

**NEW MILFORD BOARD OF EDUCATION**

**New Milford Public Schools  
50 East Street  
New Milford, Connecticut 06776**

**COMMITTEE ON LEARNING  
MEETING NOTICE**

<b>DATE:</b>	<b>September 17, 2013</b>
<b>TIME:</b>	<b>7:30 PM</b>
<b>PLACE:</b>	<b>Lillis Administration Building – Room 2</b>

NEW MILFORD, CT  
2013 SEP 13 P 3:03  
BERNARD C. DUBOIS  
TOWN CLERK

**AGENDA**

**New Milford Public Schools Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

**1. CALL TO ORDER**

**2. PUBLIC COMMENT**

The Board welcomes public participation and asks that speakers please limit their comments to three minutes. Speakers may offer objective comments of school operations and programs that concern them. The Board will not permit any expression of personal complaints or defamatory comments about Board of Educations personnel and students, nor against any person connected with the New Milford Public School System.

**3. DISCUSSION AND POSSIBLE ACTION**

A. Review and approval of curriculum:

- 1. Grade 7 Art
- 2. History through Film

Ms. Eileen Cooper  
Mr. Michael Abraham

**4. ITEMS FOR INFORMATION AND DISCUSSION**

- A. Testing Overview
- B. Parent Survey Data
- C. Overview of Fall Professional Development
- D. CCSS Overview
- E. NEASC Update

Mr. Joshua Smith  
Mr. Joshua Smith  
Mr. Joshua Smith  
Mr. Joshua Smith  
Mr. Joshua Smith

**5. ADJOURN**

**Sub-Committee Members:** Mr. David Lawson, Chairperson  
Mr. David Shaffer  
Mrs. Daniele Shook  
Vacancy

**Alternate:** Mrs. Lynette Celli Rigdon  
Mr. William Wellman

The Committee on Learning curriculum  
can be previewed in the  
Office of the Assistant Superintendent  
Lillis Administration Building – Room #6.

Office Hours: 8:00 a.m. – 4:00 p.m.



Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.  
COMMISSION ON PUBLIC SCHOOLS  
COMMITTEE ON PUBLIC SECONDARY SCHOOLS

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August 22, 2013

Greg P. Shugrue  
Principal  
New Milford High School  
388 Danbury Road  
New Milford, CT 06776

Dear Mr. Shugrue:

The school's application for its decennial accreditation visit has been processed, and we have scheduled New Milford High School for a visiting committee on May 3, 2015 through May 6, 2015.

The Committee requires schools preparing for an on-site accreditation visit to invite a Committee staff member to the school at the commencement of the self-study. George H. Edwards, Deputy Director, is the Committee staff member assigned to New Milford High School. Please contact George to arrange a mutually convenient date for a staff visit at no expense to your school. The professional staff person will schedule school visits in late September 2013 through Spring 2014, depending on each school's self-study timeline. Generally, visits for schools hosting committees in Spring 2015 will be scheduled prior to visits for schools with committees in Fall 2015.

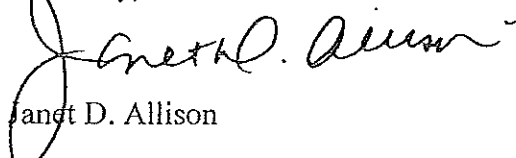
The Standards for Accreditation have been refined including an emphasis on the relationship between the school's 21<sup>st</sup> century learning expectations articulated in the school's core value and beliefs and the school's curriculum, instructional practices and assessment processes. When he visits your school, he will want to meet with the steering committee for an hour to discuss in detail the Standards and self-study requirements, meet with the chairs/co-chairs of the seven Standards Committees for an hour, and meet with the entire professional staff for approximately forty-five minutes. In preparation for the visit, members of the steering committee should familiarize themselves with the *Accreditation Handbook*, the professional staff should review the Standards for Accreditation, and the chairs/co-chairs of the Standards Committees should review the Self-Study Guides. In addition, George will discuss strategies for the school to use in aligning the work related to the federal/state mandates into the school's self-study.

Greg P. Shugrue  
August 22, 2013  
Page Two

During the self-study, schools commit some faculty meeting time and in-service time to the process, but additional time may be required. Although it is required that the school administration, faculty and support staff be directly involved in the self-study, there are a number of appropriate ways in which the local governing body, students, parents and community members should contribute as outlined in the *Accreditation Handbook*.

The newly revised *Accreditation Handbook* for 2015 schools and an Accreditation Packet will be mailed the week of September 9, 2013. If we can be of any further assistance, please let us know.

