

**Regular Board of Education Meeting  
Wednesday, May 4, 2011 7:00 PM  
Central Services**

**I. Public Comment**

**II. Administrative Reports**

**A. Superintendent's Announcements**

**Rationale:** Mr. Addley will provide district updates.

**B. Student Representative Reports**

**Rationale:** Ms. Sara Miltenberger and Ms. Jennifer Lengvasky will report on activities taking place at the high school.

**C. Schools in the Spotlight**

**Rationale:** Kierstan Pestana, Kristin Rice, Carol Sarkozy, and Kathy Waddington, teachers at Wells Road Intermediate School, and some of their students will present examples of how they have articulated and defended a position with regard to the district achievement goal.

**D. Annual Technology Report**

**Attachments:**

Technology Report - May 2011

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**Rationale:** Mr. Jon Lambert, Technology Operations Manager, will present the annual technology report on technology in the Granby Public Schools.

**III. Consent Agenda**

**A. Minutes**

**Attachments:**

Approved Minutes 4-13-11

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**Rationale:** The Board will approve/amend the minutes of the April 13, 2011 Board of Education meeting.

**B. High School Trip to Honduras 2011-2012**

**Attachments:**

Honduras Trip Information

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**Rationale:** The high school is requesting approval to start planning an international trip in the summer of 2012 to Honduras. This trip would be a two-week ecological research study.

**IV. Old Business**

**A. 2012-2013 School Calendar**

**Attachments:**

2012-2013 preliminary calendar

28

**Rationale:** The Board will continue its discussion on the 2012-2013 school calendar.

**V. New Business**

**A. 2013-2014 Preliminary Calendar**

**Rationale:** The Board will discuss the preliminary school calendar for the 2013-2014 school year.

**B. Strategic School Profiles (SSP)**

**Attachments:**

District SSP 09-10

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High School SSP 09-10	37
Kearns SSP 09-10	43
Kelly Lane SSP 09-10	49
Middle School SSP 09-10	56
Wells Road SSP 09-10	62

**Rationale:** State law requires the superintendent to present the SSP at the first meeting after it is received.

**VI. Miscellaneous**

**A. Board Standing Committee Reports**

**1. Curriculum/Policy/Technology/Communication**

**Attachments:**

Curriculum Subcommittee Minutes 4-13-11	68
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**2. Finance/Personnel/Facilities**

**Attachments:**

Finance Subcommittee Minutes 4-13-11	69
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**B. Other Board-Related Reports**

**Attachments:**

Hartland BOE Mtg. 5-9-11	70
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**1. CPPAC**

**2. CREC/CABE**

**3. Granby Education Foundation**

**4. District Efficiency Initiatives**

**C. Calendar of Events**

**Attachments:**

Calendar of Events	72
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**D. Board Member Announcements**

**VII. Executive Session/Non-Meeting**



Objective –

To support our vision, mission, and goals, guided by the district technology plan

### **Vision, Mission Statement, and Goals**

- **Vision**

Every Student educated in the Granby Public schools will graduate on time, prepared for 21st Century Citizenship.

- **Mission Statement**

All students become powerful thinkers, effective collaborators, and compassionate contributors in preparation for success in a dynamic, interdependent world.

- **Achievement Goal**

Systemically improve students' ability to analyze and synthesize information, solve problems and articulate/defend a position.

# Supporting our mission and vision.....

## Areas of Technology

- Infrastructure - Security, Operations, Communications, Core Business & Administrative Systems
- Instructional Technology -  
    BOE, Curriculum, Technology departments  
    Tech Curriculum, Academic Support, Staff PD
- Information Management -  
    Data Management, Interoperability, Analysis, Assessment, Feedback
- Assistive Technology (Special Services)

## Staff

“Whatever it takes!”

- Jon Lambert (FT) Manager
- Trainer, Website, SIS Admin, Instructional Software - Carolyn Deidolori (4 days per week)
- Data Management, IS Consultant- Ed Lyman (2 days per week)
- Technician GMHS/GMMS/District Mike Welcome(FT)
- Supplemental Outsourcing / CREC
  - (Engineering, Techsupport, Training/PD)
- MC Specialists, Tech TAs, Technology Teachers
- Increased levels of business and academic support staff involved in software systems administration and use – helping tech

# Funding Sources

- Operating Budget  
(Personnel, Software, Supplies)
- Small Capitol Lease  
(Hardware Replacement Cycle, New Purchases)
- Large Capitol Projects
- E-rate
- Grants (GEF, Perkins, Innovation)

# Environment – Infrastructure & Network

- Approximately 2,600 end users
- Windows Servers / Active Directory / Exchange / File & Print Servers
- 5 Terabytes of data
- High Speed Internet - Connecticut Education Network (CEN)
- Wide Area Network
  - BOE/TOWN Private Municipal Area Fiber Optic Network
  - DATA CENTER at Board of Education Building

## Local Area Networks

Town Complex, Pub Works, GMHS, GMMS,/Eco Center, Kelly Lane, Wells Road, Kearns, Ambulance Assoc., Lost Acres FD

- Direct fiber connected via 36 managed gigabyte and power-over-ethernet switches (phones/cameras/WAPs/other devices)
- 27 Servers, Computers 1000, Network Printers, Copiers, Cameras, Msc. peripherals
- Wireless LANs all buildings 80211 B/G/some N
- 1GB+ WAN speed to CEN Internet (3-5MBPS) 1 to 2GB speeds between buildings
- Telephones – Mixed Systems: Analog, Digital, VOIP
- School IP Security Camera Network
- HVAC Automation Systems
- Video Distribution Schools– Cable Networks, VBRICK, Live Streaming, Video/Voice Conferencing, News Studios
- Auditorium Systems, PAs, Clocks, Bells, Paging
- Interactive whiteboards / Classroom TV sets

# Environment - Hardware & Software Deployment

## A focused approach to integration.....

Put technology in the right places. Implement technologies that meet specific needs producing measurable results. Integration through intensive PD.

- At least 1 computer in every classroom –more than 1 in many
- Multiple computers in pupil services classrooms
- Media Centers – The “Hub” of the school. Technologies increasingly spreading outward into classrooms.
- Computer Labs, Wireless Networks, Mobile technologies
- Used to enhance curriculum across all subject areas (Pupil Services, Reading, English, Math, Science, Social Studies, Business, Unified Arts)
- Maximum utilization of current technologies through PD and expansion of technology into academic areas whenever possible
- Continuous maintenance, improvement, and preparations for future growth

# Hardware and Software Purchases

## **Centralized Purchasing Process**

(Curriculum and Tech)

### Guidelines

- ✓ Will it produce the desired outcomes?
- ✓ Will it work in our environment?
- ✓ Product lifecycle
- ✓ Ease of use
- ✓ Automate processes when possible
- ✓ Standardization & Interoperability (Sharing of data between programs)
- ✓ Collaborative purchasing (RESCS \ State contracts)

# District – Software Overview

- Security / Firewall / VPN / SPAM / Antivirus / Remote Access
- Student Information System
- Network Management / Phones / Cameras
- Website management
- Work Order System (Facilities/Technology)
- Event Scheduling (Facilities)
- Library automation
- Food Service
- Nursing
- Email
- Accounting
- Busing
- Curriculum / Assessments / Reporting / CEU
- Emergency Notification
- Imaging/Computer Management
- MS School Agreement - Windows XP, MS Office
- IEP & Assistive Technology (Pupil Services)
- State Reporting

# Academic–Software Overview

## Base Software

- Web Browser / Internet Access, Web 2.0 various online subscriptions/free resources
- Network – Home folder on server, Access to shared drives, printing
- Media Distribution – Access to cable networks, Discovery Education / Vbrick / News Programs
- Windows XP, MS Office 2003, 07
- MS Digital Image Suite
- Windows Movie Maker
- McAfee Virus software
- Adobe Reader
- Adobe Master Collection
- Flash /Shockwave
- QuickTime Real Alternative/Media Player / DVD Player
- CD/DVD Burning
- Front Page MS Producer ,Visual Studio MS Works
- WinDVD
- Audacity (Audio recording)

# Specialized Classroom Technologies

## Software

- School Computer Labs  
GMHS - Engineering, Business, Programming Lab, Media Lab, Mobile Lab
- Media Centers
- Departments / Classrooms (Math, Science, English, Social Studies)
- Pupil Services (Lexia, Kurzweil, Word Q, Speak Q, Dragon Speak)

## Hardware

- Student response systems (Clickers)
- Pupil Services Laptops (Staff and Students)
- iPod, iPads, e-Readers – expanded use of mobile devices
- Digital Cameras, Camcorders, Document Cameras, Scanners, Flipcams
- Mimeo tablets
- Digital microscopes

## Other

- Departments/Educators are sharing techniques and implementing their own technology ideas to assist with curriculums/daily instruction. (Examples– podcasting, social studies archive, science equipment, english Google Apps, Math TI Navigators)

# Support Systems

- The right mix of hands-on help, outsourcing, and automation to support our infrastructure, operations, and academic campuses
- Who does what?
- Ticketing System
- Support requests from staff tracked since September 2010 total over 3,600
- Actual support requests “UNKN☺WN”

