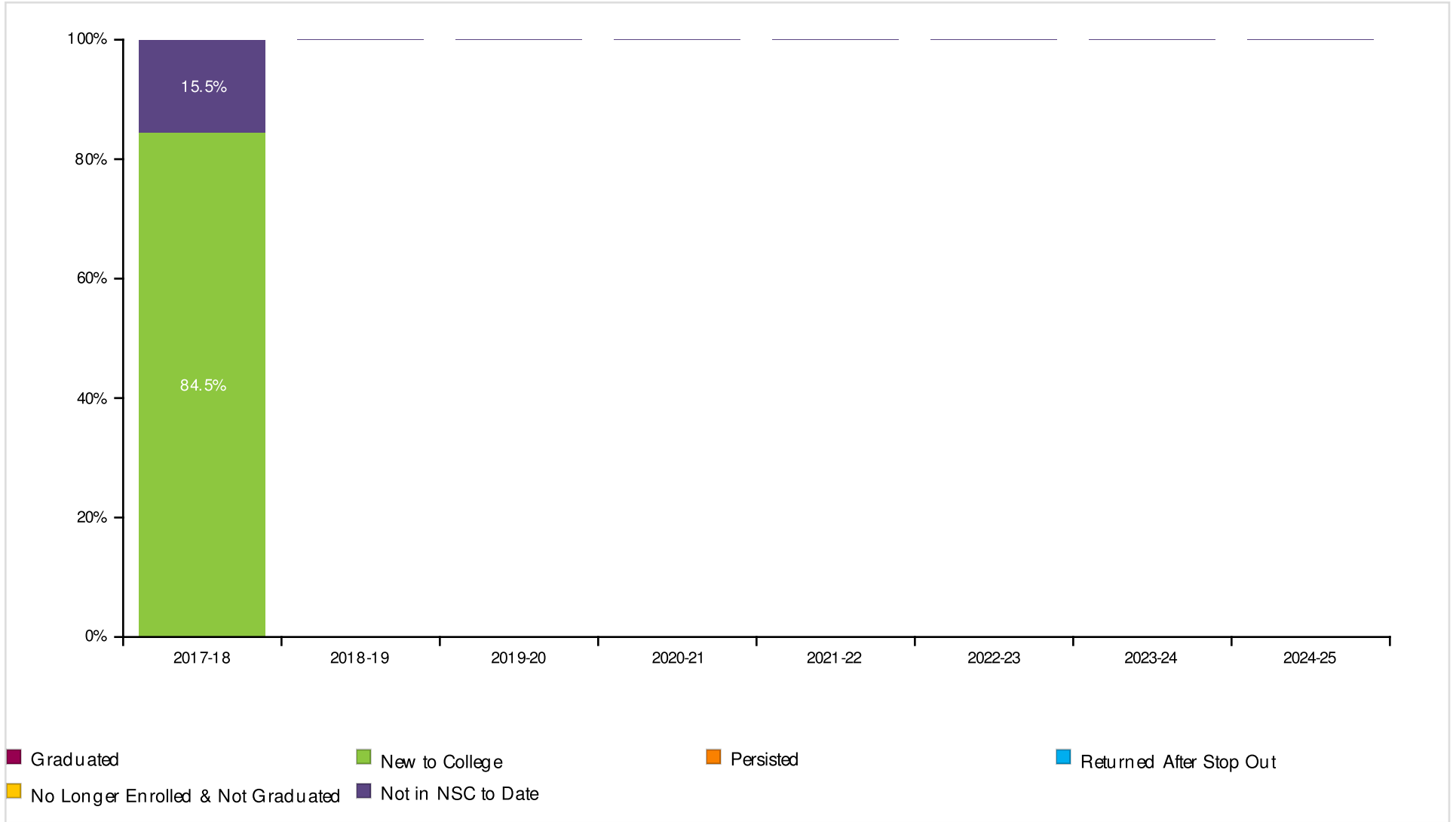
©2012 National Student Clearinghouse. All rights reserved.

Count of Class 2016 Postsecondary Enrollment and Progress

Total in the Class: 437

Academic Years	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
New to College	354	14	0	0	0	0	0	0
Persisted	0	330	0	0	0	0	0	0
Returned After Stop Out	0	0	0	0	0	0	0	0
No Longer Enrolled & Not Graduated	0	19	0	0	0	0	0	0
Graduated	0	5	0	0	0	0	0	0
Not in NSC to Date	83	69	0	0	0	0	0	0

Class of 2017 Postsecondary Enrollment and Progress



SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

Page 39 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

Count of Class 2017 Postsecondary Enrollment and Progress

Total in the Class: 419

Academic Years	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
New to College	354	0	0	0	0	0	0	0
Persisted	0	0	0	0	0	0	0	0
Returned After Stop Out	0	0	0	0	0	0	0	0
No Longer Enrolled & Not Graduated	0	0	0	0	0	0	0	0
Graduated	0	0	0	0	0	0	0	0
Not in NSC to Date	65	0	0	0	0	0	0	0

**Most Common Institutions of Enrollment in the Fall Immediately following High School Graduation
for All Classes by Number of Students**

Name	Rank	State	Level	Type	Total
TUNXIS COMMUNITY COLLEGE	1	CT	2-year	Public	345
UNIVERSITY OF CONNECTICUT	2	CT	4-year	Public	338
CENTRAL CONNECTICUT STATE UNIVERSITY	3	CT	4-year	Public	291
SOUTHERN CONNECTICUT STATE UNIVERSITY	4	CT	4-year	Public	92
EASTERN CONNECTICUT STATE UNIVERSITY	5	CT	4-year	Public	86
UNIVERSITY OF HARTFORD	6	CT	4-year	Private	74
UNIVERSITY OF RHODE ISLAND	7	RI	4-year	Public	74
QUINNIPIAC UNIVERSITY	8	CT	4-year	Private	63
NAUGATUCK VALLEY COMMUNITY COLLEGE	9	CT	2-year	Public	53
WESTERN CONNECTICUT STATE UNIVERSITY	10	CT	4-year	Public	48
SACRED HEART UNIVERSITY	11	CT	4-year	Private	37
UNIVERSITY OF SAINT JOSEPH	12	CT	4-year	Private	35
UNIVERSITY OF NEW HAVEN-SEMESTERS	13	CT	4-year	Private	33
KEENE STATE COLLEGE	14	NH	4-year	Public	25
BRYANT UNIVERSITY	15	RI	4-year	Private	23
ROGER WILLIAMS UNIVERSITY	16	RI	4-year	Private	23
WESTERN NEW ENGLAND UNIVERSITY	17	MA	4-year	Private	21
MIDDLESEX COMMUNITY COLLEGE	18	CT	2-year	Public	19
SPRINGFIELD COLLEGE	19	MA	4-year	Private	19
ENDICOTT COLLEGE	20	MA	4-year	Private	18
WENTWORTH INSTITUTE OF TECHNOLOGY	21	MA	4-year	Private	15
HOFSTRA UNIVERSITY	22	NY	4-year	Private	14
UNIVERSITY OF NEW HAMPSHIRE- DURHAM	23	NH	4-year	Public	14
MANCHESTER COMMUNITY COLLEGE	24	CT	2-year	Public	12
SETON HALL UNIVERSITY	25	NJ	4-year	Private	12

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:32 AM

Page 41 of 43

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

Appendix

Graphs (in order of appearance)	Description
Percent of Students Enrolled in College the Fall Immediately Following Graduation From High School (pp. 2-5)	Percentage of high school students who enrolled in a two- or four- year postsecondary institution in the fall semester immediately following graduation. The fall semester immediately following graduation is defined as any college enrollment between August 15 and October 31. The student must have an active enrollment between these dates. Shown only for classes which have completed a fall semester.
Percent of Students Enrolled in College at Any Time During the First Year After High School (pp. 7-10)	Percentage of high school students who enrolled in a two- or four-year postsecondary institution in the academic year immediately following graduation. The first year after high school includes any college enrollment where a student had active enrollment between August 15 of the graduation calendar year and August 14 of the following calendar year.*
Percent of Students Enrolled in College at Any Time During the First Two Years After High School (pp. 12-15)	Percentage of high school students who enrolled in a two- or four-year postsecondary institution in the academic year immediately following graduation. The two years after high school includes any college where the student had active enrollment between August 15 of the graduation calendar year and August 14 of the following two calendar years.*
Percent of Students Enrolled in College the First year After High School Who Returned for a Second Year (pp. 17-20)	Percentage of students who remained enrolled (persisted) in postsecondary education from the first year to the second year. Note: The graphs show the percentage of students who remained enrolled at any postsecondary institution, not retention at the same institution. Shown only for classes which have completed the first two years after high school.
Percent of High School Class with a College Degree Within Six Years (pp. 22-25)	The six-year degree completion rate at two- and four- year institutions. Shown only for classes where six academic years have passed since high school graduation. When a student has a degree with an award date that is more than 6 years after high school year, it will not be counted in this report; it will be reported in the student-level Detail Report. Only associate's, bachelor's, and advanced degrees are counted in these rates. Certificates are not included in these counts but will be included in the student-level Detail Report.
Time to College Graduation Within Six Years (p. 27)	This graph shows the time to first degree broken down by the number of academic years since the students graduated from high school.
Class of XXXX Postsecondary Enrollment and Progress (each class year is on its own page)	<p>Progress of a single class of students (cohort) through postsecondary education up to eight years after high school graduation. Each segment of the bar chart corresponds to one of the following definitions:</p> <p>GRADUATED: Student has completed an associate's, bachelor's or higher degree (certificates are not included). Once a student is counted as a graduate, s/he is not counted again elsewhere in the report. A Graduated Record is reported before all other possible categories (e.g. New to College, Persisted, etc.)</p> <p>NEW TO COLLEGE: First year that the student was found in the Clearinghouse database.</p> <p>PERSISTED: Student was enrolled during the previous year and continues to be enrolled in the current year. The graphs show the student's continued enrollment at any postsecondary institution, not retention at the same institution.</p> <p>RETURNED AFTER STOP OUT: Student was enrolled, did not appear in postsecondary education the following year, and reappeared in a year thereafter.</p> <p>NO LONGER ENROLLED & NOT GRADUATED: Student was enrolled in postsecondary education, is not currently enrolled and there is no record of completion.</p> <p>NOT IN NSC TO DATE: Student was not found in the Clearinghouse database.**</p>
Most Common Institutions of Enrollment in the Fall Immediately Following Graduation from High School for All Classes - by Number of Students	A comprehensive list of the top 25 most frequently attended postsecondary institutions your students attended in the first fall following high school graduation.