Sincerely,



Janet D. Allison

JDA/rt

Enclosure

cc: Jean Ann Paddyfote, Superintendent, New Milford Public Schools

September 17<sup>th</sup> 2013  
New Milford Public Schools  
Committee on Learning

- Testing Overview
- Parent Survey Data
- Fall Professional Development
- CCSS overview
- NEASC

# September 17<sup>th</sup> 2013

## New Milford Public Schools

### Committee on Learning

- Testing Overview
- Parent Survey Data
- Fall Professional Development
- CCSS overview
- NEASC

# Testing Overview

		2012						
		3	4	5	6	7	8	
Math	Grade							
	DRG AVG	75.3	77.4	72.5	72.5	77.9	77.7	
	New Milford	72.9	60.2	61.8	61.8	67.8	77.7	
	State	66.8	68.2	64.1	64.1	68.3	67.4	
Reading	Rank in DRG	17	24	22	22	22	11	
	DRG AVG	67.9	72.5	72.5	76.8	88.2	86	
	New Milford	67.2	61.8	61.8	83.4	81	86.6	
	State	59.2	64.1	64.1	74.2	79.9	76.8	
Writing	Rank in DRG	14	22	22	11	23	13	
	DRG AVG	72.3	72.5	72.5	77.6	75.3	78.4	
	New Milford	67.7	61.8	61.8	64.9	71.1	75.4	
	State	62.7	64.1	64.1	67.5	65.6	68.4	
Rank in DRG		20	22	22	23	19	17	

# 2013

	Grade	3	4	5	6	7	8
Math	DRG AVG	69.6	74.1	77.4	76.5	77.1	74.7
	New Milford	59	55	61.3	70.6	71.1	65.6
	State	61.6	65.4	69.4	67.2	65.7	65.2
	Rank in DRG	22	24	23	21	20	21
Reading	DRG AVG	65.1	72.2	74.9	80.9	87.7	85.6
	New Milford	63.2	61.5	64.2	81.5	89.2	80.4
	State	56.9	62.7	66.9	73.3	78.9	76.3
	Rank in DRG	14	23	23	13	12	20
Writing	DRG AVG	67.6	71.7	72.6	73.5	75.6	76.3
	New Milford	64.9	57	58.2	64.3	68.2	64
	State	60	63.1	65.6	65.2	65.0	67.3
	Rank in DRG	15	24	23	21	21	23



## District Cohort Performance

Grade	Year	Math Goal	Reading Goal	Writing Goal
3	2012	72.9	67.2	67.7
4	2013	55	61.5	57
% Gain/ Loss		-17.9	-5.7	-10.7
4	2012	62.2	64.2	60.5
5	2013	63.1	64.2	57.2
% Gain/ Loss		0.9	=	-9.3
5	2012	73	80.1	69.9
6	2013	70.6	81.5	64.3
% Gain/ Loss		-2.4	1.4	-5.6
6	2012	72.9	84.9	66.5
7	2013	71.1	89.2	68.2
% Gain/ Loss		-1.8	4.3	1.7
7	2012	69.5	82.7	71.7
8	2013	65.6	80.4	64
% Gain/ Loss		-3.9	-2.3	-7.7

2011-2012 CAPT Scores compared to State and DRG

Math	DRG AVG	58
	New Milford	64.8
	State	49.3
Reading	Rank in DRG	5
	DRG AVG	56.8
	New Milford	48.8
	State	48.5
	Rank in DRG	23
	DRG AVG	72.7
Writing	New Milford	74.2
	State	63.1
	Rank in DRG	12

**2012-2013 CAPT Scores compared to State and DRG**

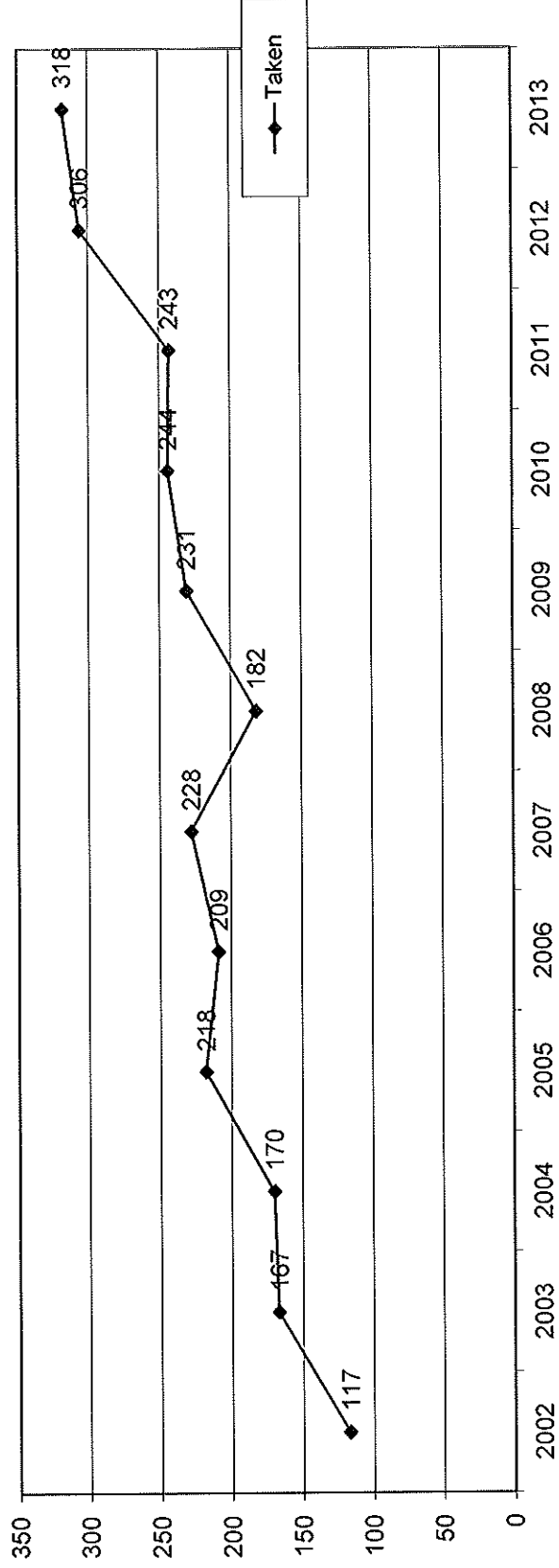
<b>Math</b>	DRG AVG	62.9
	New Milford	63.3
	State	52.6
	Rank in DRG	12
<b>Reading</b>	DRG AVG	58.7
	New Milford	53.3
	State	48.5
	Rank in DRG	18
<b>Writing</b>	DRG AVG	74.3
	New Milford	67.1
	State	62.1
	Rank in DRG	22