# Year in Review - Highlights

- Centralized software purchasing (Annual subscriptions, Maintenance agreements)
- Ongoing BOE/Town financial system upgrades
- Financial security audit compliance initiatives
- Servers - Email, outlook web, outlook client, SANs, Server virtualization
- Upgrade computer deployment software/remote help desk for/images for upcoming Windows 7 deployment
- Replacement Cycle & Small Cap initiatives (Wells Road School computers, MS Tech Ed Lab memory upgrades) Grants Awards (8 PCs Kearns Kindergarten, 8 PCs GMHS Career Center, Mobile Lab – GMHS Tech Ed/Business Dept.
- Data Management – continue to implement information gathering and reporting systems / interoperability / PLC Teams / Academic Assessment
- New web-based CEU system online PROTRAXX
- Google Apps for Education at High School - Each student and teacher given Google email addresses and use of Google docs for collaborative academic purposes. HS English and Social Studies started using product for summer assignments. Objective is to have the MS on board by September 2011
- Additions to PowerSchool – demographic updates are available on the PowerSchool Portal. Parents can update email addresses and cell phones. A secretary receives a report each morning with details on the changes made and the secretary will approve the changes to the database. 8<sup>th</sup> grade joined 9<sup>th</sup>-11<sup>th</sup> in the ability to register for classes online.
- Opening PD days offers teachers a ½ day of technology choices. Classes held on 21<sup>st</sup> century skills that run in parallel with the district's technology plan. Excellent feedback from staff. (Orientation, podcasting, blogging, wikis, clickers, flips cameras and Google apps)
- Facebook page developed and updated for Granby Schools.
- Office 2010 training
- Pilots – District/GEF Grants – Kindles iPods, ipads, ipevo doc cam/webcam

# FY 11-12 Goals

## Goals:

- \*Promote responsible use of technology
- \*Maintain a safe, secure, and reliable network computing environment
- \*Continue move toward a more proactive and self-sustaining technology infrastructure. High availability is critical.
- \*Improve organizational security. Minimize critical points of failure
- \*Continue to utilize technology to help improve the organization and learning. (Communication, collaboration, streamlining processes)
- \*Realize cost-savings through increased efficiency of existing systems and automation

# Some FY11-12 Initiatives

- Revision of District Technology Plan (CSDE)
- Replacement Cycle & Small Cap initiatives (Kelly Lane computers, HS English Mobile Lab, MS Media Center reorganization)
- Large Cap – HS electronics Lab, Video distribution, Additional computer labs
- Additions to PowerSchool SIS– demographic updates are available on the PowerSchool Portal. Parents can update email addresses and cell phones. Secretaries receive a report each morning with details on the changes made and the secretary will approve the changes to the database. 8<sup>th</sup> grades joined 9<sup>th</sup>-11<sup>th</sup> in the ability to register for classes online. Adding quick lookup of student goals for guidance admin users
- Antivirus system and endpoints redeployment from McAfee to Forefront
- Upgrade computer deployment software/images/remote help desk for
- Begin Windows 7 deployment (HS, MS, Kelly)
- Continue server consolidation/virtualization
- Assist the HS guidance departments with two projects: 1) adding career planning to the Naviance college program and 2) providing a quick lookup screen in PowerSchool to quickly assess student's goals towards graduation progress.
- Google Apps for Education at Middle School
- Exploration of forms automation software / pay online

# FY11-12 Initiatives (Cont.)

- Continuous tech/21<sup>st</sup> century skills PD in addition to opening PD days offering teachers a ½ day of technology choices. Individual training always available.
- Add career planning to high school guidance software “Naviance”
- Office 2010 training
- Teachers will continue to maintain Web pages and electronic grade books in an effort to enhance communication.. The district will continue to improve the Web site through the development of online resources for students, staff, and parents.
- Provide teachers with an area on our website to showcase classroom technology integration practices. Teachers can share ideas on how to use existing hardware and software to promote learning.

# Technology - Insights

## Around the District:

- Increase in use of 21<sup>st</sup> century skills in daily routine/practice
- 20% Increase in community website use/traffic over last year (March 2010-2011)
- Internet and network uptime and access is essential
- Decreases in hardware costs, increases in software costs. Savings realized through centralization of systems, automation , server consolidation, green technologies, collaboration, reducing duplicate efforts

## Continued focus on the support and development of technology in the district:

- Maintaining current funding levels for hardware replacement cycle
- Increase software funding levels
- Maintain in-house staffing level. Keep the right balance of technology resources
- Continued support for classroom integration. In-house training/PD, workshops, CREC
- Continue to improve network reliability, availability(wireless), and student to computer ratio wherever possible
- Continue centralized systems and purchasing
- Continued teamwork, collaboration with town, and community
- Prepare and plan for the future

What is on the horizon?

**ANSWER = CHANGE**

- \* What will K12 technology look like in 5 years?
- \* What about in 10 years?
- \* How will that transform teaching, learning, and the way that we operate?

<http://www.nmc.org/publications/2011-horizon-report>

The state of our district technology is excellent. The department is continuously improving and moving forward. Technology tools are working for us in the Granby Public Schools.

We remain committed to:

- Supporting our operations and technological infrastructure
- Our PLC - continue process improvements assist in collaborative efforts
- Focusing on tools that enhance the learning process
- Acting ethically and responsibly - protecting users, data, assets
- Customer Service

**Still tough, but exciting times ahead.....**

Thank you to Superintendent Addley, The Granby Board of Education, The Town of Granby, and the Granby Community for supporting the technology in our schools. Reliable technology for business and learning is critical to the success of our organization, staff, and students.

**Special Board of Education Meeting – Approved Minutes  
April 13, 2011, 7:00 p.m.  
Central Services**

**Attendance Taken at 6:48 p.m.:**

Present Board Members:

Cal Heminway  
John O'Connor  
Edward Ohannessian  
Deborah Torgersen  
Ronald Walther  
Matthew Wutka

Absent Board Members:

Marie Nicholls

Mr. Heminway called the meeting to order at 7:00 p.m.

**I. Public Comment**

Mr. Terry Wright, 83 Northwoods Road. Mr. Wright spoke about the recent incident at Wells Road School regarding the arrest of a staff member and stated that he applauds Dr. Bailey for taking the appropriate actions by following the law in the school policy to report these alleged incidents to ensure the safety of the students in her charge (unlike what was done for his daughter at Kearns School a little more than a year ago where he made a complaint). Mr. Wright thanked Dr. Bailey for watching out for the safety of our kids. He stated that he has attended school board meetings for the last year to year and a half asking the Board to enforce the school policy that was in place at the time which is to call the police when incidents such as this happen. Mr. Wright claimed that policy was not enforced and the subcommittee removed the policy from the school policies. He stated that it is important that the police are notified and he finds it reprehensible that the Board would stand in the way of a proper investigation of a proper child abuse investigation. He stated that he is very happy to know that the proper authorities were notified and again thanked Dr. Bailey for taking the initiative to make that happen.

**II. Administrative Reports**

**II.A. Superintendent's Announcements**

- Mr. Addley welcomed students and parents this evening as well as a welcome back Dr. Austin, former principal of Wells Road School.
- Mr. Addley thanked high school parents, students and staff for the inconvenience of the bomb threat last week. He also stated that the matter is still under police investigation.
- Congratulations to the high school for being among the top-performing schools in the Governor's Summer Reading Challenge. The Governor will hold an awards ceremony at the Connecticut State Library on Friday, May 6<sup>th</sup>.
- Congratulations to Simon O'Neil, a 5<sup>th</sup> grader at Wells Road School, for placing 1st in the region for the Stock Market Challenge.
- Thank you to all of the school teams who participated in the GranBee this year and congratulations to the winner.

- Congratulations to Emily Betterton, an 8<sup>th</sup> grader at the middle school, who was published in the Connecticut Student Writer's Magazine. Emily will be recognized at a ceremony held at the UConn campus in Storrs on May 10<sup>th</sup>.
- Congratulations to the following Kelly Lane students and staff members: Three students were selected to have their writing included in the Annual UConn Student Writer's Journal – Allan Allag, Owen Plourde and Julianna Pestretto; 2 Destination ImagiNation teams competed in the state tournament – one team won first place and was invited to the Global Finals in TN but due to logistical arrangements, etc. the team will not be attending; Jon Antkowiak qualified for the state finals in the Geography Bee; and, we pass along our congratulations to Joanne McLeod who celebrated her 40 years of teaching in Granby.
- Parents' and Grandparents' Day at the middle school were very well attended.
- Approximately 50 students have been signed up for the GEF Global Learning Summer Academy. Information regarding this opportunity is available on our website. There are still spots available.
- In collaboration with the Citizens for a Better Granby and the Granby Prevention Council will be hosting the documentary, *Race to Nowhere*, to Granby. The film focuses on pressures put on students and keeping a healthy balance. There will be a \$10 admission fee and it will be held in the high school auditorium.
- Vacation is next week. Have a safe and enjoyable break.
- A reminder that the Town Meeting and Vote will be held on Monday evening, April 25<sup>th</sup>. A 0% budget is going forward with a 1% tax increase.

## **II.B. Student Representative Reports**

- Spring sports are in full swing. Boys' lacrosse won against Avon.
- The musical, *Music Man*, was a huge success.
- NHS sold daffodils in March for cancer awareness.
- Rob Dei Dolori and Joel Helander created a CD Granby Sings for the Arts. It is a CD of current and past students. Proceeds go to the GEF endowment for the arts.
- During the break, students will travel to Spain, France and South Dakota.
- The Environmental Club is selling t-shirts as a fundraiser for the club and to help the environment.
- The French and Spanish Honors Societies visited 5<sup>th</sup> and 6<sup>th</sup> grade at Kelly Lane.
- May 7<sup>th</sup> is the Granby Stands Up to Cancer concert. Proceeds will go to Emily Smith, a 7<sup>th</sup> grader at the middle school.

## **II.C. Business Manager's Report**

Mr. Traver presented the March statement of accounts which was reviewed with the Finance Subcommittee this evening. He stated that the amount we would have available at the end of the year that we forecast for the District & Community Partners would decrease by about \$18,000 and that there was an \$11,000 increase in sped costs due to a new outplacement for the remainder of the year. At this point he doesn't think there will be an upside on the special education costs for the rest of year.