Term	Definition
Effective Date	Set by Clearinghouse's Research Center three times per year- Fall, Spring and Summer. The date will be noted in the Report File Name and within the StudentTracker application. The date is established to ensure that your StudentTracker reports provide the most comprehensive enrollment and degree data provided by the colleges and universities for a given period, and that all secondary education institutions are matched against the same set of post-secondary data. Reports generated in between effective dates will be processed against the most recent effective date; no new data will be reported.
High School Class (labeled by graduation year)	Includes all students who graduated high school between September 1 of the previous year and August 31 of the graduation year. Also referred to as a cohort. Defined as any collegiate enrollment that occurs between August 15 of one year and August 14 of the following year.
Academic Year	Indicates the level of degree predominantly offered by the institution (i.e. two-year or four-year).
Institutional Level	Indicates whether the institution is controlled publically or by a private entity.
Institutional Type	Indicates if an institution is in-state or out-of-state based on the comparison between the states where the institution and the high school are located.
Institutional Location	A packet of reports for many of the same outcomes described above but stratified by the Demographic data elements you provided in your Diploma or Request file, if any. The Demographic data elements are: Gender, Ethnicity, Economic Disadvantage indicator, Disability indicator, English Language Learner.
Demographic Packet	A packet of reports for many of the same outcomes described above but stratified by the Academic data elements you provided in your Diploma or Request file, if any. The Academic data elements are: Math Assessment 8th grade and high school, English Assessment 8th grade and high school, Dual Enrollment indicator and Number of Semesters of Math completed.
Academic Packet	

*Revised in Spring 2016 to display the recent high school class even though the full time period has not elapsed

**Institutions that participate in the Clearinghouse represent more than 98% of the nation's two- and four- year postsecondary enrollment. Students who are enrolled in postsecondary institutions that do not participate in the Clearinghouse are not in the Clearinghouse database.

NATIONAL STUDENT CLEARINGHOUSE[®]

StudentTracker[®] for High Schools Demographics Report

Prepared for
SOUTHINGTON HIGH SCHOOL

ACT Code: 070690

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:33 AM

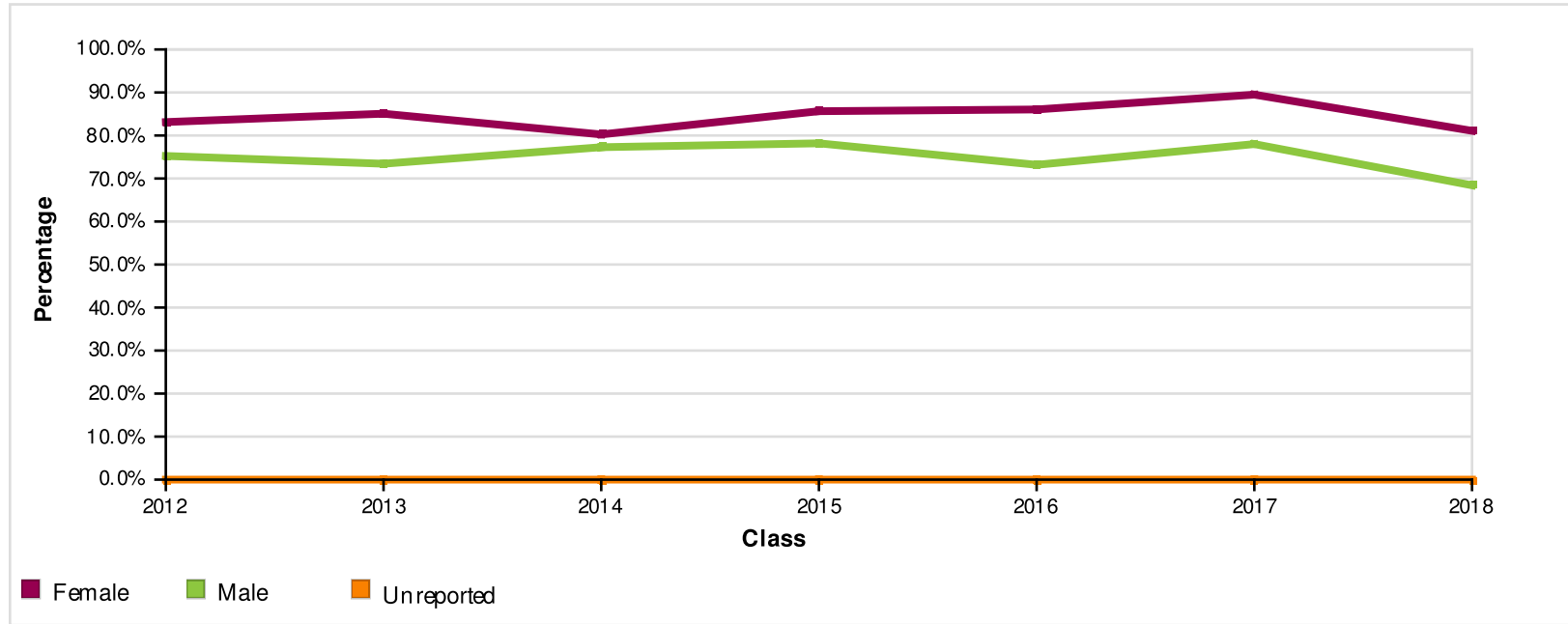
Page 1 of 31

NATIONAL STUDENT
CLEARINGHOUSE[®]

©2012 National Student Clearinghouse. All rights reserved.

StudentTracker Demographics Report

Enrollment During First Fall Immediately After High School by Gender
Effective as of : November 15, 2018



	2012	2013	2014	2015	2016	2017	2018
Total Number of Students in Class	437	428	463	443	437	419	489

Female	# of students in cohort	231	221	243	216	215	219	259
	# of students meeting outcome	192	188	195	185	185	196	210
	% of students meeting outcome	83.1%	85.1%	80.2%	85.6%	86.0%	89.5%	81.1%
Male	# of students in cohort	206	207	220	220	220	200	228
	# of students meeting outcome	155	152	170	172	161	156	156
	% of students meeting outcome	75.2%	73.4%	77.3%	78.2%	73.2%	78.0%	68.4%
Unreported	# of students in cohort	0	0	0	7	2	0	2
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:33 AM

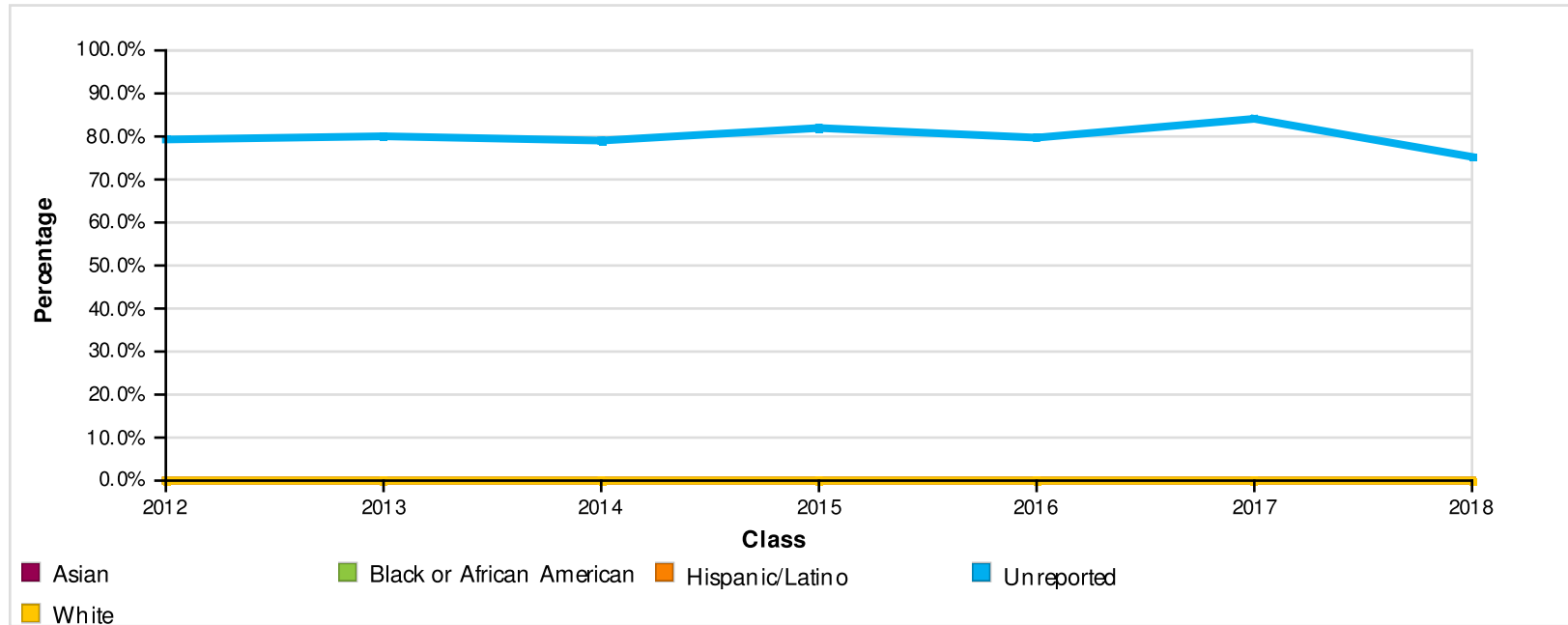
Page 2 of 31

NATIONAL STUDENT
CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

StudentTracker Demographics Report

Enrollment During First Fall Immediately After High School by Race/Ethnicity
Effective as of : November 15, 2018



	2012	2013	2014	2015	2016	2017	2018
Total Number of Students in Class	437	428	463	443	437	419	489

Asian	# of students in cohort	2	0	1	1	0	0	0
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*
Black or African American	# of students in cohort	1	0	0	1	1	1	0
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*
Hispanic/Latino	# of students in cohort	0	0	2	2	1	1	1
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*

Unreported	# of students in cohort	430	421	458	438	434	415	485
	# of students meeting outcome	341	337	362	359	346	349	365
	% of students meeting outcome	79.3%	80.0%	79.0%	82.0%	79.7%	84.1%	75.3%
White	# of students in cohort	4	7	2	1	1	2	3
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment During First Fall Immediately After High School by Economic Disadvantage
Effective as of : November 15, 2018

This page is intentionally left blank. This data element has not been provided.

StudentTracker Demographics Report
Enrollment During First Fall Immediately After High School by Disability
Effective as of : November 15, 2018

This page is intentionally left blank. This data element has not been provided.

