

Upcoming Meeting Dates Data Analysis – Additional Information C.E.S. Regional Calendar 2021-2022



Upcoming Board of Education Meeting Dates 2019/2020

November 4 Monday	9:00 AM	Finance Committee Meeting 501 Kings Hwy East Superintendent's Conference Room
November 19 *HOLD* Tuesday	6:30 PM	Special Meeting/Executive Session 501 Kings Hwy East Superintendent's Conference Room
November 21 Thursday	6:30 PM	Special Meeting/Executive Session 501 Kings Hwy East Superintendent's Conference Room
	7:00 PM 7:30 PM	Organizational Meeting Regular Meeting 501 Kings Highway East Central Office Board Room
November 26	5:00 PM	Policy Committee Meeting 501 Kings Hwy East Superintendent's Conference Room
December 3	9:00 AM	Finance Committee Meeting 501 Kings Hwy East Superintendent's Conference Room
	5:00 PM	Policy Committee Meeting 501 Kings Hwy East Superintendent's Conference Room
December 10	7:30 PM	Regular Meeting 501 Kings Highway East Central Office Board Room

<u>RTM Meetings</u> Mon. Oct. 28 re Maintenance Facility Lease

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<u>BOF Meetings</u>: Tue. Oct 29 - Capital Planning Workshop



Superintendent Memorandum

Board of Education
Michael Cummings
October 25, 2019
Friday Packet: Additional Information from 10/10/2019 Data Presentation

1. Are we still using STAR? And at this point, what is the value in it? I noticed it wasn't referenced in "Agenda Item" memo, but perhaps you were not referencing formative assessments.

Yes. It is our universal screener. It is an integral part of the SRBI process. We look at the specific standards that STAR assesses in order to inform teachers' instructional decisions, i.e. monitoring student progress and growth; and grouping of students for interventions. It is inappropriate to use formative measures like STAR in a presentation on summative data such as SAT and SBA. STAR data determines instructional needs for students and groups of students, SAT and SBA data determines needs for curriculum and instruction.

2. For the April 2019 SAT data, where would that leave us, if those students were required to hit the cut off for the graduation requirement? (Do we have any idea how many of those NOT achieving mastery of both would then have been "covered" by an AP exam?)

The current Freshmen are the first class required under policy to meet these requirements. This class has not taken the SAT or AP exams yet.

Here are the PSAT/SAT results for the percentage of the current 2020 graduating class who met the new mastery-based assessment requirements. I highlighted in BLUE the percentage of students meeting both the PSAT/SAT benchmark score, thus meeting the new graduation requirement.

FLHS

	Met Math PSAT/SAT Requirement	Not Met Math PSAT/SAT Requirement
Met ELA PSAT/SAT Requirement	78.74%	11.81%
Not Met ELA PSAT/SAT Math Requirement	0.52%	8.92%

FWHS

	Met Math PSAT/SAT	Not Met Math PSAT/SAT	
	Requirement	Requirement	
Met ELA PSAT/SAT Requirement	61.62%	22.69%	
Not Met ELA PSAT/SAT Math	0.84%	14.85%	
Requirement	0.04%		

FPS

	Met Math PSAT/SAT Requirement	Not Met Math PSAT/SAT Requirement
Met ELA PSAT/SAT Requirement	70.46%	17.07%
Not Met ELA PSAT/SAT Math		
Requirement	0.68%	11.79%

3. To what extent does staff feel that the ES math curriculum has been well served by Bridges? Bridges is one of the many resources teachers use on a regular basis to meet student needs during math instruction. It has also been helpful as a resource in developing additional tools to support our SRBI process.

 For the slide on AP scores, what is the total number of seats taken up in AP classes? (This number then "acknowledges" that many students sit for more than one AP class.)
 This information was given to the BOE prior to the meeting.

5. Unless I missed it in the packet, is there a reason we didn't get the cohort and grade level growth by subject, by high school? Can we get this?

Please see two attachments (FLHS Growth Report and FWHS Growth Report)

The new Next Generation Science Standards (NGSS) Summative Assessment represents an important step in the State's implementation of these new science standards. This assesses the 3-dimensional standards of the NGSS. These standards are <u>performance based</u> rather than <u>knowledge based</u>. This is important because the scores are representative of students' ability to think critically about science concepts not factual recall.