# State Assessment Take-Aways

- 1) In 2012 the district began moving away from State standards to prepare for the CCSS
- 2) There was minimal instruction specific to the format or content of the CMTs
- 3) The greatest discrepancy between State and National Standards occur in Mathematics.
- 4) The investments we have made in reading instruction, curriculum, and coaching support in K-1 and grades 4-6 are demonstrating results.
- 5) The reading program was pushed down to grade 2 beginning in 2012.
- 6) The current transition of our math program and instruction is supported by comparative data.
- 7) The 2013 assessment cycle was most likely the last year that New Milford will take a state exam. 2014 will introduce the first national exam administration and will begin a new set of comparative metrics.

# Advanced Placement Exams

## AP Exams Taken

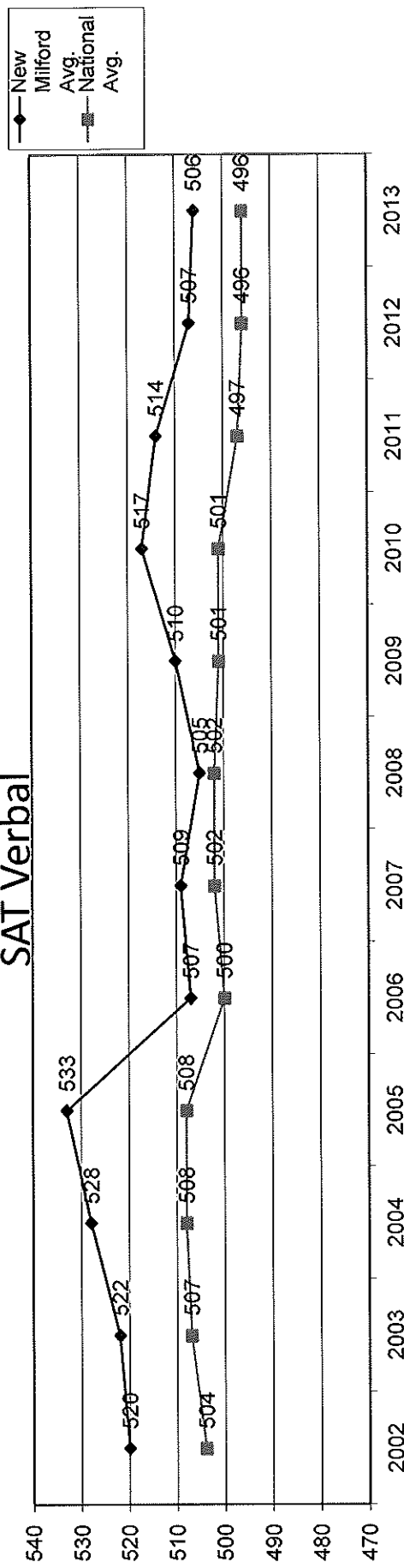


School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	31	79	115	68	25	318
Percentage of Total Exams	10	25	36	21	8	100
Number of AP Students	25	58	93	57	21	254
Art History	1		1	1		3
Studio Art: 2-D Design Portfolio			1			1
Studio Art: 3-D Design Portfolio		1				1
Studio Art: Drawing Portfolio	1					1
English Language and Composition	3	10	26	14		53
English Literature and Composition	2	10	10	3	1	26
Psychology	7	15	4	2	2	30
United States History	1	12	20	26	1	60
Calculus AB	8	3	11	2	15	39
Calculus BC	1					1
Computer Science A		1			1	2
Statistics	1	4	10	9	1	25
Biology	3	8	10	1		22
Chemistry		4	4	2	2	12
Physics B	2	4	8	5	1	20
French Language and Culture		2	3			5
German Language and Culture		3	4	1	1	9
Spanish Language	1	2	3	2		8