StudentTracker Demographics Report

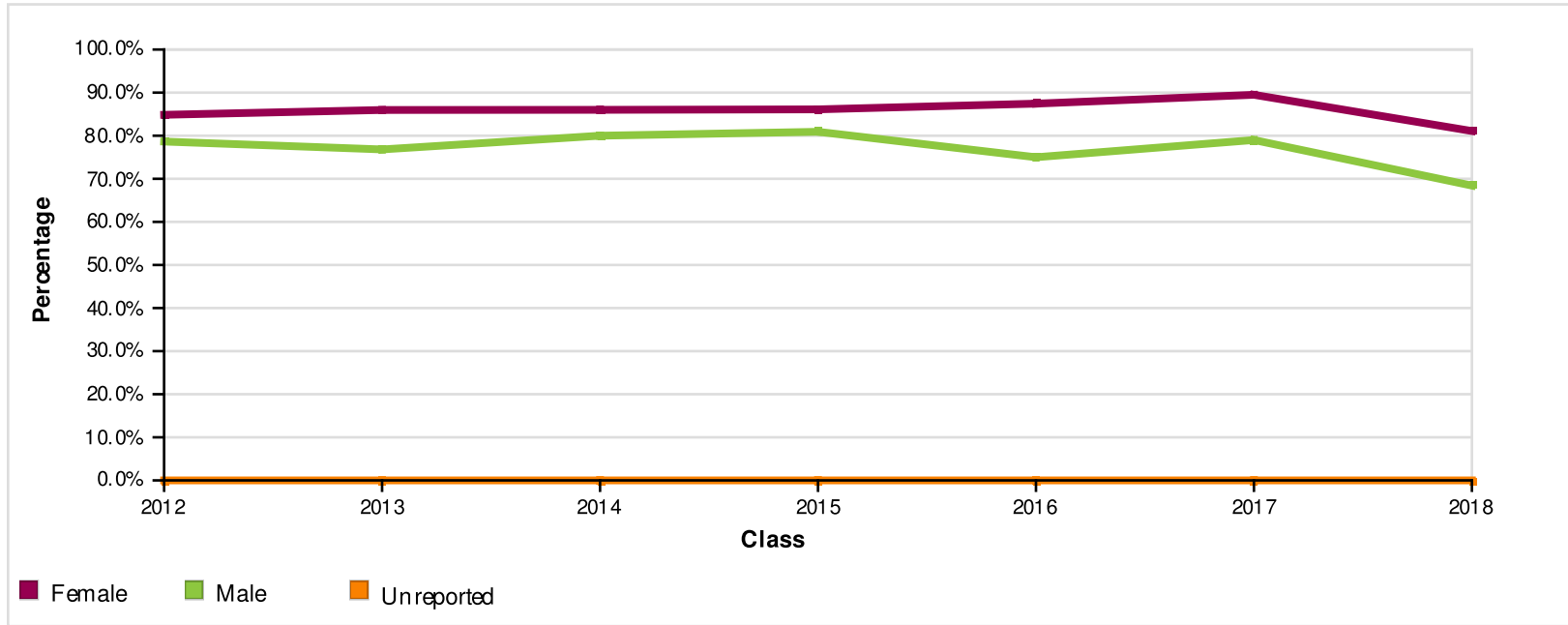
Enrollment During First Fall Immediately After High School by English Language Learner
Effective as of : November 15, 2018

This page is intentionally left blank. This data element has not been provided.

StudentTracker Demographics Report

Enrollment Any Time During the First Year After High School by Gender

Effective as of : November 15, 2018



	2012	2013	2014	2015	2016	2017	2018
Total Number of Students in Class	437	428	463	443	437	419	489

Female	# of students in cohort	231	221	243	216	215	219	259
	# of students meeting outcome	196	190	209	186	188	196	210
	% of students meeting outcome	84.8%	86.0%	86.0%	86.1%	87.4%	89.5%	81.1%
Male	# of students in cohort	206	207	220	220	220	200	228
	# of students meeting outcome	162	159	176	178	165	158	156
	% of students meeting outcome	78.6%	76.8%	80.0%	80.9%	75.0%	79.0%	68.4%
Unreported	# of students in cohort	0	0	0	7	2	0	2
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:33 AM

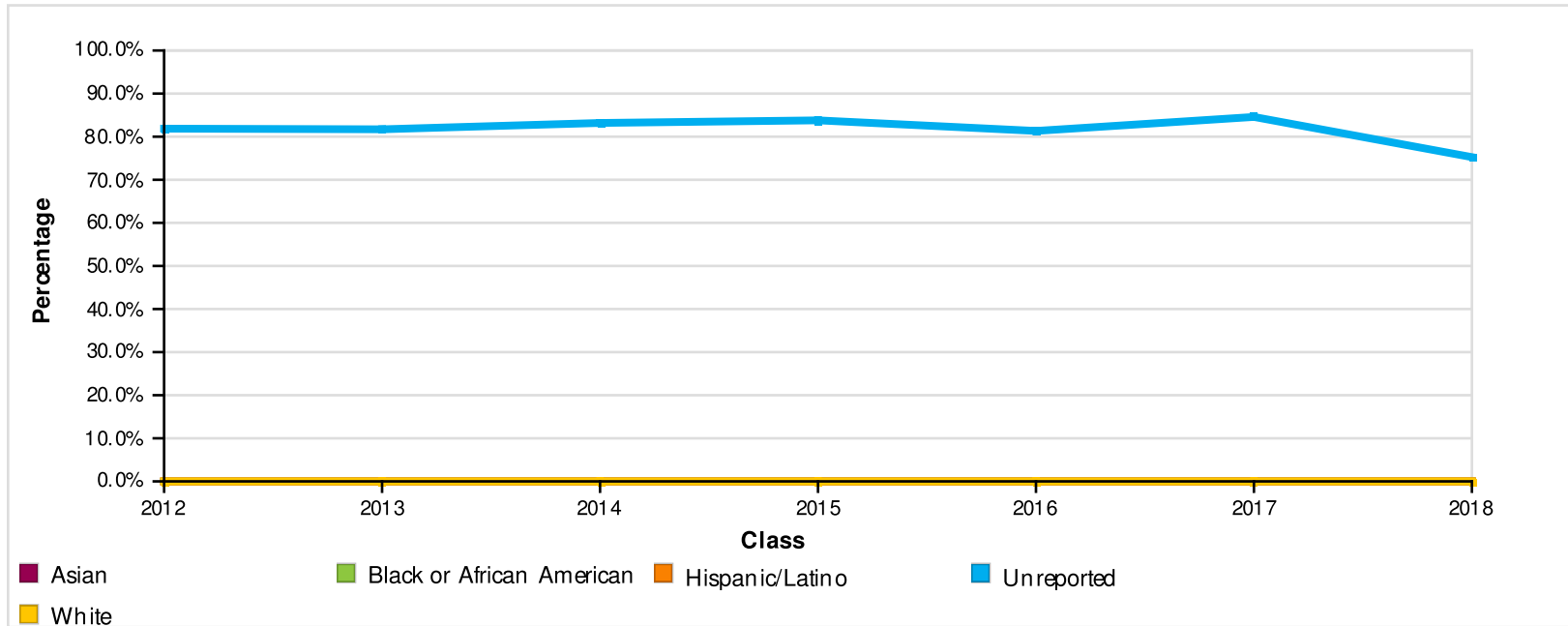
Page 8 of 31

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

StudentTracker Demographics Report

Enrollment Any Time During the First Year After High School by Race/Ethnicity
Effective as of : November 15, 2018



	2012	2013	2014	2015	2016	2017	2018
Total Number of Students in Class	437	428	463	443	437	419	489

Asian	# of students in cohort	2	0	1	1	0	0	0
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*
Black or African American	# of students in cohort	1	0	0	1	1	1	0
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*
Hispanic/Latino	# of students in cohort	0	0	2	2	1	1	1
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*

Unreported	# of students in cohort	430	421	458	438	434	415	485
	# of students meeting outcome	352	344	381	367	353	351	365
	% of students meeting outcome	81.9%	81.7%	83.2%	83.8%	81.3%	84.6%	75.3%
White	# of students in cohort	4	7	2	1	1	2	3
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment Any Time During the First Year After High School by Economic Disadvantage
Effective as of : November 15, 2018

This page is intentionally left blank. This data element has not been provided.

StudentTracker Demographics Report
Enrollment Any Time During the First Year After High School by Disability
Effective as of : November 15, 2018

This page is intentionally left blank. This data element has not been provided.

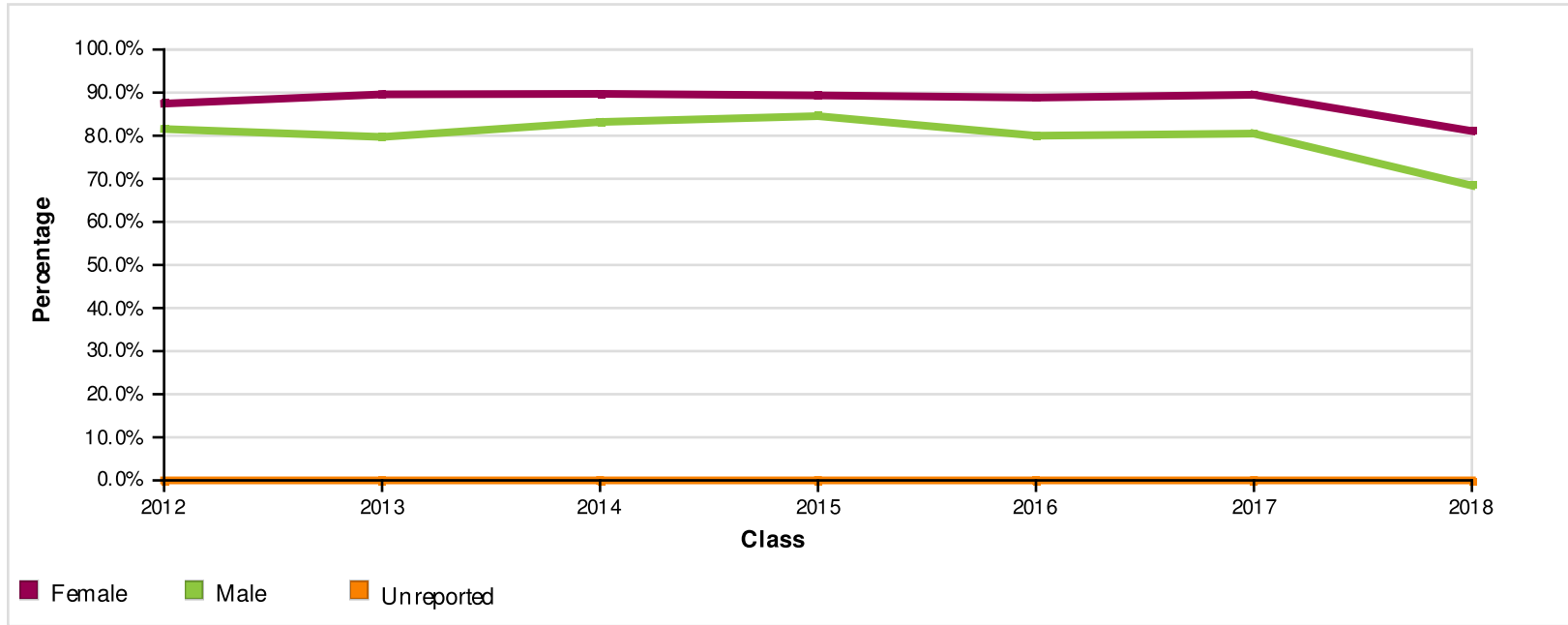
StudentTracker Demographics Report

Enrollment Any Time During the First Year After High School by English Language Learner
Effective as of : November 15, 2018

This page is intentionally left blank. This data element has not been provided.