Given that this is a new test and the State is continuing to refine and improve the test design, the 2019 data can only provide a baseline from which districts can continue to build a comprehensive NGSS-aligned curriculum, instruction, and assessment system. Next year, the state's plan is to develop an adaptive test that would provide more detailed information on student performance. We will need to look at trends over time several years out to gather meaningful information. Going forward, the work at the district level, is to continue to align our curriculum, instructional practices, and assessments to these new 3-dimensional standards.

Students' scores on the NGSS Assessment have been provided to districts in two ways:

• Overall performance by scale scores and performance level

Fairfield's Overall Performance:



Grade Level	% at Level 3 or Above
Grade 5	74
Grade 8	76
Grade 11	73

Performance on Practices within each Disciplinary Core Idea (Physical Sciences, Life Sciences, and Earth/Space Sciences)

Grade 5 Performance by Discipline	Discipline Average Scale Score
Practices and Concepts in Physical Sciences	514
Practices and Concepts in Life Sciences	515
Practices and Concepts in Earth/Space Sciences	516

Grade 8 Performance by Discipline	Discipline Average Scale Score		
Practices and Concepts in Physical Sciences	818		
Practices and Concepts in Life Sciences	815		
Practices and Concepts in Earth/Space Sciences	816		

Grade 11 Performance by Discipline	Discipline Average Scale Score
Practices and Concepts in Physical Sciences	1117
Practices and Concepts in Life Sciences	1117
Practices and Concepts in Earth/Space Sciences	1113

Please see attached "Science Assessment FAQ" document for more information on scale score ranges.

Attachments:

- FLHS Growth Reports Class of 2020
- FWHS Growth Reports Class of 2020
- Science Assessment FAQ

MC:mb



Page 1 of 7 Thursday, October 17, 2019

Growth Report: Class of 2020 Fall Tests | Evidence-Based Reading and Writing

Growth Between Paired Tests

The table below shows how your students' mean scores changed between two tests taken in consecutive grades. These are the mean scores of students who took both tests in the same season.

Paired-Test Growth

Test	Test Takers	Students Who Took Both Tests	Mean Eviden Reading and Score	ce-Based Writing	Projected Mean Score *	Benchmark
PSAT/NMSQT Fall 2017 (10th grade)	357	335	530	530	N/A	430
PSAT/NMSQT Fall 2018 (11th grade)	356	335	560	560	550-580	460
PSAT/NMSQT Fall 2018 (11th grade)	356	344	570	570	N/A	460
SAT Spring 2018 (11th grade)	364	344	590	590	570-610	480
SAT Spring 2018 (11th grade)	364	76	590	590	N/A	480
SAT Fall 2019 (12th grade)	77	76	600	600	580-620	480
Meets or Exce Benchmark	eeds	Approaching Benchmark	Ne	eds to engthen Skills • Mean Score for Past Test	Projected M for Future	ean

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	K—12 Reporting Portal
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Fairfield Ludlowe High School

Growth Report: Class of 2020 Fall Tests | Math

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SAT Spring 2018 (11th grade)	364	344	590	sio	560-600	530
SAT Spring 2018 (11th grade)	364	76	600	600	N/A	530
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K—12 Reporting Portal	Fairfield Ludlowe High Schoo
Growth Report: Class of 2020 Fall Tests	
FAQs	
Getting the Most From Your Growth Report	
What can I learn from a growth report?	
Growth reports track the growth of a group of students from test to performance on a future test. You can answer these questions:	test and project their
 Do the year-over-year changes in this group's mean score m compare their actual mean score with the projection based of score. 	eet expectations? Just n their previous mean
 Is this group on track to be ready for college and career training compare their mean score to the benchmark. 	ing programs? Just
 Is this group expected to meet the benchmark on their next to mean score projected for their future test to the benchmark for 	est? Just compare the or that test.
How can College and Career Readiness Benchmarks help me?	
Benchmarks help you understand your students' readiness for colle programs. Check to see which range the group's mean score is in:	ege and career training
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Growth Report: Class of 2020 Fall Tests

• Encourage students to share their test scores with Official SAT Practice on Khan Academy®. They'll get personalized practice plans that help them focus on the areas they need to work on most. Learn more about Official SAT Practice at satpractice.org.

Growth Report Basics

What's the difference between long-term and paired-test growth reports?