## **II.D. Schools in the Spotlight**

Bob Gilbert introduced Schools in the Spotlight. Two staff members leading presentation tonight Jennifer Griswold and Jim Whitten. Ms. Griswold is a resource teacher and Mr. Whitten is a 5th grade math/science teacher. Ms. Griswold presented the world cultures club. She stated that this club ran

last year at Wells Road where it started out. This club meets in the fall and the in the spring for 10 weeks for each session – 3<sup>rd</sup> and 4<sup>th</sup> grade meets in the fall and the 5<sup>th</sup> and 6<sup>th</sup> grade meets in the spring. Background of the students involved is covered as well as any other cultures that the students are interested in. Information is presented through videos, music, folktales, hands-on activities, and PowerPoint presentations. The first culture they studied was an Asian culture. Sophie Austin shared with the Board the origami that the students made. She stated that she learned what they ate and the population of the country and she stated that she found it very interesting. Ben Russell shared that they also studied the African culture. He stated they learned about the game Mancala and also learned that the country is very poor. They will also study the Native American culture and Spanish cultures. Sophie stated that she joined the club because she wanted to learn about other countries other than America. Mr. Whitten and three students presented the Poetry Club. He stated that this is the 6th year he is doing this club. Two students have been in the club for 4 years and another for 2 years. Julianna Pestretto, Jordan Weber and Sophia Meyers introduced themselves and stated that this year they are making their own poetry books and that they study various types of poetry. Each student read poems, some of which were submitted and published in the CT student writers' magazine. The club meets every Thursday to work on poetry. Mr. Addley inquired why the students like this club. Julianna stated because it was a chance to let their creative juices flow.

### **III. Consent Agenda**

#### **III.A. Minutes**

#### **III.B. Date for Graduation and Last Day of School**

#### **III.C. Healthy Food Certification Statement for FY12**

Mr. Heminway stated that he proposed June 16, 2011 as the date for graduation and June 17, 2011 as the last day of school for Kearns due to snow removal. A motion was made to approve the consent agenda by John O'Connor and seconded by Ron Walther at 7:24 p.m. Deb Torgersen required that the consent agenda be broken down into sections, A B & C. For Item A, a motion was made by Ed Ohannessian and seconded by Matt Wutka (one abstention: Deb Torgersen). It was decided that Items B and C did not need to be voted on again (only Item A needed to be separated). This motion passed unanimously at 7:26 p.m.

### **IV. Old Business**

#### **IV.A. Capital Program Priorities Advisory Committee (CPPAC) Submission**

Mr. Heminway stated the document presented is a summarization of the last meeting and that we are ready to move forward to CPPAC. Mr. Addley stated that the only difference in this document is the separation of the land acquisition of 10-15 acres. Mr. O'Connor inquired if there would be a CPPAC meeting in the foreseeable future. Mr. Heminway stated he hopes by sending this document their way that this would encourage them to get back on schedule. Mr. Heminway stated that Mr. Addley should send this document off to CPPAC on the Board's behalf and agrees that the first priority would be the land, athletic facility, technology upgrade for the district, and electronics lab.

#### **IV.B. Bus Bid Update**

Mr. Wutka stated that the purchase of three new buses was approved at the last meeting but was missing two components – 1) a spare tire and 2) a rear air conditioner on the handicap-equipped bus. The initial authorization was for \$56,250 for the small bus and it needs to be increased to \$57,500 which is an increase of \$1,250. This was discussed at the Finance Subcommittee this evening. Mr. Heminway stated that there is a state law that limits amount of time a bus can idle without turning off engine. He

spoke to a vendor at the recent NSBA Conference and asked Mr. Traver how well do we know that we are observing that and do we want to investigate diesel heaters which would keep engines warm without the buses running. The vendor was quoting a payback of 2 years or less. Mr. Heminway inquired if this perhaps made sense to add it to the new buses we are purchasing this year and that he had some material on it. Mr. Traver said to send him the information and he would look at it. A Motion was made by Matt Wutka and Deb Torgersen to approve the \$1,250 increase for the spare tire and air conditioner for the small bus purchase. This motion passed unanimously at 7:38 p.m.

## **V. New Business**

### **V.A. 2012-2013 Preliminary School Calendar**

Mr. Heminway stated that this preliminary school calendar basically follows guidelines of the Curriculum Subcommittee and that were also voted on by the Board. Mr. Addley discussed the calendar with the Board and stated that there is one April break; an abbreviated February break; a start date of Sept. 4<sup>th</sup>; a June 13<sup>th</sup> graduation date; a 1/2 day before Thanksgiving; one Jewish holiday on 9/17 (Yom Kippur is on 9/26 is not on the calendar at this point). Mr. Addley stated that half days still need to be added for professional development, conferences, etc. He stated that this is a preliminary calendar and will come back to the Board with all of the half days filled in. A motion was made by John O'Connor and Matt Wutka at 7:42 p.m. but this issue was discussed further by the Board. Mr. Wutka stated that he would like to solicit students and parents to see if they would prefer the last week of March or the third week in April for a spring vacation. He stated that Hartford has the last week of March which would put our two largest populations on the same schedule and feels it is more of a midpoint. He also stated that there are no sports outside yet, state tournaments are over and spring sports have not quite begun yet. Mr. Wutka stated that he gets a lot of questions from parents in town as to why we can't move the vacation to the last week in March. He inquired if we can solicit parents via e-blast. Mr. O'Connor stated that we voted on the guidelines last year which state that we will maintain an April break for academic/testing reasons. Mr. Ohannessian stated that Mr. O'Connor was correct but stated that the data had a minimal impact and no impact this year. Cal asked the Board if they would like to revisit the guidelines. The majority of the Board did not want to revisit the guidelines. Mr. Walther inquired if a survey should be entertained. Ms. Torgersen felt that if teachers and administrators do not support a March vacation then it is kind of hard to support it. Mr. Ohannessian inquired if there was a higher absentee rate of Hartford students the last week of March. Mr. Addley stated that, no, there was not. Ms. Diane Dugas, Director of Curriculum, stated the district's pick-up date is scheduled by the state and this year it was the last day of March to pick up all the materials. She also stated that a student was taking a test just prior to that and so time was utilized this year up to the pick-up date. Ms. Dugas also stated that there is a very involved process for packing which takes a few days to complete and it takes several people in each building. This motion passed with two opposing votes by Ed Ohannessian and Matt Wutka at 7:56 p.m.

## **VI. Miscellaneous**

### **VI.A. Board Standing Committee Reports**

#### **VI.A.1. Curriculum/Policy/Technology/Communication**

Mr. Walther stated that this committee met this evening and that all of the Board attended for a discussion about breathalyzers for certain events. The committee requested that Dr. Law gather some more information. The committee also received a NEAS&C update from Dr. Law. A midterm report is due in March of 2012 to update the committee on significant items in last report. Dr. Law gave a status on where these items. She will return in September for a progress update. Calendar guidelines were also discussed as well as some new draft policies. The June Vision supplement was discussed as to what

items will be in the next issue. Race to Nowhere will be coming to Granby on May 31<sup>st</sup> in the High School Auditorium. Additionally, Dr. Law inquired about a trip to Honduras next year for environmental research which she would like to go to the Board for full approval at the next meeting.

#### **VI.A.2. Finance/Personnel/Facilities**

Mr. Wutka stated that this committee met tonight and went over the statement of accounts. The committee also discussed the following: the price for the electronics lab - \$165,000; Civil rights compliance updates are on track for completion next summer; bus purchases; solar panel - date was missed of March 31<sup>st</sup> now looking at another date July 1<sup>st</sup>. The Subcommittee has questions for this vendor before we put this large equipment on the roofs of Kearns and Wells.

#### **VI.B. Other Board-Related Reports**

##### **VI.B.1. CPPAC**

Mr. Heminway stated that hopefully we will see some activity based upon our submission to them.

##### **VI.B.2. CREC/CABE**

Mr. Heminway stated that a delegation of folks went to San Francisco to the National School Board Association (NSBA) Convention. Patrice McCarthy was elected Chair of Council School Attorneys of the NSBA and so now Connecticut is on the map there. Mr. Heminway stated that he saw quite a bit of information especially with various opportunities such as the diesel heaters spoken about earlier.

##### **VI.B.3. Granby Education Foundation**

Mr. Heminway stated that the Granbee raised \$10,000 for grant activities coming up. The annual report has been sent out to people in town.

##### **VI.B.4. District Efficiency Initiatives**

CL&P has inspected our HVAC systems at the middle school and will be awarding out a \$7,000 grant.

#### **VI.C. Calendar of Events**

The calendar of events is as presented.

#### **VI.D. Board Member Announcements**

There were no board member announcements.

#### **VII. Executive Session/Non-Meeting**

A motion was made by Matt Wutka and seconded by Ron Walther to adjourn the regular meeting and enter into an executive session to discuss a personnel issue. This motion passed unanimously at 8:05 p.m.

The Executive Session adjourned at approximately 8:35 p.m.

Respectfully submitted,

Linda M. Powell  
Board Recorder

BOE Curriculum Subcommittee  
International Travel Request

**Operation Wallacea – Biological and Conservation Management Research Program**

For more information: [www.opwall.com](http://www.opwall.com)

Operation Wallacea is an organization funded by tuition fees that run a series of biological and conservation management research programs throughout the world.

## Expeditions for school groups

The various biodiversity surveys being run as part of the Operation Wallacea programme are mostly carried out by university academics and university undergraduates acting as Research Assistants or completing dissertations or Senior Theses. However, there are some tasks that need a much greater amount of manpower than available just from university students. These tasks are being carried out by groups of sixth form groups from the UK, and senior High School students in the US and Canada. The groups will join the mixed teams of scientists and undergraduates but will undertake their own training programme to become **General Surveyors** before completing the survey tasks for which they have been trained. There are a number of different options available (see PowerPoint presentations for more detail).