StudentTracker Demographics Report

Enrollment Any Time During the First Two Years After High School by Gender
Effective as of : November 15, 2018



	2012	2013	2014	2015	2016	2017	2018
Total Number of Students in Class	437	428	463	443	437	419	489

Female	# of students in cohort	231	221	243	216	215	219	259
	# of students meeting outcome	202	198	218	193	191	196	210
	% of students meeting outcome	87.4%	89.6%	89.7%	89.4%	88.8%	89.5%	81.1%
Male	# of students in cohort	206	207	220	220	220	200	228
	# of students meeting outcome	168	165	183	186	176	161	156
	% of students meeting outcome	81.6%	79.7%	83.2%	84.5%	80.0%	80.5%	68.4%
Unreported	# of students in cohort	0	0	0	7	2	0	2
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:33 AM

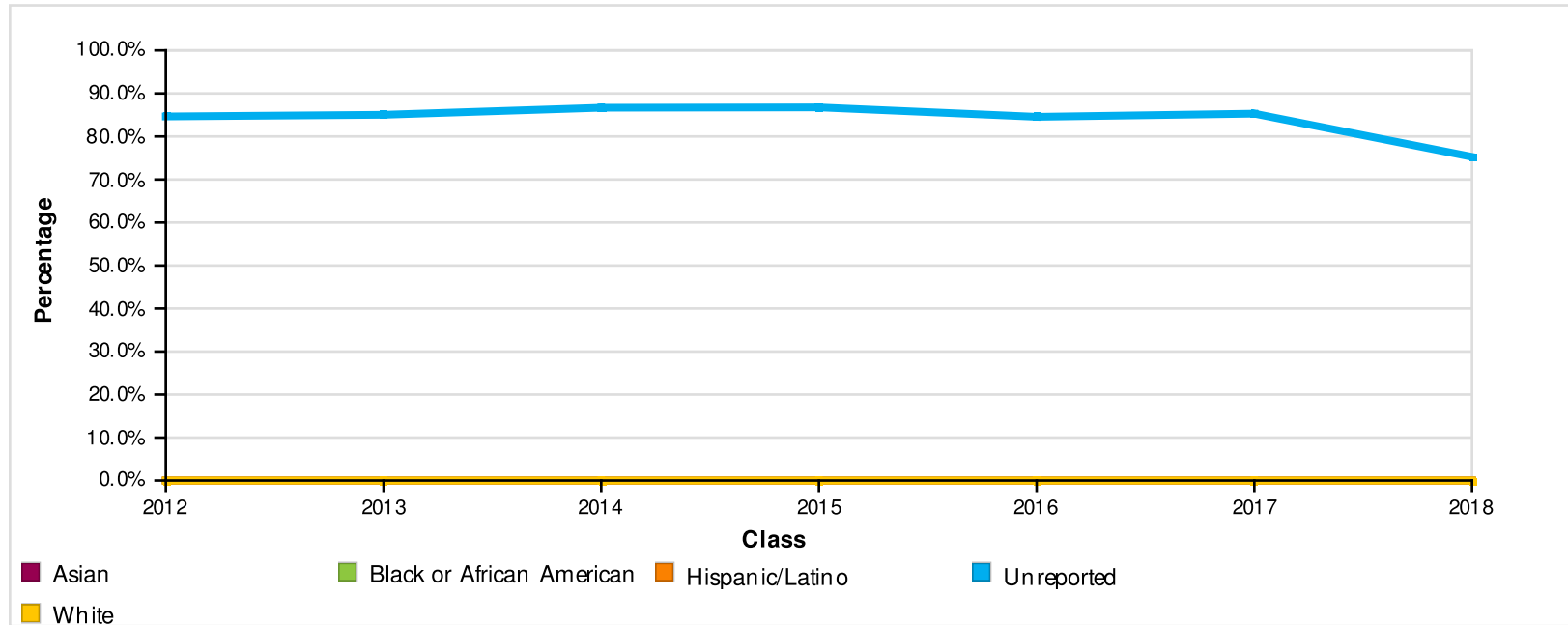
Page 14 of 31

NATIONAL STUDENT
CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

StudentTracker Demographics Report

Enrollment Any Time During the First Two Years After High School by Race/Ethnicity
Effective as of : November 15, 2018



	2012	2013	2014	2015	2016	2017	2018
Total Number of Students in Class	437	428	463	443	437	419	489

Asian	# of students in cohort	2	0	1	1	0	0	0
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*
Black or African American	# of students in cohort	1	0	0	1	1	1	0
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*
Hispanic/Latino	# of students in cohort	0	0	2	2	1	1	1
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*

Unreported	# of students in cohort	430	421	458	438	434	415	485
	# of students meeting outcome	364	358	397	380	367	354	365
	% of students meeting outcome	84.7%	85.0%	86.7%	86.8%	84.6%	85.3%	75.3%
White	# of students in cohort	4	7	2	1	1	2	3
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment Any Time During the First Two Years After High School by Economic Disadvantage
Effective as of : November 15, 2018

This page is intentionally left blank. This data element has not been provided.

StudentTracker Demographics Report

Enrollment Any Time During the First Two Years After High School by Disability
Effective as of : November 15, 2018

This page is intentionally left blank. This data element has not been provided.

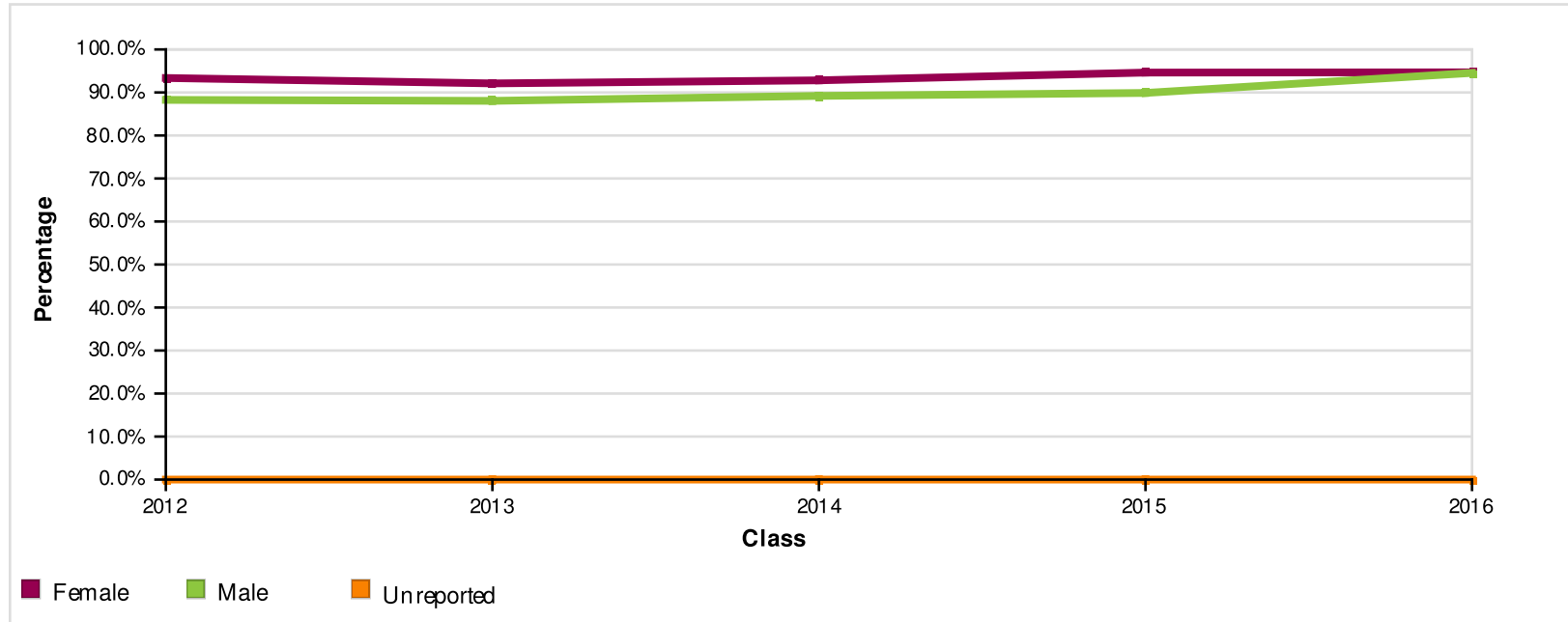
StudentTracker Demographics Report

Enrollment Any Time During the First Two Years After High School by English Language Learner
Effective as of : November 15, 2018

This page is intentionally left blank. This data element has not been provided.

StudentTracker Demographics Report

Enrollment during First Year After High School Who Returned for a Second Year by Gender
Effective as of : November 15, 2018



	2012	2013	2014	2015	2016
Number of Students Enrolled 1st Year	358	349	385	370	354

Female	# of students in cohort	196	190	209	186	188
	# of students meeting outcome	183	175	194	176	178
	% of students meeting outcome	93.4%	92.1%	92.8%	94.6%	94.7%
Male	# of students in cohort	162	159	176	178	165
	# of students meeting outcome	143	140	157	160	156
	% of students meeting outcome	88.3%	88.1%	89.2%	89.9%	94.5%
Unreported	# of students in cohort	0	0	0	6	1
	# of students meeting outcome	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:33 AM

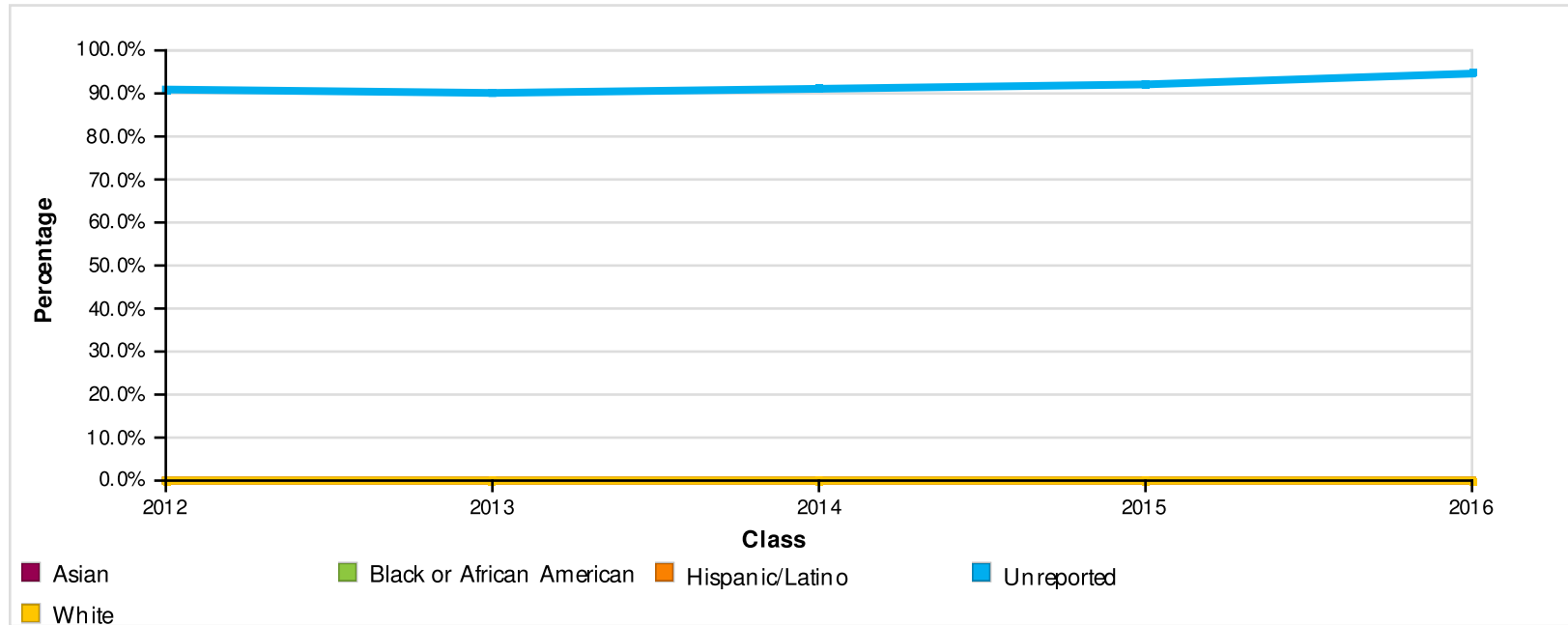
Page 20 of 31

NATIONAL STUDENT
CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

StudentTracker Demographics Report

Enrollment during First Year After High School Who Returned for a Second Year by Race/Ethnicity
Effective as of : November 15, 2018



	2012	2013	2014	2015	2016
Number of Students Enrolled 1st Year	358	349	385	370	354

Asian	# of students in cohort	2	0	1	1	0
	# of students meeting outcome	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*
Black or African American	# of students in cohort	1	0	0	0	0
	# of students meeting outcome	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*
Hispanic/Latino	# of students in cohort	0	0	1	1	0
	# of students meeting outcome	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:33 AM

Page 21 of 31

NATIONAL STUDENT
CLEARINGHOUSE

©2012 National Student Clearinghouse. All rights reserved.