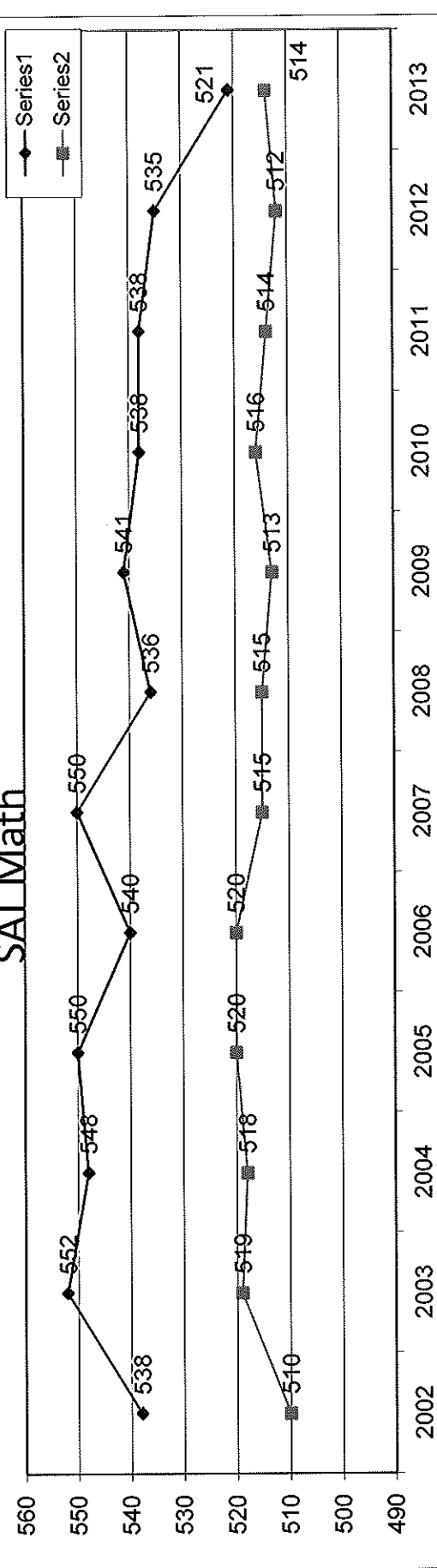
# AP Take Aways

- 2013 was the first year that two different versions of the Calculus test were given to our students. There were two forms, E and O, and approximately half of our students took each form. The teacher has contacted The College Board about analyzing the scores in the hopes that they can help her understand why they were so low.
- 2013 was also the first year that the test contained 4 open ended questions where students could not use calculators. This is something that is being addressed in the action plan above as the teacher plans to incorporate more no calculator work.
- US History and Language Composition are currently looking to better align instruction and increase the number of students reaching a three or better.
- The number of students taking AP exams continues to rise as does enrollment in college level course.