In Honduras the groups are helping with forest structure monitoring in the cloud forests of the Cusuco National Park as well as providing additional manpower for the biodiversity surveys. The second week is spent on a dive training or reef ecology course on the reefs of the Cayos Cochinos Islands or Utila.

In Peru the groups are based on a separate research ship in the Pacaya Samiria reserve in the headwaters of the Amazon and helping with boat based and land based transect surveys of primates, dolphins, caimans, turtles, birds and fish.

Peru schools programme for 2011

All participants should therefore have the following opportunities:

- Chance to work alongside tropical biodiversity specialists for a few days whilst completing the survey training course.
- Chance to contribute to real biodiversity surveys with clear conservation objectives
- Chance to learn new skills (e.g. dive training).
- Chance to visit remote rainforest, desert, savannah and reef areas.

### **Proposed Plans:**

Develop interest and fundraising June 2011- June 2012

**Summer 2012** – 10 students and one GMHS teacher participate in two week ecological research study in either Peru or Honduras

Fall 2012- Students and teacher integrate and share learning from research trip into Environmental Science classes and other science classes as appropriate.

On-going travel planned for every year or every other year.

**GRANBY PUBLIC SCHOOLS  
2012-2013 PRELIMINARY SCHOOL CALENDAR**

**AUG/SEPT (18 days)**

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
27PD	28PD	29PD	30PD	31
3H	4*	5	6	7
10	11	12	13	14
17H	18	19	20	21
24	25	26	27	28

**JANUARY (21 days)**

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
	1H	2	3	4
7	8	9	10	11
14	15	16	17	18
21H	22	23	24	25
28	29	30	31	

**MAY (21 days)**

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27H	28PD	29	30	31

**OCTOBER (22 days)**

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
1	2*	3	4	5
8H	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

**FEBRUARY (18 days)**

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
				1
4	5	6	7	8
11	12	13	14	15
18H	19V	20	21	22
25	26	27	28	

**JUNE (9 days)**

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
3	4	5	6	7*
10*	11*	12*	13*⊕	14+
17+	18+	19+	20+	21
24	25	26	27	28

**NOVEMBER (19 days)**

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
			1	2
5	6PD	7	8	9
12	13	14	15	16
19	20	21*	22H	23H
26	27	28	29	30

**MARCH (20 days)**

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29H

**LEGEND:**

- ⊕ First/Last Day of School
- H Holiday - No School
- PD Prof. Dev. - No School
- V Vacation - No School
- ◆ HS PLC late arrival
- \* Early Release - All Schools
- EE Early dismissal elementary only
- ES Early dismissal secondary only
- EX Early Release - HS Exams
- GS Grades Close - Secondary
- + Emergency Days

**DECEMBER (15 days)**

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24V	25V	26V	27V	28V
31V				

**APRIL (17 days)**

<u>M</u>	<u>T</u>	<u>W</u>	<u>TH</u>	<u>F</u>
1	2	3	4	5
8	9	10	11	12
15V	16V	17V	18V	19V
22	23	24	25	26
29	30			

**VACATIONS:                    DEC. 24, 2012 – JAN. 1, 2013                    FEBRUARY 18-19, 2013                    APRIL 15-19, 2013**

KINDERGARTEN PARENTS PLEASE NOTE – If school is released early due to weather, afternoon kindergarten will automatically be cancelled and morning kindergarten will be shortened to 10:20 a.m.

High School graduation will take place no later than the 185<sup>th</sup> day of school. The date will be confirmed at the first BOE meeting following April 1.

<b>SCHOOL HOURS</b>	<b>STUDENT REGULAR HOURS</b>	<b>TEACHER REGULAR HOURS</b>	<b>EARLY RELEASE</b>	<b>DELAYED OPENING</b>
Middle School/High School	7:35 - 2:20	7:30 - 2:45	7:35 - 12:00	9:10 - 2:20
Kelly Lane & Wells Road	8:20 - 3:05	8:05 - 3:20	8:20 - 12:45	9:50 - 3:05
Kearns Primary School	8:35 - 3:20	8:20 - 3:35	8:35 - 1:00	10:05 - 3:20
Kindergarten a.m.	8:35 - 11:30		8:35 - 10:20	10:05 - 11:50
Kindergarten p.m.	12:25 - 3:20		11:00 - 1:00	12:25 - 3:20

**STRATEGIC SCHOOL PROFILE 2009-10****Granby School District**

ALAN ADDLEY, Superintendent

Location: 15b North Granby Road  
Granby,  
Connecticut

Telephone: (860) 844-5250

Website: [www.granby.k12.ct.us](http://www.granby.k12.ct.us)

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**COMMUNITY DATA**

County: Hartford

Town Population in 2000: 10,347

1990-2000 Population Growth: 10.4%

Number of Public Schools: 5

Per Capita Income in 2000: \$33,863

Percent of Adults without a High School Diploma in 2000\*: 7.8%

Percent of Adults Who Were Not Fluent in English in 2000\*: 0.4%

District Enrollment as % of Estimated. Student Population: 95.7%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009	2,275
5-Year Enrollment Change	2.2%

**DISTRICT GRADE RANGE**

Grade Range	K - 12
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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	82	3.6	7.7	32.6
K-12 Students Who Are Not Fluent in English	7	0.3	2.1	5.4
Students Identified as Gifted and/or Talented*	132	5.8	6.5	4.1
PK-12 Students Receiving Special Education Services in District	168	7.4	10.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	137	90.1	90.7	80.5
Homeless	8	0.4	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	65	22.3	12.1	13.6

\*0.0 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	8	0.4
Asian American	28	1.2
Black	103	4.5
Hispanic	44	1.9
White	2,092	91.9
Total Minority	183	8.0

**Percent of Minority Professional Staff:** 2.1%

**Open Choice:**

74 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:**

1.2% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 14.

### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Granby continues to address racial, ethnic and economic isolation through district curriculum and through opportunities for students to participate in a variety of inter-district initiatives. Granby has participated in Open Choice (formerly Project Concern) since its inception and has the highest percentage of Open Choice students in the state (3.4%). Granby is the high participating district in the state. Twenty-nine Hartford students attended the Granby Memorial Middle and High Schools during the 2009-10 school year. Twenty-two students attended the F.M. Kearns Primary School including seven kindergarten students who attended a full-day program supported by the Early Beginnings Program. Open Choice participation continues to be expanded in the intermediate schools; twenty-four students attended the Wells Road and Kelly Lane Intermediate Schools. Extra curricular and co-curricular activities such as band and chorus have been creatively scheduled to ensure participation for the students in the Open Choice Program. A District Outreach Coordinator and Choice Intervention Specialist at the primary and secondary schools as well as a school social worker help to support the program. SERC is assisting the school in its plan to realize equity of outcomes for students participating in the Open Choice Program. Twenty-four students attended the Greater Hartford Academy of the Arts and Greater Hartford Academy of Math and Science with tuition support. Thirteen students attended Host Magnet Schools. Eight high school students also participated in career based programs offered by Asnuntuck Community College. Thirteen years ago a partnership was formed between the Granby and Hartford Public Schools and the Holcomb Farm Learning Centers. Link and Learn has expanded to include over 350 students in grades K-6. Students meet face-to-face during the summer and during the school year to engage in scientific exploration within the theme of the environments of town, farm and city. Granby is also partnered with Bloomfield High School through the Vanguard Schools Program. Granby schools are committed to international trips and student exchange programs with countries such as Japan, Spain and France. The introduction of Mandarin Chinese as a language is enhanced by relationships with two Sister Schools in the Shandong Province. Teachers and students benefit from participating in a variety of diversity workshops and experiences. The Granby school system has a growing reputation for excellence. The Hartford Magazine and Connecticut Magazine have consistently recognized the school district's performance in its small town category. The June 2010 edition of Hartford Magazine ranked the high school as one of the top four high schools in the greater Hartford area for academic performance and it ranked it first for commitment to education.

### STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	80.7	57.0	89.0
Writing	75.6	58.3	82.2
Mathematics	84.7	62.4	89.6
Grade 4 Reading	84.7	59.9	95.0
Writing	87.6	63.6	97.5
Mathematics	93.3	67.0	99.4
Grade 5 Reading	82.6	61.8	83.0
Writing	80.4	68.2	66.9
Mathematics	86.2	72.4	71.7
Science	84.0	59.4	88.0
Grade 6 Reading	94.1	74.9	93.9
Writing	85.1	65.9	83.5
Mathematics	95.3	70.7	98.2
Grade 7 Reading	95.6	77.4	92.9
Writing	76.5	61.2	67.5
Mathematics	94.3	68.5	95.5
Grade 8 Reading	92.1	73.3	90.4
Writing	80.8	62.6	79.0
Mathematics	93.7	67.3	98.1
Science	88.6	62.8	93.6

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	66.5	45.9	76.5
Writing Across the Disciplines	84.0	59.6	88.7
Mathematics	79.0	48.7	91.7
Science	73.5	45.3	89.4

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	59.8	50.7	71.2

<b>SAT® I: Reasoning Test Class of 2009</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		82.3	68.5	
Average Score	Mathematics	535	508	71.3
	Critical Reading	540	503	81.4
	Writing	537	506	76.7

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Class of 2009	97.6	91.3	73.8
2008-09 Annual Dropout Rate for Grade 9 through 12	0.5	2.5	71.9

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	84.8	84.5
% Employed (Civilian Employment and in Armed Services)	15.2	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of School Staff</b>	
General Education	
Teachers and Instructors	134.70
Paraprofessional Instructional Assistants	29.15
Special Education	
Teachers and Instructors	16.50
Paraprofessional Instructional Assistants	44.04
Library/Media Specialists and/or Assistants	9.71
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.38
School Level	7.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	4.00
Counselors, Social Workers, and School Psychologists	11.00
School Nurses	5.40
Other Staff Providing Non-Instructional Services and Support	94.39