Unreported	# of students in cohort	352	344	381	367	353
	# of students meeting outcome	320	310	347	338	334
	% of students meeting outcome	90.9%	90.1%	91.1%	92.1%	94.6%
White	# of students in cohort	3	5	2	1	1
	# of students meeting outcome	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment during First Year After High School Who Returned for a Second Year by Economic Disadvantage
Effective as of : November 15, 2018

This page is intentionally left blank. This data element has not been provided.

StudentTracker Demographics Report

Enrollment during First Year After High School Who Returned for a Second Year by Disability
Effective as of : November 15, 2018

This page is intentionally left blank. This data element has not been provided.

StudentTracker Demographics Report

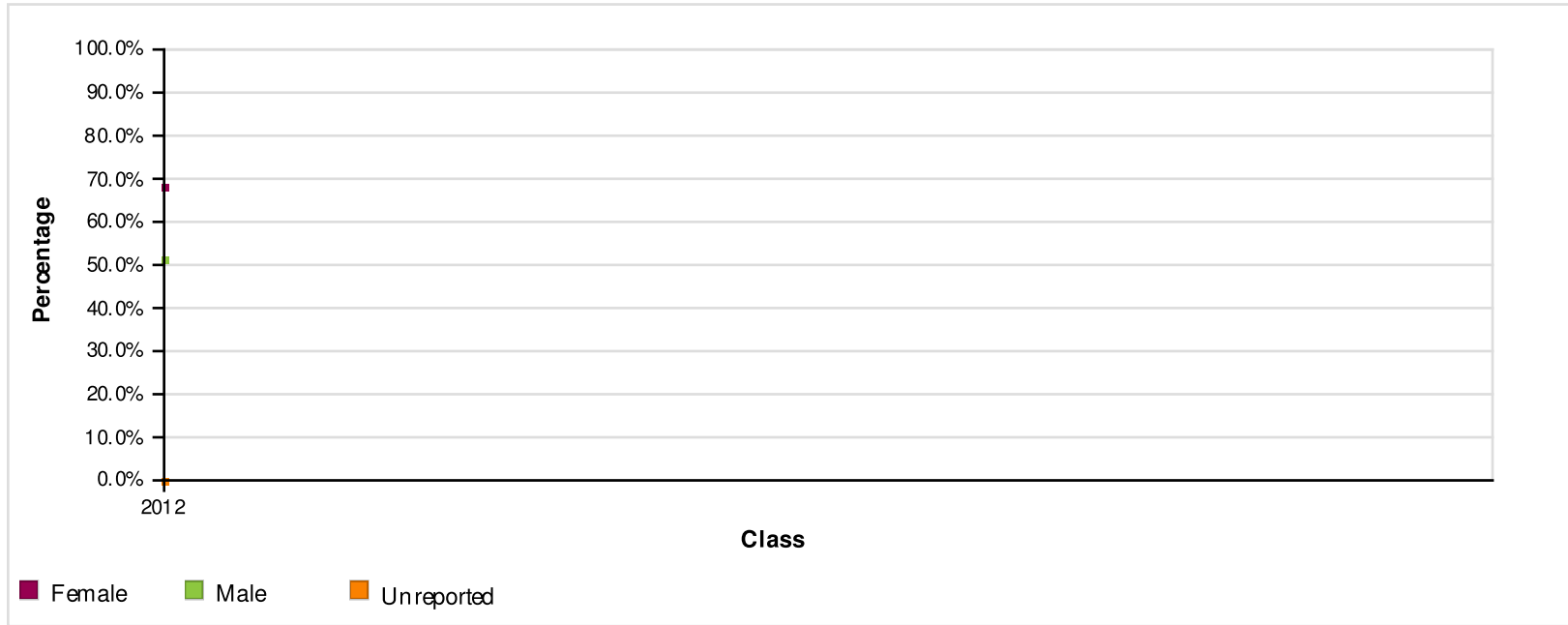
Enrollment during First Year After High School Who Returned for a Second Year by English Language Learner
Effective as of : November 15, 2018

This page is intentionally left blank. This data element has not been provided.

StudentTracker Demographics Report

Students Who Have Completed a Degree Within Six Years by Gender

Effective as of : November 15, 2018



2012	Total Number of Students in Class	437
------	-----------------------------------	-----

Female	# of students in cohort	231
	# of students meeting outcome	157
	% of students meeting outcome	68.0%
Male	# of students in cohort	206
	# of students meeting outcome	106
	% of students meeting outcome	51.5%
Unreported	# of students in cohort	0
	# of students meeting outcome	*
	% of students meeting outcome	*

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:33 AM

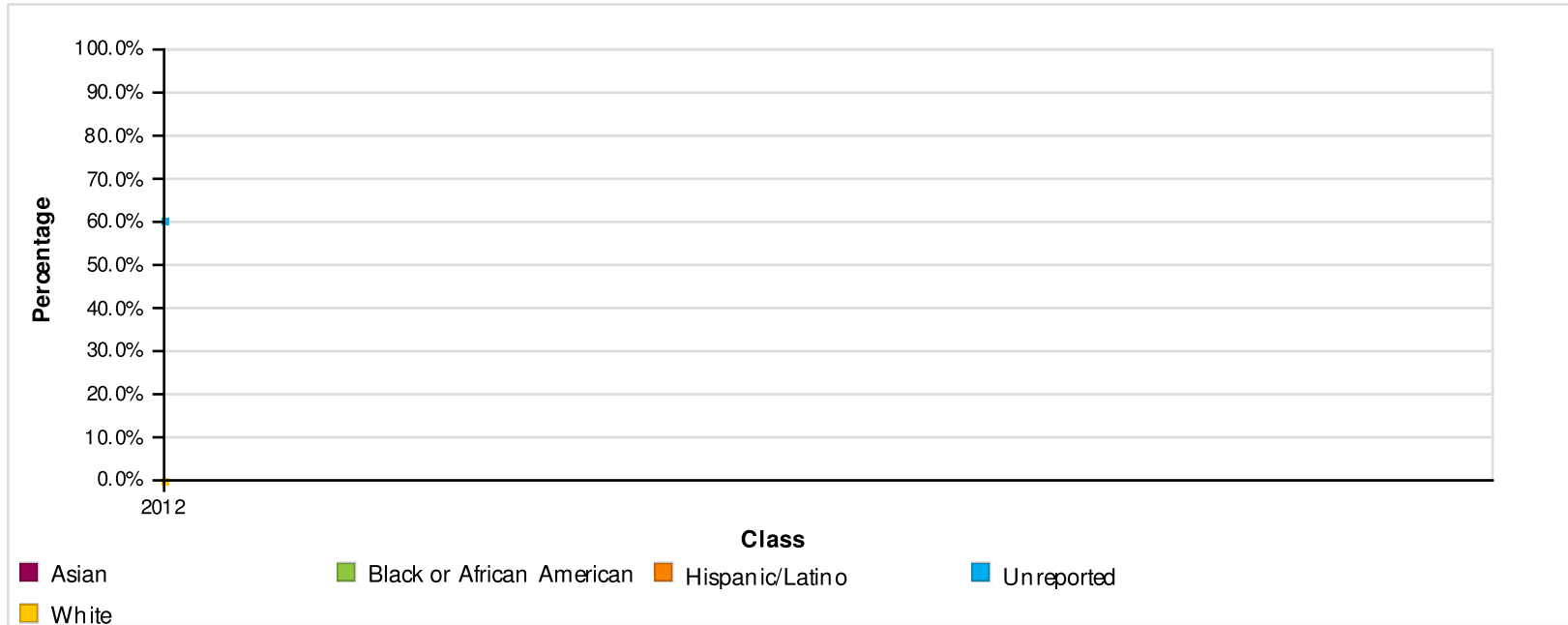
Page 26 of 31

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

StudentTracker Demographics Report

Students Who Have Completed a Degree Within Six Years by Race/Ethnicity
Effective as of : November 15, 2018



	2012
Total Number of Students in Class	437

Asian	# of students in cohort	2
	# of students meeting outcome	*
	% of students meeting outcome	*
Black or African American	# of students in cohort	1
	# of students meeting outcome	*
	% of students meeting outcome	*
Hispanic/Latino	# of students in cohort	0
	# of students meeting outcome	*
	% of students meeting outcome	*

SOUTHINGTON HIGH SCHOOL

Report Run Date: 11/19/2018 05:33 AM

Page 27 of 31

**NATIONAL STUDENT
CLEARINGHOUSE**

©2012 National Student Clearinghouse. All rights reserved.

Unreported	# of students in cohort	430
	# of students meeting outcome	258
	% of students meeting outcome	60.0%
White	# of students in cohort	4
	# of students meeting outcome	*
	% of students meeting outcome	*

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Students Who Have Completed a Degree Within Six Years by Economic Disadvantage
Effective as of : November 15, 2018

This page is intentionally left blank. This data element has not been provided.

StudentTracker Demographics Report
Students Who Have Completed a Degree Within Six Years by Disability
Effective as of : November 15, 2018

This page is intentionally left blank. This data element has not been provided.

StudentTracker Demographics Report

Students Who Have Completed a Degree Within Six Years by English Language Learner
Effective as of : November 15, 2018

This page is intentionally left blank. This data element has not been provided.