# SAT Verbal



# SAT Math



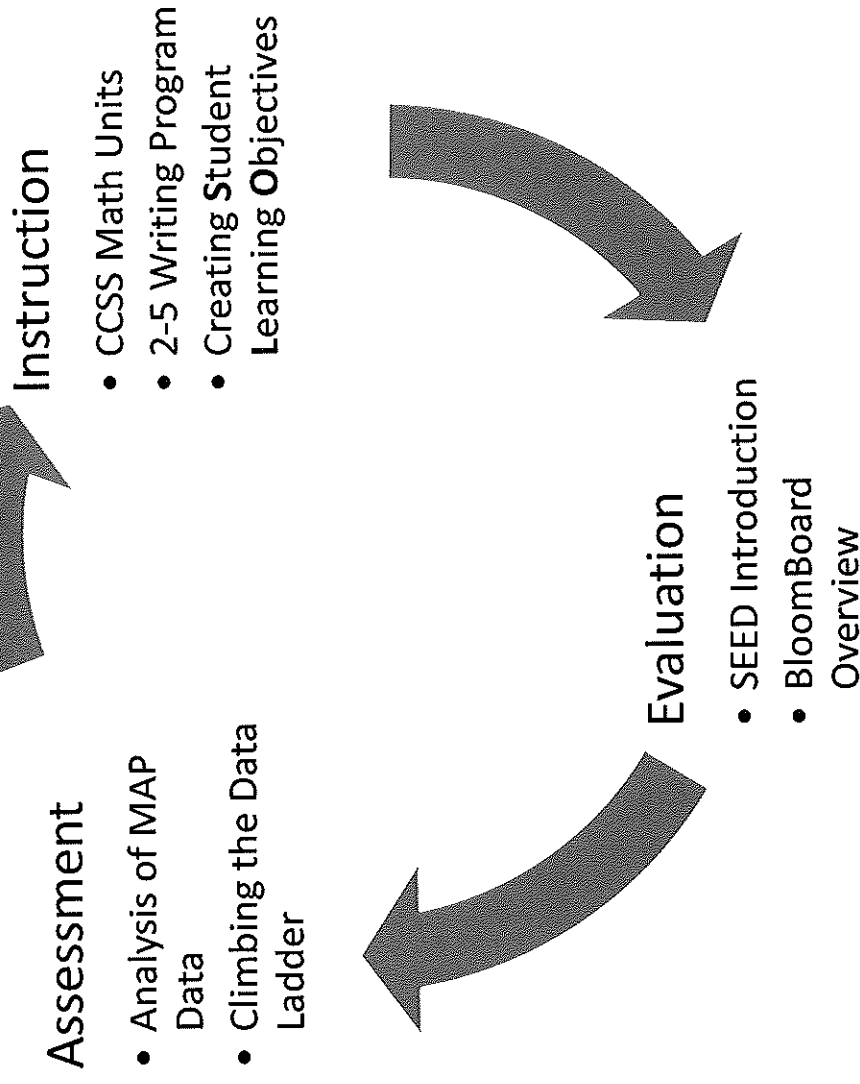


# Parent Survey Data

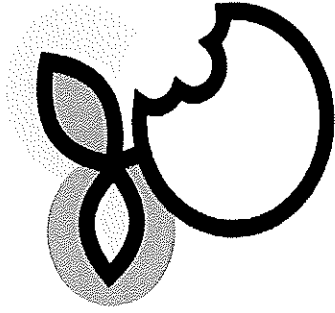
<https://portal.panoramaed.com/newmilford/reports/51d8bc647109e988fa019d7d>

# August 21<sup>st</sup> and 22<sup>nd</sup> Professional Development

## Development

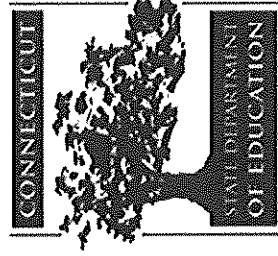


# Common Core State Standards Overview



# New Milford Public Schools

## **Introduction to the Common Core State Standards**



*Information for Parent Open Houses*

*Fall 2013*

# Common Core State Standards (CCSS)

## *What are they?*

- “Standards” = what students should know and be able to do by the end of each grade
- CCSS has much in common with CT’s previous standards
- Since July 2010, Connecticut and 46 states have adopted CCSS

# Common Core State Standards

## *Why did CT adopt them?*

- CCSS is aligned with college and career expectations in the 21<sup>st</sup> Century
- CCSS is informed by the education of top-performing countries
- How will CCSS help our children?
  - ✓ prepare them to succeed in a global economy / society
  - ✓ prepare them to apply knowledge and actively solve problems
  - ✓ provide consistent focus on high level skills:
    - reading, writing, speaking, listening and language



# CCSS English Language Arts (ELA) Standards

## *What are the learning expectations?*

### **READING:**

- ✓ As grades advance, more non-fiction (information) texts
- ✓ More complex texts within each grade level
- ✓ Asking and answering in-depth questions about what is read
- ✓ Close reading to *find evidence* to answer questions

### **WRITING:**

- ✓ Argument – taking a side on an issue and backing it up with evidence
- ✓ Explanatory – explaining a topic
- ✓ Narrative – telling a story

### **SPEAKING & LISTENING:**

- ✓ Research to build knowledge / present knowledge to others
- ✓ Academic vocabulary
- ✓ Opportunities to speak and take part in discussions



## Grade 6-12 Literacy Standards for Social Studies, Science & Technical Subjects

### *What are the learning expectations?*

- Common expectations to read, write, speak, and listen at high levels *in all subjects*
- “Technical subjects” are those with high levels of procedural knowledge including Arts; Career & Technical Education Subjects; Health; Information & Communication Technologies, Physical Education; and World Languages.
- 21<sup>st</sup> Century college, careers, and citizenship require understanding complex texts and performing complex tasks

#### Example:

CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.





# CCSS Mathematics Standards

## *What are the learning expectations?*

### Grade K- 8 Math Content Standards

- Build deep understanding, not just procedural skill
- Develop fluency (speed and comfort) in computation, measurement, and ratios and proportional reasoning.
- Apply math understanding by solving real world problems and actively discussing solutions.

### Grade 9-12 Math Content Standards

- Emphasize the use of mathematics and statistics to analyze problems, understand them better, and improve decisions.
- Apply mathematics to novel situations with multiple solutions, as college students and employees regularly do.



# CCSS Mathematics Standards

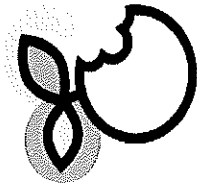
*What are the learning expectations?*

## Grade K-8 Math Content Standards

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## Grade 9-12 Math Content Standards

- Emphasize the use of mathematics and statistics to analyze problems, understand them better, and improve decisions.
- Apply mathematics to novel situations with multiple solutions, as college students and employees regularly do.



# CCSS Mathematics Standards

## *What are the learning expectations?*

### Grade K-12

### Math Practice Standards

- Students learn the eight practices (behaviors, habits of mind, etc.) necessary to become successful problem solvers.
- These practices are the same from grades K-12, but are applied to more demanding problems as students move up to each new grade.

### CCSS for Mathematical Practice

Make sense and persevere in solving problems.

Reason abstractly and quantitatively.

Construct viable arguments and critique the reasoning of others.

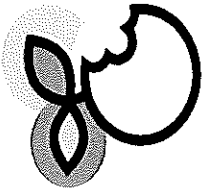
Model with mathematics.

Use appropriate tools strategically.

Attend to precision.

Look for and make use of structure.

Look for and express regularity in repeated reasoning.