Long-term growth reports chart the progress of a group of students from year to year as they take different tests in the SAT Suite of Assessments. They provide a longer view of a smaller group of students.

Paired-test growth reports, on the other hand, provide a shorter view of a larger group.

Long-term growth reports work especially well for stable cohorts, graduating classes in which many of the students who took the first test stayed at your school and continued to test over the years.

What's the difference between measuring growth and tracking trends?

Growth reports show the progress of the same group from test to test. They don't compare the performance of different cohorts on the same test as a trend report would.

What's the relationship between the tests in the SAT Suite?

Each test in the SAT Suite measures the same skills and knowledge in a way that's appropriate for its intended grade. The tests also share a common score scale. A student who takes the PSAT/NMSQT and receives a Math section score of 500 would be expected to get a 500 on the SAT or the PSAT 8/9 if they'd taken those tests on the same day.

How does the College Board project score ranges?

We analyzed our score data to figure out how much school-level mean scores typically change between tests administered in consecutive grades. The projected growth you see in your report is based on the growth of schools who took the same tests your students took and had mean scores on the first test that were similar to your students' mean score.

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Growth Report: Class of 2020 Fall Tests

Troubleshooting

Why doesn't the growth report include my whole cohort?

Growth reports show how the same group of students scored on different tests. It's unlikely that every student in your cohort took every test included in the report—and students who didn't are excluded.

For instance, the class of 2021 might include 100 students who took the PSAT 8/9 in 9th grade and 120 who took the PSAT 10 in 10th grade. If only 90 students took both tests, the growth report for those two tests would calculate mean scores based on those 90 students.

Why don't I see data for all of the tests taken by this cohort?

When you ran this report, we advised you to exclude any tests taken by less than 20% of the cohort because including these tests would significantly reduce the number of students represented. We also excluded tests with fewer than 10 test takers because accurate projections can't be made with such a small group.

Why don't I see a projected score range?

There are two possible reasons:

- We can't project a score for one test if we don't have enough data on the previous test in the SAT Suite. It could be that your school didn't give the test to this cohort, or that there were fewer than 10 test takers in the cohort, or that less than 20% of the cohort took the test.
- Your cohort already took the SAT in the fall of 12th grade, which is the final test administration we provide projections for.

How can I run a more valuable growth report?

If your report doesn't represent as many students as you'd like, select fewer tests and rerun it. If your report doesn't include as many tests as you'd like, select more tests and rerun it.

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Tuesday, October 15, 2019

Fairfield Warde High School

Growth Report: Class of 2020 Fall Tests | Evidence-Based Reading and Writing

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Growth Report: Class of 2020 Fall Tests | Math

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Fairfield Warde High School

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Connecticut Science Assessments Reporting FAQ September 2019

Next Generation Science Standards Assessment and Connecticut Alternate Science Assessment



The 2018-19 school year was the first operational year for the Connecticut Science Assessments aligned to the Next Generation Science Standards (NGSS). (More information about the standards can be found here: <u>https://portal.ct.gov/SDE/Science/Science-Standards-and-Resources</u>.) Both the NGSS Assessment and the Connecticut Alternate Science (CTAS) Assessment were administered to students in Grades 5, 8 and 11.

1) Where are Connecticut Science Assessment results reported?

Preliminary secure results for the Connecticut Science Assessments for individual students, schools and districts are currently available to authorized school and district personnel in the Online Reporting System (ORS) located on the Connecticut State Department of Education (CSDE) Comprehensive Assessment Program Portal (<u>https://ct.portal.airast.org/</u>).

Connecticut Science Assessment final public results will be reported through EdSight (<u>http://edsight.ct.gov</u>) later in the fall. The Connecticut Science Assessment final secure results will also be reported on EdSight Secure along with the release on public EdSight.

2) What are the scale score ranges for the NGSS Assessment?

Each student who takes the NGSS assessment receives a scale score for the whole test. Scale scores are the basic unit of reporting. A scale score is derived from how a student performed on the items of a test, statistically adjusted for the test forms a student received. Scale scores are expressed on a standardized scale that permits direct and fair comparisons of scores from different forms of a test, either within the same administration year or across years. The scale score ranges for each of the grades is below. It is important to note that this scale is <u>not a vertical scale</u>, like the Smarter Balanced Assessment, so cross grade comparisons are not recommended.