Courses Offered & Active Faculty at SOUTHINGTON HIGH SCHOOL

ILCS3239 (Katharine Tavera Collins); SPAN3178 (Tina Marie Riccio); FREN3250 (Patrick Nobou); SPSS1110 (Marion Stannard); ECON1000 (Holly Jayne); LLAS1190 (Kristin Bellis); ECON1201 (Holly Jayne); HDFS1070 (Mary-Lynne Osborn); SPSS1150 (Marion Stannard); SPAN3179 (Tina Marie Riccio); ILCS3240 (Katharine Tavera Collins); FREN3268 (Patrick Nobou)



Participation

- 6% school-wide participation by SOUTHINGTON HIGH SCHOOL students
- 10.0% average participation (partner schools)

SOUTHINGTON HIGH SCHOOL

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number of Courses	9	7	9	5	10	7	10	9	12	12
Hartford County Course Mean	6	6	6	6	6	6	6	6	7	7
DRG C Course Mean	5	4	5	5	5	5	6	7	9	10
Very Large Size Course Mean	8	9	8	9	9	9	9	8	10	10

SOUTHINGTON HIGH SCHOOL

SOUTHINGTON HIGH SCHOOL

County: Hartford DRG: C School size: Very Large

The following charts show the UConn ECE student enrollment and the number of UConn courses taught (not sections) at your school over time. It compares those numbers with other partner schools in your county, District Reference Group (DRG), and among schools of a similar size to yours. If you have any questions about these graphs, please contact Carissa.Rutkauskas@uconn.edu



Total Student Enrollment at School

- Very Small School 0-299
- Small School 300-499
- Medium School 500-899
- Large School 900-1399
- Very Large School 1400 or more



	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number of Courses	9	7	9	5	10	7	10	9	12	12
Number of Students	61	70	63	68	69	43	77	102	152	127
County Student Mean	66	79	82	75	75	72	68	72	80	76
DRG Student Mean	49	48	50	59	64	53	66	82	85	98
School Size Mean	93	116	107	120	109	102	108	114	114	120



2019 SHS Academic Reports

Presented by
Jennifer Discenza
Director of School Counseling



Introduction

- ❖ **SAT School Day Data**
- ❖ **Advanced Placement Courses and Data**
- ❖ **UCONN ECE Courses**
- ❖ **Class of 2019 Graduate Data**
- ❖ **Student Support Center Updates**

SAT School Day

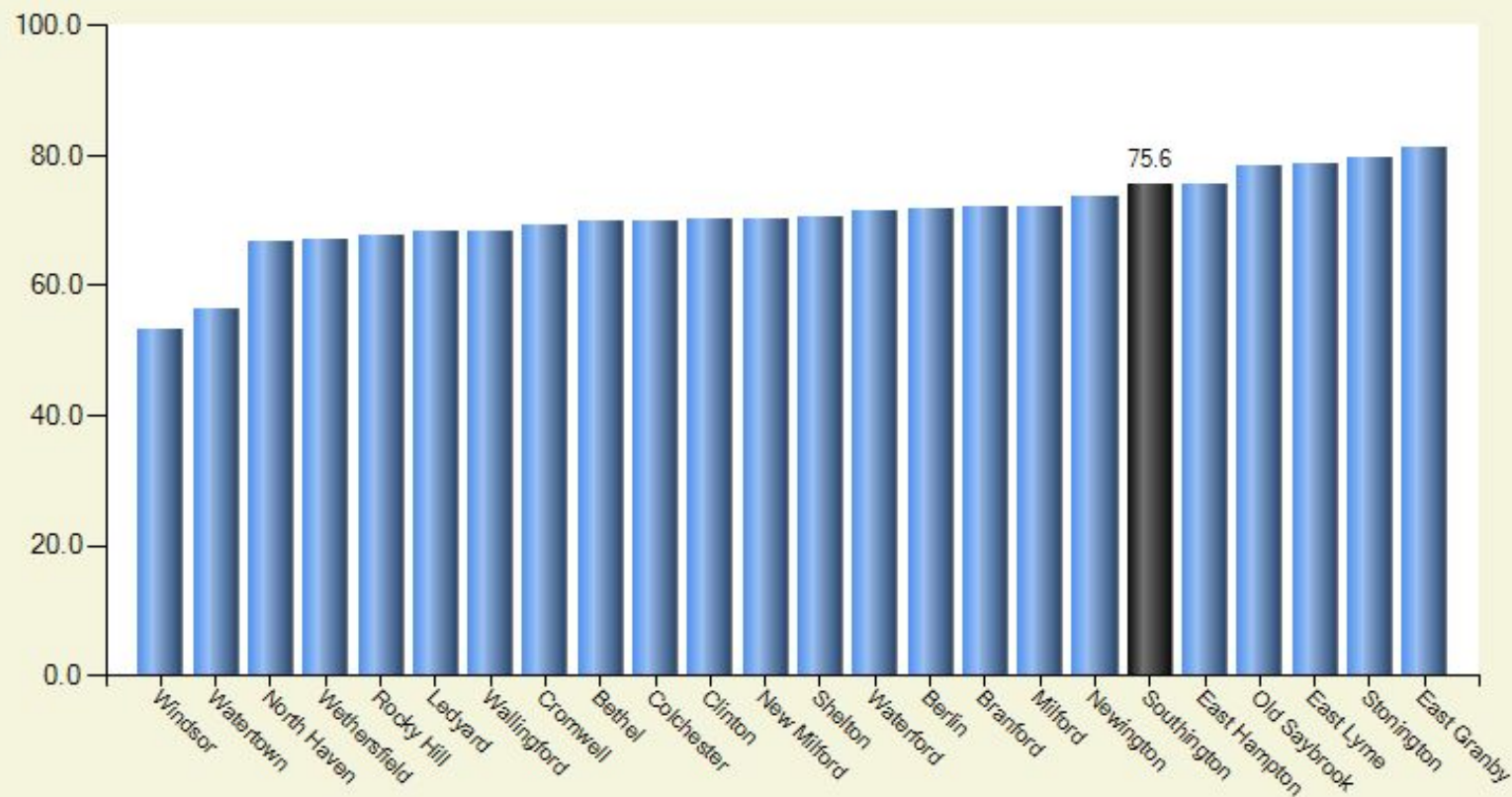
	2019 <i>499 Test Takers</i>		2018 <i>436 Test Takers</i>		2017 <i>505 Tests Takers</i>	
SHS v. CT	SHS	State	SHS	State	SHS	State
ERW	535	513	538	513	557	524
Math	534	499	524	501	548	506
Combined	1069	1012	1062	1014	1105	1080

SAT School Day

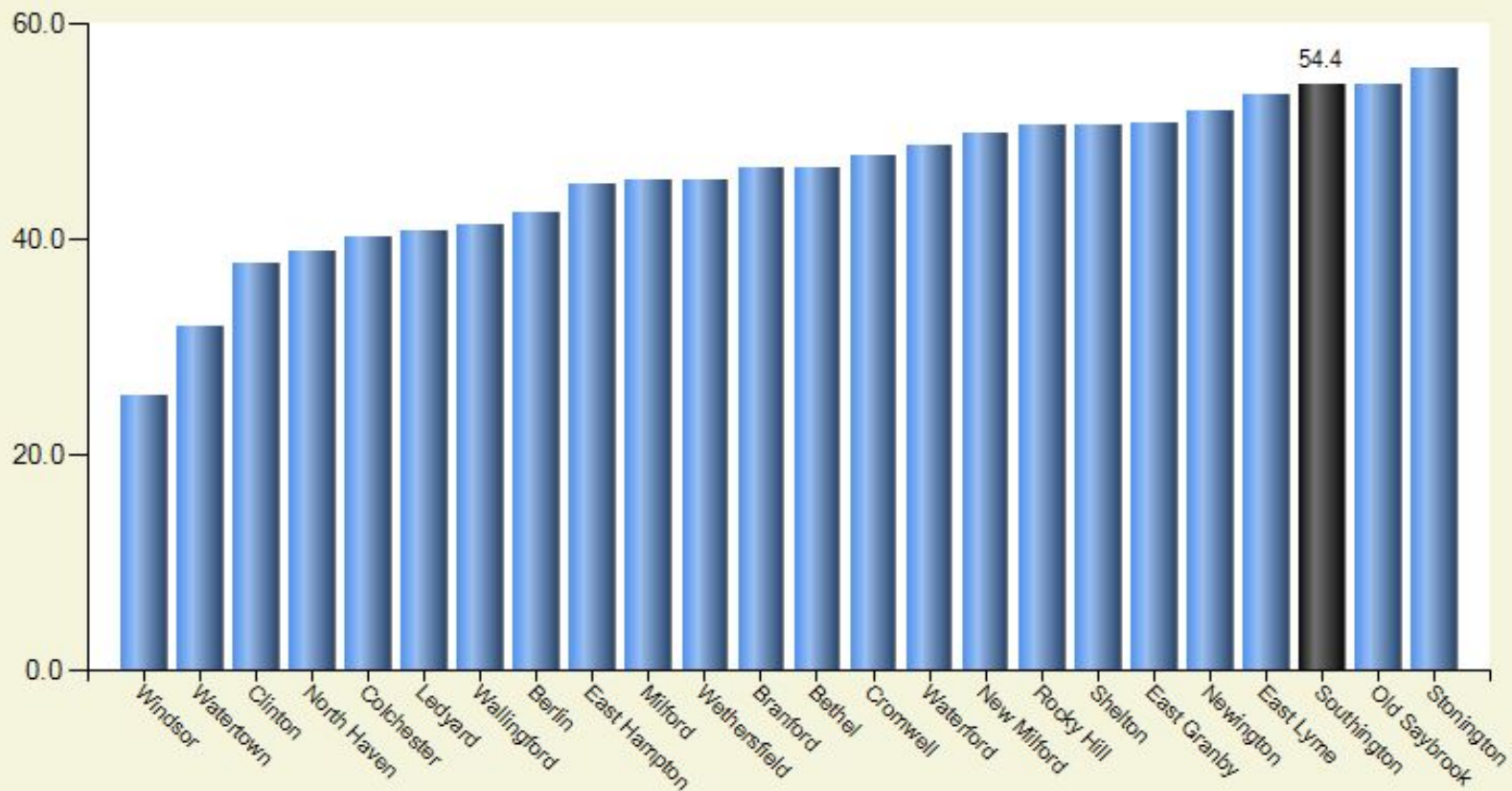
<u>Score Range</u>	<u>ERW</u>	<u>Math</u>
700-800	6%	6%
600-690	27%	22%
500-590	37%	38%
400-490	24%	25%
300-390	6%	9%
200-290	0%	0%

**188 students continued on to
take an additional SAT in May,
June and August of 2019**

2019 SAT Test Day (ELA): % Students At/Above Goal
DRG D (Grades K-12)



2019 SAT Test Day (Math): % Students At/Above Goal
DRG D (Grades K-12)



SAT: District Performance History
% Students At/Above Goal

■ ELA ■ Math



Advanced Placement Courses

Biology

Calculus AB

Chemistry

Computer Science A

Computer Science Principles

English Language and Composition

English Literature and Composition

Environmental Science

French Language and Culture- AP/UCONN

Human Geography

Italian Language & Culture- AP /UCONN

Microeconomics- AP/UCONN

Music Theory

Physics C: Electricity and Magnetism

Physics C: Mechanics

Psychology

Spanish Language and Culture- AP/UCONN

Statistics

Studio Art: Drawing Portfolio

United States Government and Politics

United States History

Advanced Placement Data

	2015	2016	2017	2018	2019
Total AP Students	303	315	380	356	316
Number of Exams	534	550	680	679	605
AP Students with Scores 3+	251	273	297	284	257
% of Total AP Students with Score 3+	82.8	86.7	78.2	79.8	81.3

UCONN Early College Experience Courses

UCONN Agriculture Technology & Society

UCONN Economic Principles

UCONN Floral Art

UCONN French

UCONN Horticulture

UCONN Italian

UCONN Lifespan Development

UCONN Microeconomics

UCONN Spanish

UCONN Latin American Studies

**123 Students enrolled in
ECE Courses for 2018-2019**

Class of 2019 Graduation Data

Graduate Data	2019	2018	2017	2016	2015	2014
Post-Secondary Educational Institutions	84%	88%	86%	89%	89%	88.5%
4- Year	65%	68%	62%	63%	65%	61.9%
2- Year	19%	17%	14%	25%	23%	25%
Vocational/Technical School	7%	3%	0%	1%	1%	1.6%
Military	2%	3%	2%	1%	2%	1.7%
Work Force	7%	9%	12%	9%	8%	8.9%

Student Support Center Updates

- **New - College Board®**
 - Early fall registration
 - Students have access to online resources as part of the course
 - Last year- a score of a 3 will be accepted at CT State Universities
- **First Generation College Students**
- **College and Career Fair**
- **NCAA Presentation**
- **Alumni Tracker**

Smarter Balanced Assessment Results *2018-2019*

Southington Public Schools

October 2019



Agenda

- Background Information on the Summative Assessment
 - English Language Arts and Mathematics
- Defining Scale Scores and Achievement Levels
- The Results
 - Southington compared to State & DRG
 - Growth & Achievement Data
- Next Steps in ELA & Math



Background Information on the Summative Assessment

English Language Arts

Areas of Knowledge and Skills Measured

Statement About Student Learning From Which the Assessment was Built

Reading

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Writing*

Students can produce effective and well-grounded writing for a range of purposes and audiences.