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	13.0	14.2	13.8
% with Master's Degree or Above	74.2	84.7	77.8

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	19.0	18.4	18.5
Grade 2	23.4	19.6	19.7
Grade 5	23.7	21.8	21.1
Grade 7	20.0	21.7	20.8
High School	20.9	20.1	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	982	971	983
Middle School	986	1,023	1,018
High School	998	981	1,006

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.3	3.3	3.2
Middle School	2.5	2.5	2.5
High School	2.3	2.6	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$15,295	\$6,741	\$7,819	\$7,576	\$7,829
Instructional Supplies and Equipment	\$1,178	\$519	\$274	\$268	\$279
Improvement of Instruction and Educational Media Services	\$890	\$392	\$474	\$503	\$459
Student Support Services	\$1,707	\$752	\$863	\$912	\$859
Administration and Support Services	\$2,713	\$1,196	\$1,405	\$1,364	\$1,426
Plant Operation and Maintenance	\$3,055	\$1,346	\$1,469	\$1,412	\$1,462
Transportation	\$1,097	\$583	\$701	\$617	\$694
Costs for Students Tuitioned Out	\$817	N/A	N/A	N/A	N/A
Other	\$608	\$268	\$163	\$159	\$162
<b>Total</b>	<b>\$27,360</b>	<b>\$11,870</b>	<b>\$13,458</b>	<b>\$13,145</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$3,690	\$1,626	\$1,864	\$1,228	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,663,941	17.0	19.8	20.7

**Revenue Sources, % of Expenditures from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	73.6	22.8	1.3	2.3
Excluding School Construction	73.5	22.3	1.5	2.7

**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Granby Board of Education is committed to allocating an equitable level of material and financial resources among district schools. As part of the long-range fiscal plan for large capital projects, small capital expenditures and operating budgets within the Town of Granby, the Board of Finance, Board of Selectmen, and Board of Education generally enter into a Statement of Commitment. This Statement of Commitment establishes a maximum increase for the operating budget. The Administrative Team develops a budget proposal within these parameters. Distribution of funds within the budget is driven primarily by enrollment needs. Board of Education class size guidelines are used to determine the number of additional teachers and support personnel required in each building. This data is also used to determine the level of funding for instructional support such as instructional supplies. Decisions about new programs and textbooks are made as part of a curriculum review cycle. The development of the annual budget also includes an examination of student assessment results, program evaluations, and accreditation recommendations. All administrators are actively engaged in the budget development and presentation process. The Board has also adopted policies (Comparability of Services & Nondiscrimination in the Instructional Program) to ensure the equitable allocation of resources.

**SPECIAL EDUCATION**

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible 178  
 Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities 7.8%

<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	14	0.6	1.1	1.0
Learning Disability	62	2.7	3.4	3.9
Intellectual Disability	8	0.4	0.3	0.5
Emotional Disturbance	11	0.5	0.5	1.0
Speech Impairment	46	2.0	2.0	2.2
Other Health Impairment*	31	1.4	2.1	2.1
Other Disabilities**	6	0.3	0.7	0.9
<b>Total</b>	<b>178</b>	<b>7.8</b>	<b>10.1</b>	<b>11.6</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2008-09 with a Standard Diploma	90.9	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	0.0	4.1

**STATE ASSESSMENTS**

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	60.8	31.6	88.5	67.5
	Writing	31.2	19.6	81.1	63.3
	Mathematics	68.4	32.9	91.4	68.1
	Science	53.3	23.7	86.5	61.1
CAPT	Reading Across the Disciplines	20.0	13.8	66.5	45.9
	Writing Across the Disciplines	30.8	16.8	84.0	59.6
	Mathematics	27.3	16.7	79.0	48.7
	Science	35.7	13.0	73.5	45.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	16.9
	% With Accommodations	83.1
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		9.3

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	1	0.6
Private Schools or Other Settings	10	5.6

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	122	68.5	77.2	73.4
40.1 to 79.0 Percent of Time	25	14.0	15.8	15.3
0.0 to 40.0 Percent of Time	31	17.4	7.0	11.3

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The Granby Board of Education has adopted a new vision, mission and five-year achievement goal for the district. All Granby schools have developed a data-based school improvement plan to guide continuous improvement efforts around the mission and achievement goal. The Board and community have also developed a blueprint of priorities guides the direction of the school system. The three strategic initiatives that will frame the work are: (a) the focus on student learning; (b) the implementation of professional learning communities within the schools; and, (c) the promotion of fiscal accountability and community involvement. The district is committed to the structures and culture of professional learning communities (PLC) as its process for district improvement. Time has been allocated during the school day for all teachers to work collaboratively on improvement initiatives. All teachers received training in the work of professional learning communities. Principals provide PLC leadership for their buildings. The major emphasis across the district includes the development of a new elementary language arts curriculum, the implementation of timely interventions for all students during the school day, the equity of outcomes for all students, and the use of PLC team time to support the work of the district achievement goal. A special education report has been commissioned, the results of which will provide insight into the most efficient and effective use of resources to support student learning. The district continues to implement a K-12 administrative classroom walkthroughs to study instructional practices across schools and grade levels. The focus for this year is developing administrators and teachers' understanding of what constitutes good instruction and to support principals in addressing their instructional problems of practice. The district is characterized by student and adult learning practices. Teachers observe each other's classes and two cohorts of teachers annually participate in year-long Teachers Leadership Academies. The new vision for the district is that every student educated in the Granby Public Schools will graduate on time, prepared for 21st Century citizenship. The mission calls for students to be powerful thinkers, effective collaborators and compassionate contributors. Service is woven into the fabric of our schools. Programs that support citizenship include advisor/advisee groups, adventure clubs, responsive classroom activities, and a rich variety of community service opportunities many of which directly supported cancer research. Parents are actively engaged in the planning and improvement of school programs through serving on Parent Advisory Councils, Leadership Council, Superintendent Forums, volunteering in schools and classrooms, and attending parent workshops and informational events. The Board is working closely with the Town Youth Center, Social Services, the police department and the Board of Selectmen to address the social and behavioral needs of students in grades 7-12. This includes the use of a district-wide student survey on behaviors and attitudes, community conversations and the development of a town-wide follow-up action plan. Use of the local community television station, standards-based report cards, and an interactive website that utilizes teacher websites, on-line grades, blogs and community forums have helped to increase school-parent communication.

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**STRATEGIC SCHOOL PROFILE 2009-10**

High School Edition

**Granby Memorial High School****Granby School District**

JAMES P. BOWE, Principal  
 KIMBERLY CALCASOLA, Asst. Principal  
 KATHLEEN L. SUTTON, Asst. Principal  
 Telephone: (860) 844-3014

Location: 315 Salmon Brook Street  
 Granby,  
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 9 - 12

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009: 751  
 5-Year Enrollment Change: 12.9%

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	23	3.1	7.4	27.9
Students Who Are Not Fluent in English	1	0.1	0.9	3.6
Students Identified as Gifted and/or Talented	68	9.1	7.3	5.1
Students with Disabilities	50	6.7	9.4	10.6
Juniors and Seniors Working 16 or More Hours Per Week	65	22.3	12.1	13.6

**PROGRAM AND INSTRUCTION**

Average Class Size	School	DRG	State
Algebra I	18.6	18.6	18.9
Biology I	21.1	20.4	19.6
English, Grade 10	21.2	20.3	19.7
American History	21.7	20.8	20.1

**Language Instruction:**

Instruction was offered in the following language(s):  
 French, Mandarin, Spanish

Instructional Time	School	State High Schools
Total Days per Year	180	181
Total Hours per Year	998	1,006

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

**Lunch**

An average of 25 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2008-09 School Year	44.3	31.9

**Minimum Graduation Credits**  
The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2009	21.0	21.8	23.6

% of Class of 2009 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	97.6	91.5
Chemistry	78.0	72.9
4 or More Credits in Mathematics	83.5	65.2
3 or More Credits in Science	92.1	89.5
4 or More Credits in Social Studies	55.5	53.2
Credit for Level 3 or Higher in a World Language	68.9	60.9
2 or More Credits in Vocational Education	68.9	56.4
2 or More Credits in the Arts	37.2	40.5

**Class of 2009**

This school required more than the state minimum number of credits for graduation in social studies, world language, health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.1	0.8	3.4
% of Gifted and/or Talented Students Who Received Services	0.0	48.9	36.1
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	78.0	75.7	73.5

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.3	2.6	2.3
% of Computers with Internet Access	100.0	99.9	98.5
% of Computers that are High or Moderate Power	100.0	98.9	97.1
# of Print Volumes Per Student*	23.3	15.3	16.6
# of Print Periodical Subscriptions	50	55	39

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**Interactive Distance Learning:**

This school utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 32% of high schools in the state utilize interactive distance learning.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		
General Education:	Teachers and Instructors	49.90
	Paraprofessional Instructional Assistants	5.00
Special Education:	Teachers and Instructors	5.00
	Paraprofessional Instructional Assistants	8.00
Library/Media Specialists and/or Assistants		2.57
Administrators, Coordinators, and Department Chairs		3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		4.00
School Nurses		1.40
Other Staff Providing Non-Instructional Services and Support		15.94

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>High Schools</b>	
		<b>DRG</b>	<b>State</b>
Average Number of Years of Experience in Education	13.4	14.3	14.0
% with Master's Degree or Above	74.6	83.1	74.5
Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	6.7	7.2	8.1
% Assigned to Same School the Previous Year	88.1	91.9	89.6