Grade	Scale Score Range
5	400–599
8	700–899
11	1000–1199

NGSS	Assessment	Scale	Score	Ranges
	/ 0000001110110	ocure	00010	nanges

3) What are the raw score ranges for the CTAS Assessment?

Each student participating in the CTAS Assessment receives a raw score point total. The raw score ranges for each of the grades is below.

	0
Grade	Raw Score Range
5	0–88
8	0–84
11	0–84

CTAS Raw Score Ranges

4) How were the achievement-level ranges for the NGSS and the CTAS Assessments established?

The achievement level ranges for the NGSS and CTAS Assessments were established based on a standard setting process that was entirely guided by Connecticut educators. The CSDE conducted this activity in the summer of 2019 on July 30 and 31, as well as August 1 and 2. This standard setting process utilized Connecticut student assessment data from the first operational administration of the two tests in the spring of 2019. The process was facilitated by the psychometric teams from the CSDE,

as well as the American Institutes for Research, the CSDE's testing vendor for the NGSS and CTAS Assessments.

5) What are the Achievement Level Descriptors for the NGSS and the CTAS Assessments?

Achievement Level Descriptors (ALDs) define the knowledge and skills that students are expected to demonstrate at the four achievement levels. These achievement levels are a reporting feature that has become familiar to many educators. Achievement levels should serve only as a starting point for discussion about the performance of students and of groups of students; the scale score is a more precise measure of a student's achievement on the performance continuum. Below are the ALDs for the NGSS and the CTAS Assessments.

Achievement Level	Achievement Level Descriptors for Science
Level 4	Exceeds the Achievement Standard: The student has exceeded the achievement standard for science expected for this grade. Students performing at this standard are demonstrating advanced progress toward mastery of science knowledge and skills. Students performing at this standard are on track for likely success in the next grade.
Level 3	Meets the Achievement Standard: The student has met the achievement standard for science expected for this grade. Students performing at this standard are demonstrating progress toward mastery of science knowledge and skills. Students performing at this standard are on track for likely success in the next grade.
Level 2	Approaching the Achievement Standard: The student has nearly met the achievement standard for science expected for this grade. Students performing at this standard require further development toward mastery of science knowledge and skills. Students performing at this standard will likely need support to get on track for success in the next grade.
Level 1	Does Not Meet the Achievement Standard: The student has not yet met the achievement standard for science expected for this grade. Students performing at this standard require substantial improvement toward mastery of science knowledge and skills. Students performing at this standard will likely need substantial support to get on track for success in the next grade.

NGSS Assessment ALDs

CTAS ALDs

Achievement Level	Achievement Level Descriptors for Science
	Exceeds the Alternate Achievement Standard: The student has exceeded the
Level 4	alternate achievement standard for science expected for this grade. Students
	performing at this level are demonstrating advanced progress toward mastery of
	science knowledge and skills represented in the alternate assessment.
	Meets the Alternate Achievement Standard: The student has met the alternate
	achievement standard for science expected for this grade. Students performing at
Level 3	this level are demonstrating progress toward mastery of science knowledge and skills.
	Students performing at this level are demonstrating understanding of grade-level
	science skills and knowledge represented in the alternate assessment.
	Approaching the Achievement Standard: The student has nearly met the alternate
Level 2	achievement standard for science expected for this grade. Students performing at
	this level require further development toward mastery of science knowledge and
	skills. Students performing at this level will likely need continued support to

Achievement Level	Achievement Level Descriptors for Science
	demonstrate understanding of grade-level science skills and knowledge represented in the alternate assessment.
Level 1	Does Not Meet the Alternate Achievement Standard: The student has not yet met the alternate achievement standard for science expected for this grade. Students performing at this level require substantial improvement with continued support toward mastery of science knowledge and skills. Students performing at this level will likely need substantial supports to demonstrate understanding of grade-level science skills and knowledge represented in the alternate assessment.

6) What are the achievement level ranges for the NGSS and the CTAS Assessments?

Achievement level ranges are numeric ranges that establish the specific level of student performance. For the NGSS Assessment the ranges are in scale score points while for the CTAS Assessment, the ranges are in raw scores points.