Listening

Students can employ effective speaking and listening skills for a range of purposes and audiences.

Research/Inquiry*


Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

*For reporting purposes, Claim 2 (Writing) and Claim 4 (Research/Inquiry) are combined into one reporting category in Connecticut: Writing and Research/Inquiry.¹

Scale Scores and Achievement Levels

Four Achievement Levels:

- Level 1 = Does not meet the achievement standard
- Level 2 = Approaching the achievement standard
- Level 3 = Meets the achievement standard
- Level 4 = Exceeds the achievement standard



Exceeds Meets Approaching Does Not Meet

Scale Score:

A more precise number that describes student achievement (found within a band at each level).

How Southington Compares to the State: ELA

Grade	Southington (L 3 & 4)	State (L 3 & 4)
3	72.8	54.3
4	63.4	54.6
5	70.3	58.1
6	69.6	55.3
7	64.5	56.1
8	68.4	55.8

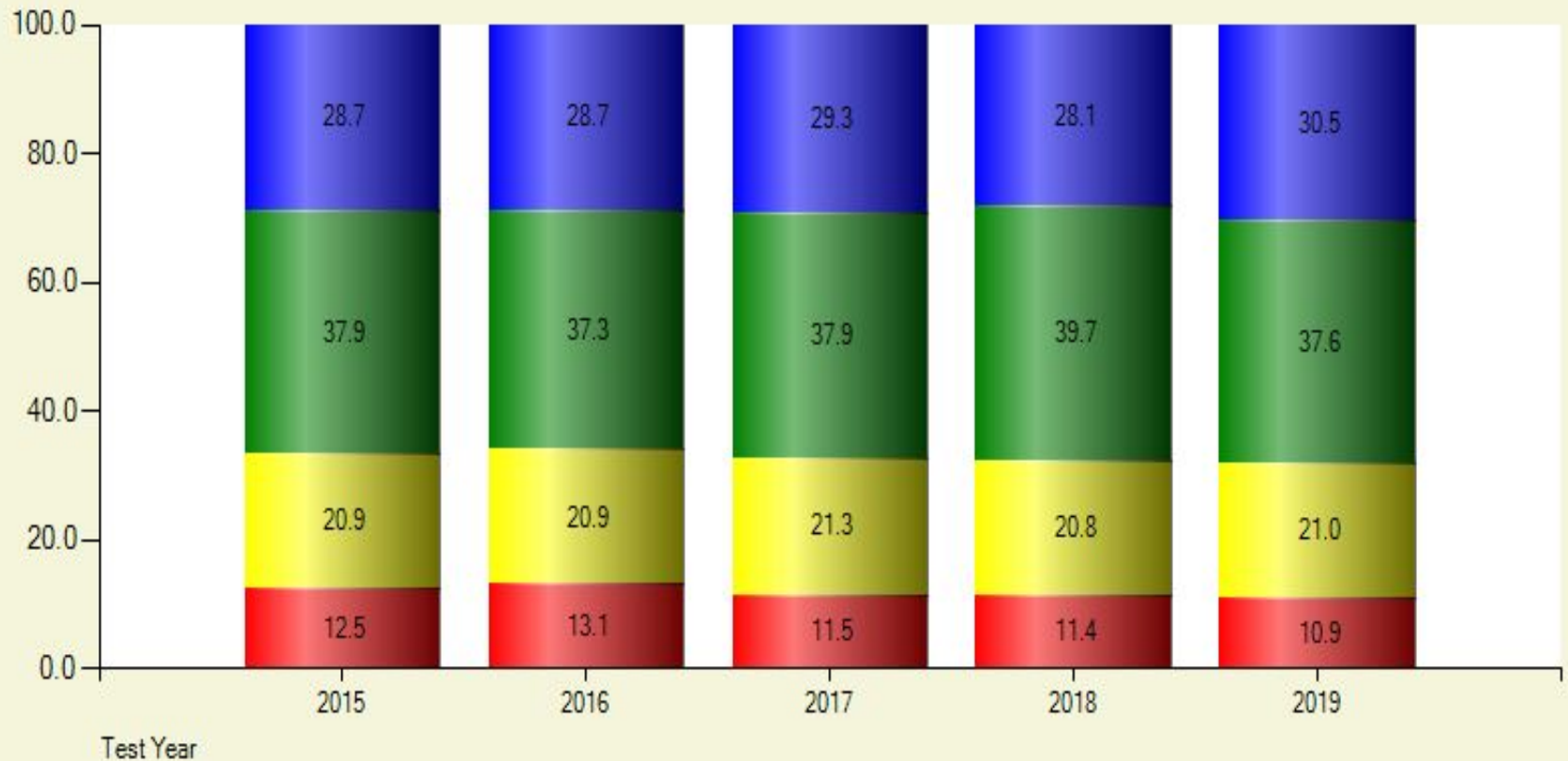
Combined Grades State: 55.7

Combined Grades- Southington: 68.1

District Performance History

% of Students by Level: ELA

Exceeds Meets Approaching Does Not Meet



The Results: ELA – All Students: “Rough Cohort”

Gr.	Percent Scoring Level 3 and Above				
	14-15	15-16	16-17	17-18	18-19
3	65.2%	65.6%	67%	65%	73%
4	63.4%	62%	71%	68%	63%
5	68.7%	68%	68%	73%	70%
6	68.6%	68.6%	67%	66%	70%
7	64.4%	65.3%	68%	65%	65%
8	59.5%	66.8%	63%	69%	68%

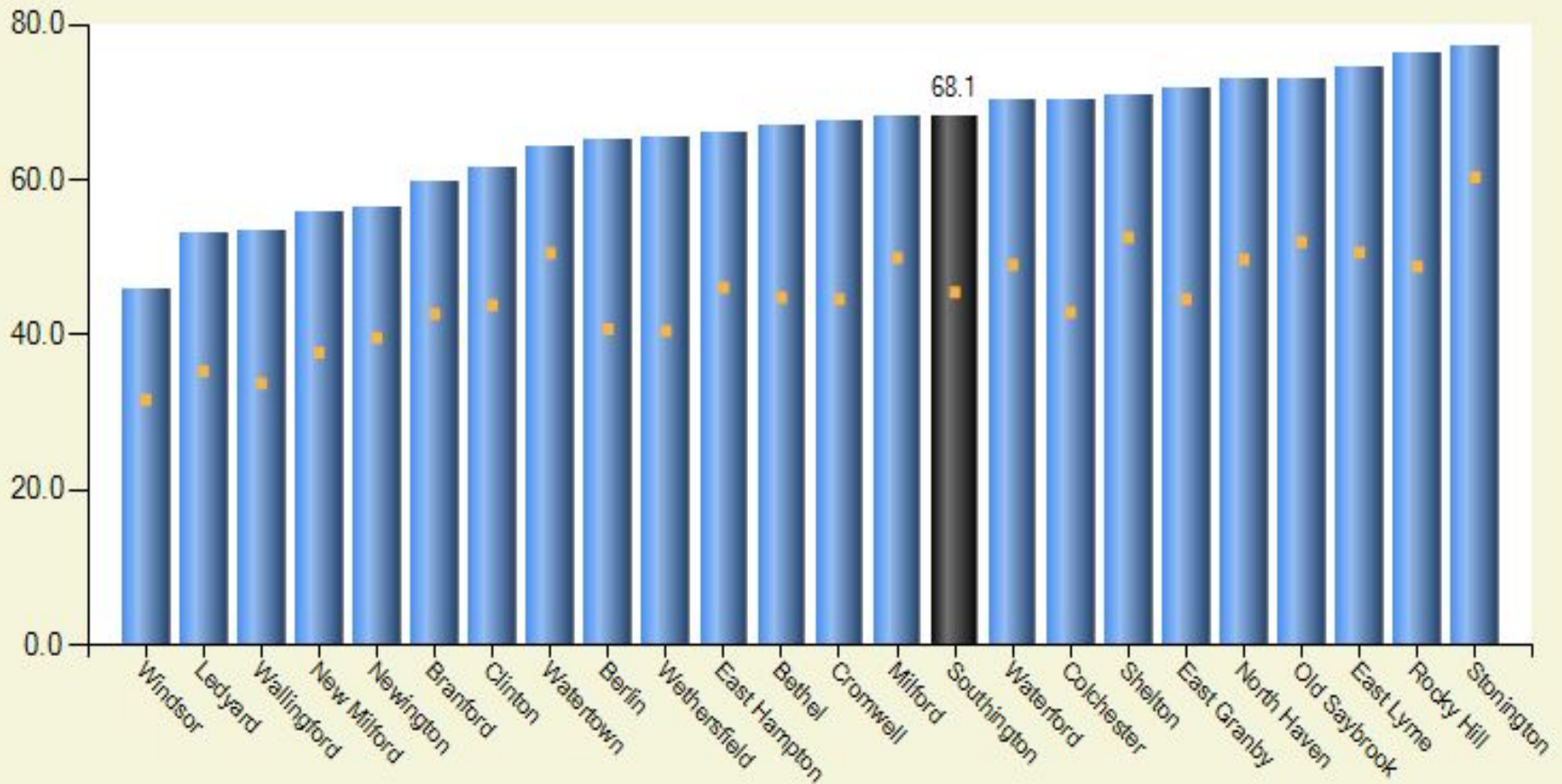
The Results: ELA – All Students: “Rough Cohort”

Gr.	Average Vertical Scale Score				
	14-15	15-16	16-17	17-18	18-19
3	2458	2461	2462	2461	2476
4	2498	2496	2511	2504	2502
5	2538	2540	2536	2541	2540
6	2560	2563	2564	2557	2568
7	2576	2583	2583	2578	2575
8	2587	2596	2594	2604	2603

How Southington Compares to our DRG: ELA

ELA Smarter Balanced, 2019: % Students At/Above Goal
DRG D (Grades K-12)

All Students High-Needs Students



Background Information on the Summative Assessment

Mathematics


Areas of Knowledge and Skills Measured	Statement About Student Learning From Which the Assessment was Built
Concepts and Procedures	Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving*	Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
Communicating Reasoning	Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
Modeling and Data Analysis*	Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

*For reporting purposes, Claims 2 and 4 are combined into one reporting category.

Scale Scores and Achievement Levels

Four Achievement Levels:

- Level 1 = Does not meet the achievement standard
- Level 2 = Approaching the achievement standard
- Level 3 = Meets the achievement standard
- Level 4 = Exceeds the achievement standard



Exceeds Meets Approaching Does Not Meet

Scale Score:

A more precise number that describes student achievement (found within a band at each level).