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

At Granby Memorial High School, we are committed to supporting the family's role in the education of their students. GMHS provides a variety of programs to involve parents in the high school process. GMHS has a variety of web-based communication resources to provide on-going and up-to-date communication with parents. Our website has daily announcements and a calendar of upcoming events. We utilize Power School for student grading and progress monitoring. In addition, our guidance department uses Naviance to work with students and parents with college planning, course selections and career development planning. At GMHS we feel it is important to regularly bring parent and faculty together to provide support and information about the high school experience and in preparation for steps beyond the high school. Therefore, we offer an open house, class nights, parent/teacher conferences, and celebrations throughout the year. Academic communications are provided through the teacher web sites email, phone calls and sharing of course work with families. For families who do not have technology to receive electronic school communications, we mail hard copies. Throughout the year, we involve parents in school improvement and planning processes. We have monthly Parent Advisory Committee (PAC) meetings. These meetings provide parents with insight into upcoming events and opportunities for involvement in high school activities. PAC is also utilized as a venue for parents to provide insight and input into the development of the high school culture and action around big ideas. Other areas of parent participation are : 1. Athletic Boosters and Band & Chorus Booster organizations; 2. Involvement and support of the parents in district's annual operating budget process; 3. Organization of the safe after graduation party by parents; and 4. Annual school improvement surveys administered to parents.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.3
Asian American	7	0.9
Black	25	3.3
Hispanic	10	1.3
White	707	94.1
Total Minority	44	5.9

**Percent of Minority Professional Staff :5.9**

**Open Choice:**

18 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language:**

1.1 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 7

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

GMHS has participated in Project Choice since its inception, with 18 Hartford students participating during 2009-2010. Hartford students enjoy the same opportunities as Granby students. GMHS students have the opportunity to attend inter-district magnet schools. BOE currently supports tuition for 24 students at the Greater Hartford Academy of Performing Arts, Greater Hartford Academy of Math and Science, Sports and Medical Sciences Academy, and the University High School of Science and Engineering. In addition, GMHS students are eligible to attend the Oliver Wolcott Vocational Technical School and the Suffield AgriScience Program. During the 2009-2010 school year, 17 students attended one of these vocational programs. Tuition was also provided for 12 students to enroll in the Asnuntuck College Connections Program, a technology-based program. The school continues collaboration with Bloomfield High School as part of a collaborative learning experience related to environmental science, agriculture and food. GMHS is committed to heterogeneous grouping of students. Any student has the ability to enroll in the course(s) of their choice, regardless of recommendation. The high school continues its commitment to international experiences for students through school trips, exchange programs and three world language programs. GMHS provides a full range of sports, activities and clubs, including the new Bridges Group (a diverse and concerned group of students who guide programs to create a cultures of acceptance for all students at GMHS) which provides an enriched and diverse curriculum to support the reduction of racial, ethnic, and economic isolation. During the past year, GMHS has participated in a district-wide study group to investigate how to reduce the achievement gap. As part of the study group, the school participated in a data analysis of the equity of educational outcomes for all students and has developed broad action plans to begin to address the gaps.

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## STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	70.4	50.4	94.6

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2008-09	School	State High Schools
Number of Courses for which Students were Tested	18	9.5
% of Grade 12 Students Tested	40.0	22.3
% of Exams Scored 3 or More*	75.3	71.3

\*A score of three or higher is generally required for earning college credit.

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented. For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	66.8	45.9	82.6
Writing Across the Disciplines	84.5	59.6	91.1
Mathematics	79.9	48.7	95.3
Science	74.3	45.3	92.6

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**SAT® I.** The lowest possible score on each subtest is 200; the highest possible score is 800.

SAT® I: Reasoning Test Class of 2009	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	535	508	78.7
Critical Reading	540	503	86.5
Writing	537	506	82.0
% of Graduates Tested	82.3	68.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2009	97.6	91.3	77.3
2008-09 Annual Dropout Rate for Grade 9 through 12	0.5	2.5	68.8

Activities of Graduates	School	State	Student Attendance	School	State High Schools
% Pursuing Higher Education	84.8	84.5	% Present on October 1	98.0	94.6
% Employed, Civilian and Military	15.2	10.4			

**Disciplinary Offenses**

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2008-09 school year, 52 students were responsible for these incidents. These students represent 7% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	0	1
Theft	2	0
Physical/Verbal Confrontation	13	0
Fighting/Battery	3	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	7	0
School Policy Violations	84	0
Total	112	1

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narratives was submitted by this school.

In 2006, GMHS was the first public high school in the state to be recognized as Connecticut Vanguard High Performing School. The Vanguard Schools program identifies and recognizes schools that exhibit high student achievement and evidence of best educational practices. Connecticut Academic Performance Test (CAPT) scores for students scoring at the proficient and goal levels have increased steadily over the past six years. Our Scholastic Aptitude Test (SAT) scores and participation rates continue to remain high. At GMHS, SAT scores on the verbal and math for 2009-2010 once again exceeded both the state and national averages. In order to support students in this effort, GHMS provides the PSAT test to all sophomores and juniors each October. Advanced Placement course enrollment, the number of AP tests offered, and student achievement continue to be strong. In 2009 – 2010, 266 tests in twenty-one subjects were taken by 128 students. On those tests, 82% of the students scored a three or better. In addition, GMHS had two National Merit Scholar finalist and 4 National Merit Scholarship Commendations during the 2009-2010 school year. The school's academic progress has been profiled in a variety of publications for its accomplishments and practices including the (Connecticut Association of Schools Professional Studies Monographs, the Connecticut Magazine and Hartford Magazine). Our work as a Professional Learning Community (PLC) continues to be the school's guiding process for increasing student achievement. The district is also developing a clear vision, mission and achievement goal to support and guide our work as a PLC. Specific school improvement initiatives being addressed by our school improvement plans include: 1) continued work on recommendations of the NEAS&C Accreditation for our two year report and addressing the recommendations from the Civil Rights Compliance site visit; 2) alignment of curriculum and instruction to develop global awareness and 21st century skills of our students; 3) alignment of the school's culture, programs, and practices with those of a Professional Learning Community; 4) extending programs, services, and opportunities that support the integration of students attending the high school from other sending districts; and, 5) expanding program offerings for all students both within and beyond the high school, including exploration of alternative educational opportunities for the non-college-bound population.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

During the 2009-2010 school year, Granby Memorial High School evidenced many significant accomplishments: 1) Year two follow up of the NEAS&C accreditation site-visit; 2) Local, state and national recognition as a professional learning community; 3) The provision of a distance learning SAT prep course via videoconferencing lab; 4) Continued utilization of smart board technology to support teaching and learning; 5) Continual growth and use of the Learning Center as an intervention for all students; 6) Reporting of students' performance on the school's academic, civic, and social learning expectations; 7) Increased parent participation in the school (volunteers, committees, recognition breakfasts, community agencies and groups); 8) Reduced drop-out rate; 9) Expanded curricular and co-curricular opportunities for students through additional sports, clubs, Virtual High School, Asnuntuck Community College and School-to-Career offerings; 10) Expanded student privileges and Student Government; 11) Implementation of the Developmental Guidance Program; 12) A unique community, work-based mentoring program; 13) The second year of the Senior Project program that provides 12th graders the opportunity to conduct in-depth studies of areas of interest to them while also improving their communication and presentation skills.

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**STRATEGIC SCHOOL PROFILE 2009-10**

Elementary School K-3 Edition

**Frank M. Kearns Primary School****Granby School District**

KIMBERLY J. DESSERT, Principal  
 Telephone: (860) 844-3044

Location: 5 Canton Road  
 Granby,  
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: K - 2

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009: 469  
 5-Year Enrollment Change: -3.9%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	14	3.0	3.7	36.7
K-12 Students Who Are Not Fluent in English	4	0.9	0.4	7.4
Students with Disabilities	40	8.5	8.2	10.9
Students Identified as Gifted and/or Talented	0	0.0	3.2	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	137	90.1	90.1	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	287	91.4	93.5	91.6

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	961	983

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

**Type of Kindergarten:** This school offers half-day kindergarten.

Average Class Size	School	District	State
Kindergarten	19.0	19.0	18.5
Grade 2	23.4	23.4	19.7

**Required Hours of Instruction Per Year in Selected Subject Areas**

Grade 2	School	State
Art **	21	30
Computer Education **	18	15
English Language Arts **	450	489
Health **	18	18
Library Media Skills	0	19
Mathematics **	180	197
Music **	21	31
Physical Education **	42	36
Science **	90	70
Social Studies **	90	67
World Languages	0	8

**World Language**

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

**Lunch**

An average of 25 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.9	0.4	7.2
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers.	52.5	67.7	80.9

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	4.0	3.3	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	100.0	100.0	89.9
# of Print Volumes Per Student*	23.5	22.9	28.9
# of Print Periodical Subscriptions	2	11	12

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>			In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education:	Teachers and Instructors	22.55	
	Paraprofessional Instructional Assistants	13.29	
Special Education:	Teachers and Instructors	4.50	
	Paraprofessional Instructional Assistants	10.08	
Library/Media Specialists and/or Assistants		1.00	
Administrators, Coordinators, and Department Chairs		1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.67	
Counselors, Social Workers, and School Psychologists		2.00	
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		8.83	

  

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	16.2	13.0	13.6
% with Master's Degree or Above	89.7	76.7	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	7.9	7.8	8.2
% Assigned to Same School the Previous Year	72.4	83.1	86.9

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

At F.M. Kearns Primary School, staff is committed to supporting the role that parents play in the education of their children. Family/student handbooks acknowledge that it is our belief that education is the result of a collaboration that includes students, teachers, parents, administration, and members of the community. Parents are invited to open houses within the first weeks of school where teachers share curriculum expectations and expectations of parents and students. Each student's academic and social progress is reported to parents quarterly, and parent conferences are scheduled at the parents' and teachers' mutual convenience in November and March. Parent/teacher conversation is encouraged through parent meetings, telephone calls, notes, and email exchanges. Families of F.M. Kearns Primary School make critical contributions to students' achievement by providing a home environment conducive to learning. A parent-child literacy night was held in March, "A Carnival of Words." Teachers post messages and activities on their website that support curriculum and grade level expectations. Through weekly flyers and other topical handouts, classroom teachers suggest ways in which parents can best help with their children's learning. Our school's website posts information about our school, staff telephone numbers and email addresses, teacher web pages, and of special school activities, presentations, and celebrations. A monthly newsletter is posted on the website to keep parents apprised of events and activities. The parents in Granby assist in classrooms, in the library media center, and as chaperones on field trips. Many parents share their personal knowledge and expertise with the students through classroom presentations. A dedicated PTO supports the school in all areas to support student success and promote learning. They work collaboratively with the school to foster learning opportunities for children and families. Monthly PTO meetings are held with mini presentations for parents about curriculum and grade level expectations. In all areas and programs, parent volunteers are welcome and valued. It is through the support of home and school that attributes to the students' success.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.4
Asian American	9	1.9
Black	35	7.5
Hispanic	8	1.7
White	415	88.5
Total Minority	54	11.5

**Percent of Minority Professional Staff:** 0.0%

**Open Choice:**

22 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language:**

1.7% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 6.

### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

F.M. Kearns Primary School is dedicated to complete heterogeneity in grouping and to the full inclusion of special needs' children. We rely on our school curriculum to encourage students to understand, respect, and celebrate how we are all different and how we are all the same. Library books, instructional texts, and other educational materials for purchase are reviewed to ensure that illustrations and themes reflect multiracial and multicultural considerations. Art and music classes incorporate lessons from a variety of national and international sources. The K-2 Social Studies curricula introduce students to more diverse communities. There are multicultural experiences that encourage children to learn about and share the background and culture of their families. Parents and family members are called upon to share their ethnic and cultural customs related to holidays and other special celebrations. The PTO sponsors cultural programs that provide our students with diverse cultural art experiences. Classrooms participate in an Exploring the Arts program with the support from parents. Granby Public Schools participate in the Link and Learn Program. Through a collaborative grant and effort between Granby Public Schools, Hartford Public Schools and the Holcomb Farm Environmental Learning Center second grade classes paired up with equivalent classes from Granby and Hartford systems. Teachers meet with the staff from Holcomb Farm to develop interdisciplinary activities aligned with Science curricula. Students meet periodically during the school year at Holcomb Farm to participate in science instruction and learning. Granby also participates in the Open Choice Program. F.M. Kearns School welcomes Hartford students in kindergarten through second grade. The Open Choice kindergarten students participate in our Extended-Day Kindergarten Program with Granby kindergarten students. This afternoon program is taught by a certified teacher and a teaching assistant.

## STUDENT PERFORMANCE AND BEHAVIOR

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented. For more detailed CMT results, go to [www.ctreports](http://www.ctreports). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	99.1	98.5	96.2

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2008-09 school year, 3 students were responsible for these incidents. These students represent 0.6% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	0	0
Theft	0	0
Physical/Verbal Confrontation	3	0
Fighting/Battery	2	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	0	0
Total	6	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Educational programs and curriculum development at F.M. Kearns Primary School is organized around a K-2 instructional framework. The district is committed to becoming a Professional Learning Community. There is a focus on: shared mission, vision, values, and goals, collaborative teams, collective inquiry, action orientation, commitment to continuous improvement, and results-oriented. Classrooms are organized heterogeneously and in the spirit of full inclusion. Response to Intervention provides a systematic early intervention process for students that are experiencing academic difficulty. Teachers collaborate daily at team meetings with an emphasis on student learning. Each grade level establishes a SMART goal that is aligned with district goal and building goal. This year the focus has been on reading comprehension. The goals related to literacy to provide more consistent instruction for students. Grade level teams developed pacing guides and grade level benchmarks. They share a continuing commitment to the development of higher-level thinking skills and the integration of language arts, social studies and science. There are ongoing common formative assessments throughout the year. Progress monitoring is implemented for all students who do not reach district goals. Teachers provide effective timely interventions for students at risk. Teams meet weekly to discuss student learning and develop a plan of action for students of concern. Student learning is monitored throughout the year. Focused, quality in-service has emphasized the importance of differentiated instruction and best practices in literacy instruction. Teachers participate in book study groups. This opportunity provides staff with an environment for learning together, planning together, testing ideas together, and reflecting together. This year the study groups were based on Reading with Meaning by Debbie Miller and What Really Matters is Response to Interventions by Richard Allington. Teachers also participated in peer sharing experiences that provide opportunities to observe classroom instruction and learn from one another.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The Granby Public schools has embraced a vision that every student educated in Granby Public schools will graduate on time prepared for 21st Century Citizenship. Our mission statement is that all students become powerful thinkers, effective collaborators, and compassionate contributors in preparation for success in a dynamic, interdependent world. Students at F.M. Kearns this year showed that they are compassionate contributors by participating in “Pennies for Peace”, food drives, collection of blankets for a local pet shelter and “Help for Haiti”. Our achievement goal is to systemically improve students’ ability to analyze and synthesize information, solve problems and articulate/defend a position. At F.M. Kearns Primary School the dedicated staff, supportive parents, and active community assist in promoting learning for all. There is an increased effort to enhance our welcoming school environment. The school believes in the responsive classroom approach which creates a school culture where we are responsible for the education and acceptance of all children. This approach is a way of teaching that emphasizes social, emotional, and academic growth in a safe school environment. The school has monthly all-school meetings which focus on a specific character education trait of the month. The trait is explained through students’ skits and students are recognized for showing the character trait. We stress the importance of friendships, caring, sharing, and respecting the differences of others whether in class, on the playground, at lunch, or on the school bus. F.M. Kearns Primary School works with the Granby Early Childhood Council to support the education of all children in Granby. We collaborate with the preschools in Granby to best meet the needs of all children.

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**STRATEGIC SCHOOL PROFILE 2009-10**

Elementary School K-6 Edition

**Kelly Lane Intermediate School****Granby School District**ROBERT F. GILBERT, Principal  
Telephone: (860) 844-3041Location: 60 Kelly Lane  
Granby,  
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**School Type: Traditional/Regular Education  
School Grade Range: 3 - 6**STUDENT ENROLLMENT**Enrollment on October 1, 2009: 347  
5-Year Enrollment Change: 9.8%\*  
\*Between 2002 and 2007, was redistricted,  
grades changed**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	14	4.0	3.7	36.7
K-12 Students Who Are Not Fluent in English	1	0.3	0.4	7.4
Students with Disabilities	28	8.1	8.2	10.9
Students Identified as Gifted and/or Talented	20	5.8	3.2	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	258	97.0	93.5	91.6

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	992	983

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	24.3	23.7	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	27	31
Computer Education **	27	18
English Language Arts **	392	422
Family and Consumer Science	0	1
Health **	18	22
Library Media Skills	0	19
Mathematics **	225	199
Music **	27	33
Physical Education **	54	41
Science **	133	97
Social Studies **	81	88
Technology Education	0	2
World Languages	0	14

**World Language**

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

**Lunch**

An average of 20 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.3	0.4	7.4
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	78.6	67.7	80.9

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.0	3.3	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	100.0	100.0	89.9
# of Print Volumes Per Student*	28.1	22.9	28.9
# of Print Periodical Subscriptions	7	11	12

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.	
General Education:	Teachers and Instructors		18.85
	Paraprofessional Instructional Assistants		6.31
Special Education:	Teachers and Instructors		2.00
	Paraprofessional Instructional Assistants		10.53
Library/Media Specialists and/or Assistants			2.57
Administrators, Coordinators, and Department Chairs			1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)			1.66
Counselors, Social Workers, and School Psychologists			1.00
School Nurses			1.00
Other Staff Providing Non-Instructional Services and Support		7.23	

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	10.7	13.0	13.6
% with Master's Degree or Above	66.7	76.7	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	7.8	7.8	8.2
% Assigned to Same School the Previous Year*	91.7	83.1	86.9

\*In 2009, grades changed

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**


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**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school website is devoted to homepages.

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The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Kelly Lane Intermediate School is committed to supporting the role of the family in public education. Student success is dependent upon the partnership that is forged between student, teacher and parent. Ongoing two-way communication is fostered through annual events and activities such as the annual student/ parent visitation in August, two annual open house evenings for parents and 6 days and one evening of parent/teacher conferences. Regular and ongoing communication provided via teacher websites and newsletters as well as through the monthly school newsletter provides information, guidance and encouragement to parents in supporting their child's learning at home. The use of a daily planner with handbook provides a vehicle for assignments, notes, and school guidelines/rules each day. Parents are welcomed, recruited and encouraged to volunteer their time in a variety of ways through a generous PTO which provides the funding and manpower to assist with enhancements such as our annual book fair, cultural arts assemblies, and exploring arts activities. The building-based Kelly Kids Care program recruits parents to lead and assist with both health/wellness activities as well as character/school community development.

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**SCHOOL DIVERSITY**

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.9
Asian American	4	1.2
Black	18	5.2
Hispanic	7	2.0
White	315	90.8
Total Minority	32	9.2

**Percent of Minority Professional Staff:** 0.0%

**Open Choice:**

14 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language :**

0.9% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 3.