NGSS Science	Grade 5	Grade 8	Grade 11
Level 4	535–599	842-899	1141–1199
Level 3	498–534	798–841	1099–1140
Level 2	468–497	772–797	1073–1098
Level 1	400-467	700–771	1000-1072

NGSS Assessment Achievement Levels

CTAS Achievement Levels

CTAS	Grade 5	Grade 8	Grade 11
Level 4	65–88	64–84	65–84
Level 3	57–64	57–63	57–64
Level 2	32–56	26–56	32–56
Level 1	0–31	0–25	0–31

7) What are the discipline level scores for the NGSS Assessment?

In addition to an overall score for the NGSS Assessment, students will receive scores for the three disciplines of science(Life, Physical and Earth). Depending on student performance, the discipline level scores are reported as Above Standard, Approaching Standard, or Below Standard. Aggregate discipline level scores for schools and districts will also be reported in the ORS. Below are the discipline level claims.

Discipline Level Claims

Discipline	Claim
Practices and Concents in	The student is able to use the science and engineering practices to
Life Sciences	demonstrate understanding of the disciplinary core ideas and
Life Sciences	crosscutting concepts in Life Science.
Dractices and Concents in	The student is able to use the science and engineering practices to
Plactices and concepts in	demonstrate understanding of the disciplinary core ideas and
Physical Sciences	crosscutting concepts in Physical Science.
Practices and Concents in	The student is able to use the science and engineering practices to
Flactices and Concepts III	demonstrate understanding of the disciplinary core ideas and
Earth and Space Sciences	crosscutting concepts in Earth and Space Science.

8) What are the Disciplinary Core Ideas Scores for the NGSS Assessment?

The Disciplinary Core Ideas (DCI) define the most essential concepts in the major disciplines (Life, Earth and Physical) of science that all students should understand. The DCI progress across Grades K-12 as students become scientifically literate citizens.

Unlike an overall science score, the DCI scores do not present absolute performance; instead they present relative performance. The reports provide an indicator of relative strength/weakness in each area. <u>These results are available in the ORS for groups of students</u>, but not for individual students. (The methodology for establishing the DCI scores in science is very similar to that used for the Smarter Balanced assessment targets.)

To determine relative strength/weakness, the actual performance of the group of students on the items in a particular area is compared to their expected performance on those items. If actual performance is significantly better than expected performance, then the group receives a "+." If actual performance is significantly worse than expected performance, then the group receives a "-." If actual performance is statistically no different than expected performance, then the group receives an "=" for that DCI.

Two statistical approaches are used to establish expected student performance.

Relative to Overall Performance

The expected performance is determined based on the students' overall performance on the entire assessment. For example, if the students in the group are extremely high performing overall, those students will likely be expected to do well on items in each DCI. If however, they do significantly worse than expected, then a minus sign must be displayed. This may not mean that the students are really low performing on that DCI; it may simply mean that their performance on that DCI was significantly lower than expected.

lcon	DCI Level	Description
+	Better than performance on the test as a whole	This DCI is a relative strength. The group of students performed better on items from this DCI than they did on the test as a whole.
=	Similar to performance on the test as a whole	This DCI is neither a relative strength nor a relative weakness. The group of students performed about as well on items from this DCI as they did on the test as a whole.
_	Worse than performance on the test as a whole	This DCI is a relative weakness. The group of students did not perform as well on items from this DCI as they did on the test as a whole.
*	Insufficient information	Not enough information is available to determine whether this DCI is a relative strength or weakness. This is due to too few students in the group and/or insufficient assessment items for this DCI.

Relative to (Minimum Overall) Proficiency

The expected performance is determined based on a hypothetical student with minimum overall proficiency—one who is performing at the cut score separating Levels 2 and 3 (i.e., the lowest score in Level 3). Continuing the above example, the extremely high performing group may have done worse than expected on a DCI with somewhat challenging items but still better than the minimum overall proficiency would have done on those items. These students may earn a "check" to mean that their "Performance is above the Proficiency Standard."

Description of DCI Level Performance Relative to (Minimum Overall) Proficiency in the ORS

lcon	DCI Level	Description
-	Performance is above the Proficiency Standard	The DCI performance is above the proficiency standard. The group of student performed above the proficiency standard on this DCI.
\bigcirc	Performance is near the Proficiency Standard	The DCI performance is near the proficiency standard. The group of student performed near the proficiency standard on this DCI.
Δ	Performance is below the Proficiency Standard	The DCI performance is below the proficiency standard. The group of student performed below the proficiency standard on this DCI.
*	Insufficient information	Not enough information is available to determine performance on this DCI. This is due to too few students in the group and/or insufficient assessment items for this DCI.