How Southington Compares to the State: Math

Grade	Southington (L 3 & 4)	State (L 3 & 4)
3	75.2	55
4	71.7	52.5
5	58.4	46.5
6	58.1	45.4
7	56.9	46.1
8	56.8	43.5

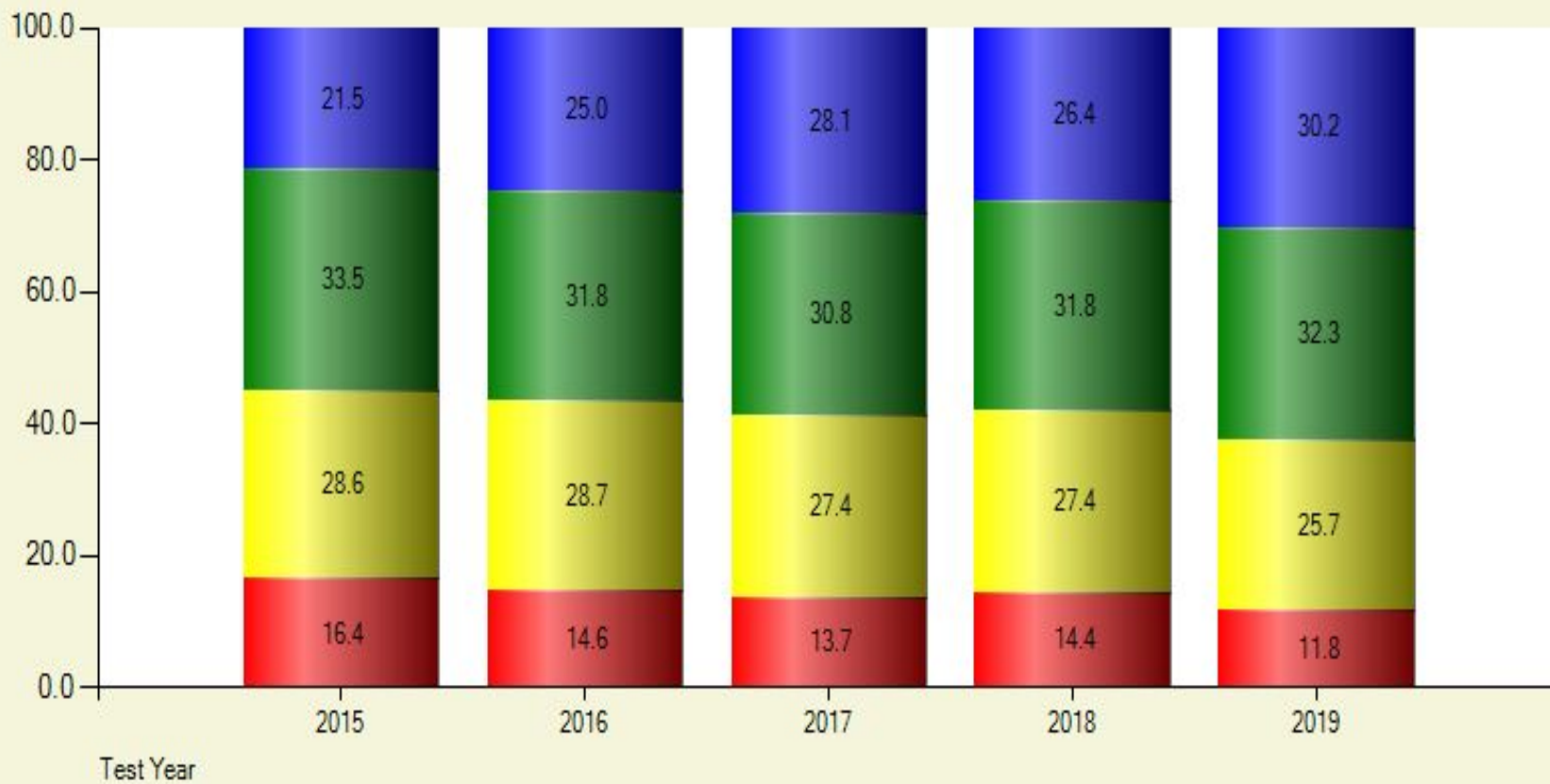
Combined Grades State: 48.1%

Combined Grades- Southington: 62.5%

District Performance History

% of Students by Level: ELA

Exceeds Meets Approaching Does Not Meet



Results: Mathematics - All Students: “Rough Cohort”

Grade	Percent Scoring Level 3 and Above				
	14-15	15-16	16-17	17-18	18-19
3	69 %	71 %	69 %	72 %	75 %
4	60 %	62 %	70 %	67 %	72 %
5	55 %	52 %	53 %	54 %	58 %
6	51 %	50 %	52 %	51 %	58 %
7	55 %	52 %	56 %	53 %	57 %
8	52 %	55 %	56 %	52 %	57 %

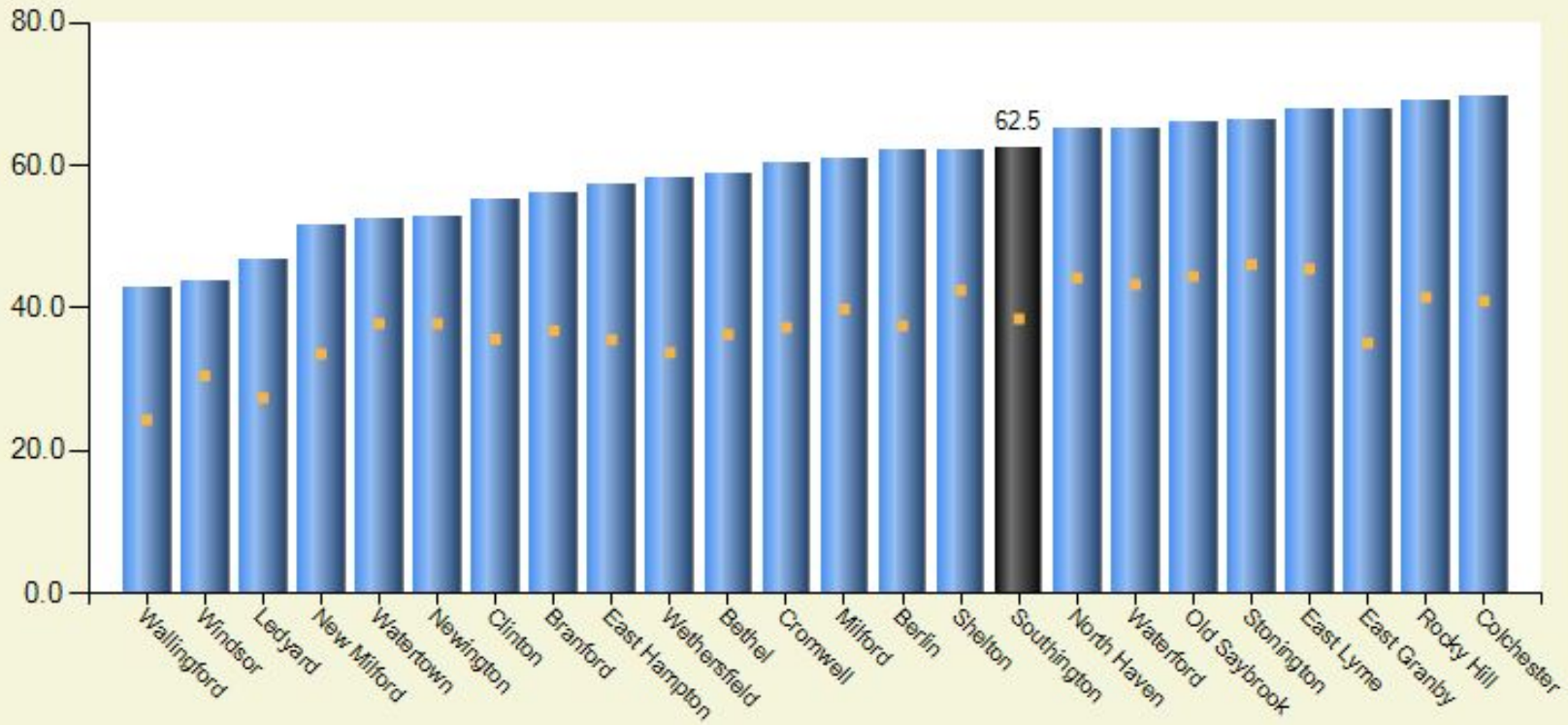
Results: Mathematics - All Students: “Rough Cohort”

Grade	Average Vertical Scale Score				
	14-15	15-16	16-17	17-18	18-19
3	2458	2467	2469	2471	2484
4	2498	2503	2520	2510	2518
5	2538	2527	2527	2531	2540
6	2560	2524	2551	2548	2565
7	2576	2568	2573	2570	2569
8	2587	2588	2591	2582	2591

How Southington Compares to our DRG: Math

Math Smarter Balanced, 2019: % Students At/Above Goal
DRG D (Grades K-12)

All Students High-Needs Students



District Growth Overtime

	Percent Scoring Level 3 and Above				
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Math	55.0 %	56.8 %	59.0 %	58.2 %	62.5 %
ELA	66.6 %	66.1 %	67.2 %	67.8 %	68.1%



District High Needs Subgroup Performance (EL, SWD, F/R)

Percent Scoring Level 3 and Above

Subject Grades 3-8	2014-15	2015-16	2016-17	2017-18	2018-19
Math	26.3%	26.7%	28.8%	31.9%	38.5%
ELA	37.2%	39.7%	38.5%	43.1%	45.5%



Growth Data-Targets Achieved



- Growth targets set by the CSDE
- “Growth is about the change in achievement scores for the same students between 2 or more points in time” - CSDE
- Growth rates can help set targets for student achievement, monitor achievement, and identify students who are not meeting adequate growth.

Growth Data: ELA & Math

% Of
Students
who met
Growth
Target

Avg. % of
each
students
target that
was met

District	Grade	Subject	Number of Matched Students	Average Vertical Scale Score (VSS)			Growth Rate	Average Percentage of Target Achieved
				2017-18	2018-19	Gain		
Southington School District	4	ELA	477	2461	2503	43	45.1%	65.2%
		Math	476	2471	2519	48	49.6%	76.0%
	5	ELA	473	2505	2543	39	42.1%	66.0%
		Math	473	2510	2543	33	46.9%	69.1%
	6	ELA	455	2542	2569	26	42.4%	61.0%
		Math	454	2532	2565	33	43.8%	68.1%
	7	ELA	473	2556	2576	20	34.7%	53.9%
		Math	474	2547	2570	23	44.1%	63.2%
	8	ELA	528	2580	2603	23	39.8%	57.4%
		Math	527	2572	2591	18	44.4%	58.3%

Next Steps.....

ELA	Math
<p>Continue to:</p> <ul style="list-style-type: none">• Continue to align the ELA curriculum and assessments with the District Vision of the Graduate• Strengthen the SRBI process for literacy• Support tier I instruction through the coaching model, with a focus on differentiation• Continue to Implement the Units of Study in Phonics K-2	<ul style="list-style-type: none">• Continue to use the SPS Vision for Mathematics and the District Vision of the Graduate to drive teaching and learning• Continue Ready Classroom Implementation Plan• Strengthen the SRBI process for numeracy k-12• Support Tier I instruction by increasing math support; build team capacity to continue coaching models• Adopt Math curriculum for 6-12



In Closing

CAUTION: Smarter Balanced is one data point.

We use other forms of assessment to monitor student learning in real time, to:

- **adjust instruction**
- **address individual student needs**
- **provide supports and challenges as needed**

DATA