# The CCSS and Math Highlights

## *What every parent should know*

- During the 2012-13 school year the NMPS began to transition its current curriculum to meet Common Core Standards.
- Over the course of the past year the district has researched, written, and adapted curriculum units that introduce Common Core Standards.
- During the 2013-14 school year students will see an increase in the types of lessons and concepts that meet the new rigorous standards.
- There will be a variety of resources students and teachers will use. The work that parents see at home will not all be from a single source.



# The CCSS and Literacy Highlights

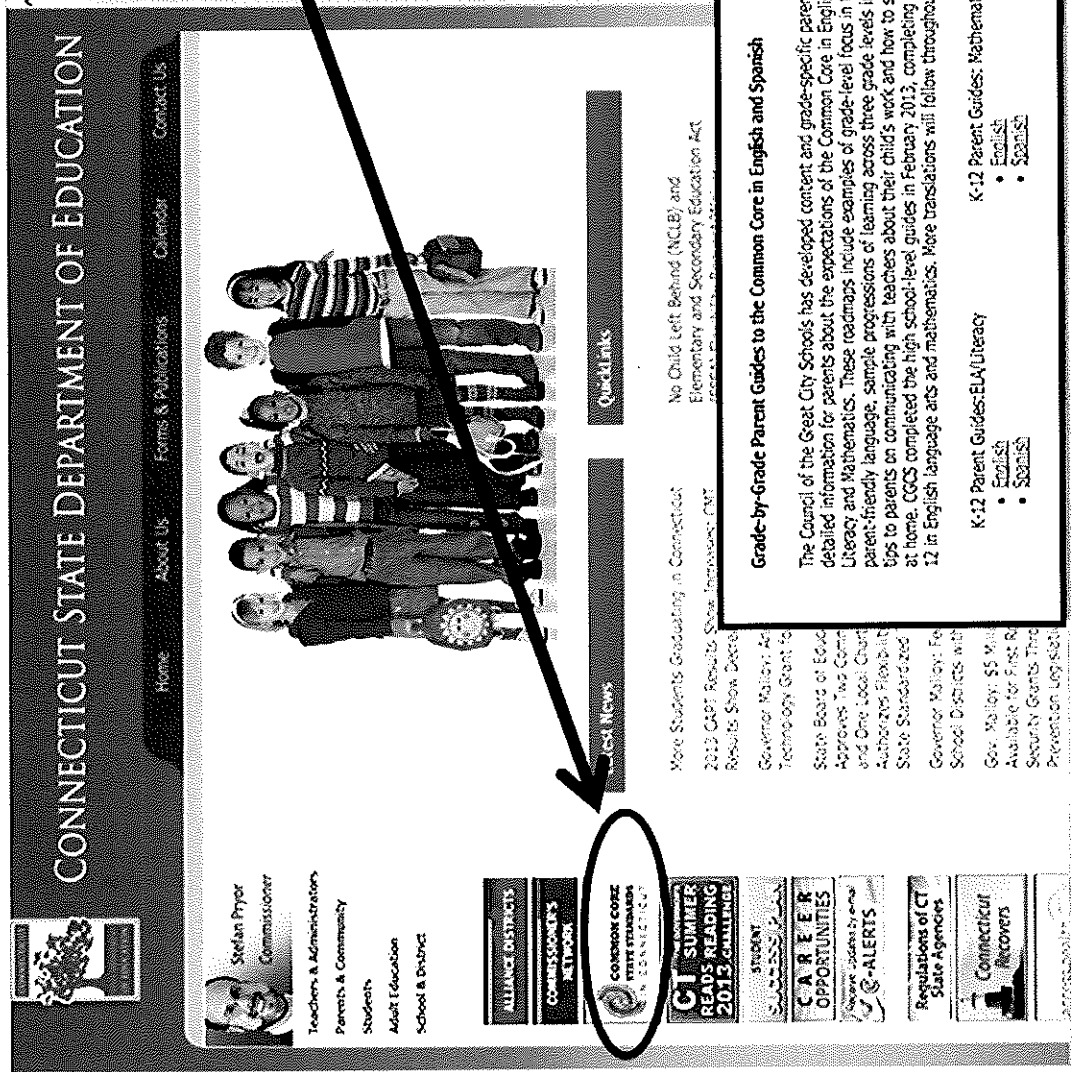
## *What every parent should know*

- During the 2012-13 school year our K-1 Literacy program was expanded to better meet the Common Core Standards.
- The 2013-14 School year will see the introduction of new writing units in grades 2-6 that are better aligned with our reading curriculum and with the Common Core Standards.
- The district has begun an alignment process in grades 7-8 and is assessing how our current curriculum reflects Common Core Standards.