When pulling these reports in the ORS and used together, the two methods can provide greater insight into a group of students' strengths and weaknesses.

9) What are the Performance Task Scores for the CTAS Assessment?

In addition to an overall score for the CTAS Assessment, individual students will receive the number of raw score points for each of the six Performance Tasks. Districts and schools will also receive scores in each Performance Task expressed in average raw score in the ORS. Below are the six Performance Tasks administered in each grade. The number of available raw scores points varies across the grades for each Performance Task.

Performance Task
Earth Systems
Natural Resources
Living Organisms
Healthy Ecosystems
Forces in Motion
Using Energy Every Day

The Performance Tasks are non-secure materials, thus they can be viewed on the Connecticut Comprehensive Assessment Portal at <u>https://ct.portal.airast.org/ctas-required-materials/</u>.

10) What are the Core Extension Scores for the CTAS Assessment?

In addition to an overall score for the CTAS Assessment and the Performance Tasks Scores, students will receive scores for each Core Extension taken on the test. Core Extensions represent the derivative of the NGSS Standard Performance Expectation and represent the task that students should be able to complete. Students will receive scores of 0, 1 or 2 for 44 core extensions in Grade 5, 42 in Grade 8, and 42 in Grade 11. Schools and districts will receive the percent of points earned for all the Core Extensions.

The Core Extensions are non-secure materials, thus they can be viewed on the Connecticut Comprehensive Assessment Portal at <u>https://ct.portal.airast.org/ctas-required-materials/</u>.

11) Will there be an Interpretive Guide released for the NGSS and the CTAS Assessments? A comprehensive Interpretive Guide will be published later in the fall of 2019.

12) Where can districts find more information about the Connecticut Science Assessments?

Contact the CSDE Performance Office at 860-713-6860 or <u>ctstudentassessment@ct.gov</u>. The following two web sites also have many resources available.

- Connecticut State Department of Education: <u>https://portal.ct.gov/sde</u>
- Connecticut Comprehensive Assessment Portal: <u>https://ct.portal.airast.org/</u>

C.E.S. REGIONAL UNIFORM SCHOOL CALENDAR 2021-2022

							\UGUS	F (2	days)			SE	PTEME	BER (1	9 days)
Firs	t dav of	classes	for stud	ents *	М	Т	W	Т	F		М	Т	W	Т	F
Holidays & School Breaks		2	3	4	5	6				1	2	3			
🗌 Unit	form Pro	ofession	al Devel	opment	9	10	11	12	13		6	7	8	9	10
Parenth	esis dis	play nur	nber of ı	possible	16	17	18	19	20		13	14	15	16	17
school o	lays in a	a given r	nonth		23	24	25	26	27		20	21	22	23	24
Note: S	State law	require	s a mini	mum 180	30	31					27	28	29	30	
school o	lays in a	ı year				25-27 30 Stu	Uniform F Idents' Fir	PD Days st Day *				6 Lal 7 Rosh 16 Yo	bor Day Hashan m Kippu	- closed ah - close r - closed	ed
OCTOBER (21 days)					NC	OVEMBI	ER (1	9 days)	Π		DE	CEME	BER (17	7 days)	
М	Т	W	Т	F	М	Т	W	T	F		М	Т	W	T	F
				1	1	2	3	4	5				1	2	3
4	5	6	7	8	8	9	10	11	12		6	7	8	9	10
11	12	13	14	15	15	16	17	18	19		13	14	15	16	17
18	19	20	21	22	22	23	24	25	26		20	21	22	23	24
25	26	27	28	29	29	30					27	28	29	30	31
					2	Election I 25-26 TI	Day – Uni nanksgivir	form PD I ng Recess	Day			24-31	Holida	/ Recess	
JANUARY (19 days)			FEBRUARY (18 days)					MARCH (23 days)							
М	T	W	Т	F	М	Т	W	T	F		М	Т	W	T	F
3	4	5	6	7		1	2	3	4			1	2	3	4
10	11	12	13	14	7	8	9	10	11		7	8	9	10	11
47													-		
17	18	19	20	21	14	15	16	17	18		14	15	16	17	18
24	18 25	19 26	20 27	21 28	14 21	15 22	16 23	17 24	18 25		14 21	15 22	16 23	17 24	18 25
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