# Parent Resources

## Where can I learn more?



- Go to the CSDE

website:

[www.sde.ct.gov](http://www.sde.ct.gov)

- Click on Common Core State Standards link

- Click on Grade-by-Grade Parent Guides



# Parent Resources

## Where can I learn more?

Search  go →

act locally donate

About PTA Programs Advocacy For Parents For Members

Here > For Parents

**For Parents**

Every Child in Every Classroom

Family Engagement Strategies

Parent Guides to Student Success

Get Involved

Win a share of \$2 million in technology! [samsung.com/ptasolve](http://samsung.com/ptasolve)

**SAMSUNG SOLVE** FOR EDUCATION

Parents' Guide to Student Success (listed below in English and Spanish) was developed in response to the Common Core State Standards in English language arts and mathematics that more than 45 states have adopted. (To find out if your state has adopted the standards, visit [CommonCoreStandards.org/Implementations](http://CommonCoreStandards.org/Implementations).) Created by teachers, parents, education experts, and others from across the country, the standards provide clear, consistent expectations for what students should be learning at each grade in order to be prepared for college and career.

**En Español**

National PTA® created the guides for grades K-8 and two for grades 9-12 (one for English language arts/literacy and one for mathematics).

The Guide includes:

- Key items that children should be learning in English language arts and mathematics in each grade, once the standards are fully implemented.
- Activities that parents can do at home to support their child's learning.
- Methods for helping parents build stronger relationships with their child's teacher.
- Tips for planning for college and career (high school only).

Support Sandy Hook School & Share School Safety Resources

2013 PTA Convention Information

Why Your School Needs a PTA

School Safety Alert

Fundraising

**BACK TO SCHOOL** **LEARN WITH PTA**

- Go to the PTA website

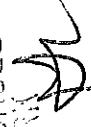
[www.pta.org](http://www.pta.org)

- Click on “For Parents” link at left

- Go to “Parent Guide to Student Success”

**New Milford Board of Education  
 Committee on Learning Minutes  
 September 17, 2013  
 Lillis Administration Building, Room 2**

CLAUDE C. DICKBEE  
 TOWN CLERK



2013 SEP 20 P 2:13

NEW MILFORD, CT

**Present:** Mr. David A. Lawson, Chairperson  
 Mrs. Angela C. Chastain  
 Mr. David R. Shaffer  
 Mrs. Daniele Shook

**Also Present:** Dr. JeanAnn C. Paddyfote, Superintendent of Schools  
 Mr. Joshua Smith, Assistant Superintendent of Schools  
 Ms. Ellamae Baldelli, Director of Human Resources  
 Ms. Roberta Pratt, Director of Technology  
 Dr. Eileen Cooper, Teacher, District-wide  
 Mr. Michael Abraham, Teacher, New Milford High School

1.	<p><b>Call to Order</b>          The meeting of the New Milford Board of Education Committee on Learning was called to order at 7:30 p.m. by Mr. Lawson. Mr. Lawson welcomed Mrs. Chastain as a new member of the Committee.</p>	<p><b>Call to Order</b></p>
2.	<p><b>Public Comment</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>	<p><b>Public Comment</b></p>
3.  A.	<p><b>Discussion and Possible Action</b></p> <p><b>Review and Approval of curriculum:</b></p> <ul style="list-style-type: none"> <li>• Mr. Lawson said the Committee would hear overviews of two curricula this evening as well as continue ongoing discussions of many initiatives.</li> </ul> <p>1. <b>Grade 7 Art</b></p> <ul style="list-style-type: none"> <li>• Dr. Cooper gave highlights of this curriculum. She said her research was on two and three dimensional thinking and that she was an artist. She consulted with the seventh grade teachers for input as well and incorporated some highly effective lessons that the teachers presently do. Dr. Cooper highlighted two of the lessons: coat of arms and Japanese stilt houses as examples of lessons that utilize many skills. The</li> </ul>	<p><b>Discussion and Possible Action</b></p> <p><b>Review and Approval of curriculum:</b></p> <p><b>Grade 7 Art</b></p>



<p>culmination of the course is to have the student participate as an art critic in an art auction simulation. This incorporates higher level analytical and visual thinking skills.</p> <ul style="list-style-type: none"><li>• Mr. Shaffer said he found the curriculum very creative and asked if there was a state or national outline guiding it. Dr. Cooper said the state does have some guidelines but that there is also a degree of flexibility.</li><li>• Mrs. Shook said she enjoyed reading the curriculum and would love to take the class. She appreciated the tie in of different disciplines.</li><li>• Dr. Cooper said she gave the teachers additional resources to supplement the curriculum.</li><li>• Mr. Shaffer asked about how much the assessment stressed effort over quality since not every student is a talented artist. Dr. Cooper said assessment did view effort as an important factor.</li><li>• Mr. Smith referred to page 9 which lists essential questions. These questions are not performance based but a demonstration of concepts.</li></ul>	
<p><b>2. History through Film</b></p> <ul style="list-style-type: none"><li>• Mr. Abraham gave highlights of this curriculum. He has been teaching the course for three years though it has been offered longer. Mr. Holmes, the co-author, has taught it longer. Mr. Abraham says he enjoys teaching this elective course of mostly seniors. He says it tends to be a heterogeneous group and the class has a college course feel. They show approximately eight films over the 20 week course. Students use the general topic of the film to broaden the study to other source work.</li><li>• Mr. Shaffer asked how the films are chosen and how many sections there are. Mr. Abraham said the course is designed around themes or genres and the teacher has flexibility within that to choose films. He said there are five or six sections per year.</li></ul>	<p><b>History through Film</b></p>


	<ul style="list-style-type: none"> <li>Mrs. Chastain said she was curious about the gender makeup of the class. Mr. Abraham said it tends towards more males but is a cross section of levels.</li> </ul> <p>Mrs. Shook moved to bring the following curricula to the full Board for approval: Grade 7 Art and History through Film, seconded by Mr. Shaffer and passed unanimously.</p>	<p>Motion made and passed unanimously to bring the following curricula to the full Board for approval: Grade 7 Art and History through Film.</p>
<p>4.</p> <p>A.</p>	<p><b>Items for Information and Discussion</b></p> <ul style="list-style-type: none"> <li>Mr. Smith said before he addressed the items for information he wanted to answer a question asked at the Policy Committee meeting regarding the definition of an adult education credit. He said it required 48 hours of instruction. He then distributed a handout regarding the items of information.</li> </ul> <p><b>Testing Overview</b></p> <ul style="list-style-type: none"> <li>Mr. Smith said the decrease in CMT scores had been discussed state-wide and were not a surprise as the state is transitioning to common core state standards. New Milford is in the process of retooling its Math program and we added a Math coach over the summer to help with teacher instruction. The Reading scores increased which Mr. Smith said shows the curriculum investments we have made in this area are paying off and that we are moving in the right direction. In the area of Writing, most districts went down as they had stopped teaching to writing prompts during the transition to the new standards. The district will not be taking the CMT this year coming. The SBAC will be the test instead.</li> <li>Mr. Shaffer asked when the district was giving the SBAC and to what grades. Mr. Smith said it is a computer based adaptive test that would be given to grades 3-8 and grade 11 during a testing window in the March – May timeframe.</li> <li>Mr. Lawson asked about the students who take the test early in the window who would not</li> </ul>	<p><b>Items for Information and Discussion</b></p> <p><b>Testing Overview</b></p>

	<p>have had a full year to complete the material. Mr. Smith said there were many questions not answered yet with this transition.</p> <ul style="list-style-type: none"><li>• Mrs. Shook asked if the SBAC would provide individual student assessments and Mr. Smith said not at this time which is why the district is doing MAP testing as well. MAP provides individual student results.</li><li>• Mr. Smith also gave an update on CAPT scores, SAT results and AP results. He said the initiative at the high school is to encourage more students to take AP classes and to offer a greater range of classes. Last year had the highest participation rate ever for New Milford High School students. Mr. Smith said typically a score of 3 or above would give the student college credit. He stated that students receiving a score of 1 should be a red flag to examine how instruction is taking place.</li><li>• Mrs. Chastain said she would like to see data on the number of students in the class vs. the number who took the test. She would also be curious as to the reason of non-test takers.</li><li>• Mr. Lawson said he would like to see that data too since the students GPA is weighted for the class whether they take the test or not. He said lower scores are one of the perils of open enrollment.</li><li>• Mr. Lawson noted that the SAT data did not include the writing results. Mr. Smith said he would provide that.</li></ul> <p><b>B. Parent Survey Data</b></p> <ul style="list-style-type: none"><li>• Mr. Smith said all schools now have the parent survey data from last May and are using the data as part of their school climate goals. He reviewed some of the district-wide results with the Committee using the survey company's interactive website. New Milford had a 40% response rate, the highest in Connecticut and across the country for this company. In general, the results were 85 % or more favorable. As an administrative team, they have started talking about what can be done to make them even</li></ul>	<p><b>Parent Survey Data</b></p>
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<p>E.</p>	<p>would be a big shift from how parents were taught.</p> <ul style="list-style-type: none"> <li>• Mr. Lawson asked if there was an emphasis on vocabulary with the new math standards. Mr. Smith said literacy was extremely important which is a good thing for New Milford as we are ahead in that area.</li> <li>• Mr. Shaffer said that as a Math educator of 45 years he is unhappy with the AP Calculus and SAT Math score results. He believes there is a correlation between the scores and the discontinuation of the SAT Prep class at the high school as well as the block schedule. Mr. Smith said there were many other high schools with block schedules who are doing fine.</li> </ul> <p><b>NEASC Update</b></p> <ul style="list-style-type: none"> <li>• Mr. Smith said the high school had received a letter from NEASC scheduling their ten year accreditation visit for May 3-6, 2015.</li> <li>• Mr. Lawson asked if NEASC was a state requirement and Mr. Smith said not that he could find but that he also did not find one school that was not NEASC accredited.</li> <li>• Mrs. Chastain asked what NEASC stood for and if other areas of the country did something similar. Mr. Smith said it is the New England Association of Schools and Colleges and that most regions had a similar certifying body.</li> <li>• Mr. Lawson said it was voluntary in New York.</li> </ul>	<p><b>NEASC Update</b></p>
<p>5.</p>	<p><b>Adjourn</b></p> <p>Mrs. Shook moved to adjourn the meeting at 9:16 p.m. seconded by Mr. Shaffer and passed unanimously.</p>	<p><b>Adjourn</b></p> <p>Motion made and passed unanimously to adjourn the meeting at 9:16 p.m.</p>

Respectfully submitted:

  
 David Lawson, Chairperson  
 Committee on Learning