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**EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION**


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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

During the 2009-10 school year, Kelly Lane Intermediate School continued to maintain and expand its efforts to reduce racial, ethnic, and economic isolation in the school. All students in third grade participated for the 14th consecutive year in the Link and Learn Interdistrict program linking Kelly Lane Intermediate School with Kennelly School, Hartford and the Holcomb Farm Environmental Learning Center (Granby). In this program, teachers from the two schools met to develop interdisciplinary activities aligned with existing science curricula. Third grade students met with their peer partners at Holcomb Farm and Pope Park (Hartford) for field exploration and study throughout the year. Family participation continued to be encouraged through learning packets and student/family culminating activities. In addition to the Link and Learn Program, participation in the Open Choice program continued for the fourth year, increasing the number of participants to 16 students. Administrators and teachers participated in interdistrict meetings and seminars sponsored by CREC and SERC in an effort to support the success of this program.

Multi-cultural curricular teaching and activities continued as part of the regular curriculum and clubs providing students with additional awareness activities. In addition, cultural arts assemblies featuring the music, art and cultures of various countries were presented to the students through the partnership of the Granby PTO. Kelly Lane School/Granby Public Schools were awarded a grant by the state, which allowed for a) the hiring of an elementary school social worker to assist in supporting choice students, b) the initiation of an after-school homework club with transportation for all students (including Choice), and for the procuring of culturally-responsive teaching materials. Teacher representatives attended a two-day Culturally Relevant Pedagogy and Curriculum Workshop sponsored by Granby. A walkthrough was conducted by SERC to provide recommendations on how to enhance the culturally responsive nature of the school building. Plans for a family connections/host program were initiated during the year as well.

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**STUDENT PERFORMANCE AND BEHAVIOR**

<b>Physical Fitness: % Reaching Health Standard on All Four Tests*</b>	<b>School</b>	<b>District</b>	<b>State</b>	<b>% of Schools in State with Equal or Lower Percent Reaching Standard</b>
Grade 4	59.8	56.2	50.3	68.2
Grade 6	68.6	58.5	51.4	80.5

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	82.5	80.7	57.0	94.0
Writing	73.2	75.6	58.3	78.0
Mathematics	92.5	84.7	62.4	97.8
Grade 4 Reading	90.4	84.7	59.9	98.6
Writing	91.9	87.6	63.6	98.4
Mathematics	96.4	93.3	67.0	99.6
Grade 5 Reading	83.8	82.6	61.8	89.1
Writing	79.2	80.4	68.2	69.1
Mathematics	88.7	86.2	72.4	83.5
Science	88.9	84.0	59.4	96.5
Grade 6 Reading	91.9	94.1	74.9	88.4
Writing	81.6	85.1	65.9	77.6
Mathematics	93.0	95.3	70.7	91.6

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	98.6	98.5	96.2

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Kelly Lane Intermediate School is committed to the philosophy and practice of continuous improvement. An annual school improvement plan is presented each fall to the Granby Board of Education. Student achievement data from the Connecticut Mastery Test serves as one indicator of school improvement efforts in conjunction with the No Child Left Behind legislation. Kelly Lane achieved AYP in both reading and math, with the unadjusted percentage of students at/above proficiency at 98.3% in math and 93.6% in reading. (Adjusted proficiency scores of 100% in math and 98.1% in reading) Across the grade levels, the percentage of students scoring at or above goal ranged from 82-92% (Reading) and 88-96% (Math), an increase at all grade levels over the prior school year. While improvements in writing scores are noted, a focus on writing will continue to be part of the 2010-11 school improvement plan. The school improvement plan promotes teacher collaboration and professional development as tools to maintain strong student performance areas and strengthen less successful learning strands and objectives. Special Education programs and services have been strengthened through the development and implementation of a Response to Intervention model and a co-teaching/collaborative instructional model. Parents are engaged in the process through a high level and frequency of parent/teacher conferencing and communication. Parents are also encouraged to volunteer in and for the school in a variety of ways including reading in the classroom, volunteering in the media center and participating in the PTO.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Kelly Lane Intermediate School is a Professional Learning Community (PLC) where the focus is on learning, collaboration and results. Kelly Lane Intermediate School sets high and appropriate expectations for each child and provides a supportive environment to meet the academic, social, emotional, and physical needs of students in grades 3-6. A partnership between home and school is the foundation for our success. Character education initiatives and the use of the responsive classroom model have assisted in building classroom community, maintaining a highly successful school climate as well as reducing any barriers to learning. The delivery of an integrated and meaningful curriculum is monitored by both standard (CMT) and authentic (Portfolio) assessment tools. Annual goals are set forth by the school improvement plan. Noted programs and extra curricular offerings include the building-based Kelly Kids Care Program, band and chorus programs, arts/science/ technology fair, drama club, wellness club, world cultures club, environmental club, student council, stock market club, math enrichment groups, lunch time book discussions, among others. In addition to strong academic standardized test scores, individual Kelly Lane students have been recognized for their successes in the Hartford Courant Stock Market Game as well as winning student entries in the University of Connecticut Literary Journal.

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**STRATEGIC SCHOOL PROFILE 2009-10**

Middle and Junior High School Edition

**Granby Memorial Middle School****Granby School District**

PAUL D. OSYPUK, Principal  
Telephone: (860) 844-3029

Location: 321 Salmon Brook Street  
Granby,  
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: 7 - 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009: 354  
5-Year Enrollment Change: -33.3%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	16	4.5	4.5	27.1
Students Who Are Not Fluent in English	1	0.3	0.3	3.7
Students with Disabilities	22	6.2	6.2	11.7
Students Identified as Gifted and/or Talented	26	7.3	7.3	7.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	185	95.4	95.4	93.7

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	180	181
Total Hours per Year	986	1,018

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	20.0	20.0	20.8	Mathematics	76.3	76.3	37.8
				World Language	57.7	57.7	48.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art **	32	36
Computer Education	16	20
English Language Arts	130	235
Family and Consumer Science	32	9
Health	24	26
Library Media Skills **	16	10
Mathematics	130	152
Music *	32	35
Physical Education	65	58
Science	130	145
Social Studies	130	142
Technology Education	32	26
World Languages	130	89

**World Language**

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 7 in this school. Statewide, 22.2% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

**Lunch**

An average of 25 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach  
 \* Elective hours also offered

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.3	0.3	3.6
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	68.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	77.3	77.3	77.9

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.5	2.5	2.5
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	95.4
# of Print Volumes Per Student*	37.9	37.9	21.3
# of Print Periodical Subscriptions	31	31	27

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	23.60
Paraprofessional Instructional Assistants	1.57
Special Education: Teachers and Instructors	2.00
Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	3.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	9.60

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Middle/Jr. High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	16.0	15.0	14.1
% with Master's Degree or Above	67.9	67.9	77.4
Classroom Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	10.9	10.9	9.0
% Assigned to Same School the Previous Year	96.4	96.4	89.8

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

The school is committed to developing and sustaining strong home school partnerships. We have cultivated a very involved and dedicated Parent Advisory Council that meets monthly, in which parents have an opportunity to explore and provide input in various avenues of school life. Parent and community volunteers are involved in student social activities as well as after school clubs and enrichment activities. Teachers post messages and homework on our website daily/weekly. They, along with our deeply involved guidance counselors and school psychologist, communicate regularly via conferences, emails and phone calls home to report on student learning and progress. Our monthly on-line newsletter is automatically posted on our website and sent to parents. Periodically, emails are sent to all parents with reminders regarding important upcoming events. The online digital backpack, which is updated daily, provides parents and students with a wide range of documents and information including forms, permission slips, work packets and health information. An energetic pupil support team made-up of teachers, guidance counselors, a school psychologist and an administrator form the basis of developing strong home school collaboration plans with parents and is part of our intervention program for students in need. We are aware of the importance of linking parents to student learning and monitoring student progress. To this end we have designed our learning units in Understanding by Design (UbD) format and posted them on our website. Students and parents can also access teachers grade books via the password protected Parent Portal and view their child's grades and progress. We practice an open door policy and invite parents in to attend classes. A fall and spring Parents' Day and April's Grandparents' Day/Elder Friends' Day offer multiple opportunities for parents, grandparents and senior citizens to participate in student life and learning. We are proud to report that over 300 parents and over 100 grandparents and senior citizens visited classes this year and took part in their children's education.

### SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	3	0.8
Black	16	4.5
Hispanic	9	2.5
White	326	92.1
Total Minority	28	7.9

**Percent of Minority Professional Staff:** 0.0%

**Open Choice:**

11 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language:**

1.4% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 3.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Granby Memorial Middle School has provided many opportunities for parents, teachers and students to gain increased awareness of diversity, greater sensitivity of differences, and personal experiences to connect cultures. The faculty and staff have made conscientious efforts to incorporate diversity in a community that is lacking in this area by taking part in the Choice Program for over 25 years and attending diversity training. This year, 11 seventh and eighth grade students from Hartford attended GMMS as part of the Choice Program. Also, school wide programs such as Mix It Up Day, Student Union, Town Meetings and a student planned Black History Month Celebrations have created opportunities for students to increase their cultural awareness and gain a deeper appreciation of our differences. GMMS school guidance counselors, school psychologist and principal took part in district wide professional development hosted by SERC to explore, promote and develop a more culturally responsive school. The book, 50 Ways to Close the Achievement Gap, by Downey, Steffy, Posten and English is guiding the faculty's work. Eighth graders completed a unit on immigration by having a field experience to New York City and Ellis Island. Immigration Day highlighted students' perspective on issues of economic and language barriers that immigrants to the United States experienced. Presentations on immigration and a cultural appreciation luncheon both were designed by parent volunteers as part of the day. Also, themes such as tolerance, disabilities and diversity are implemented and embedded throughout the curriculum to help students understand and appreciate the value and strength inherent in our differences. Two courses, 21st Century Citizen and Character Inc., both provide students with opportunities to explore a wide range of global issues and develop a greater understanding of diversity and cultural differences.

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### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A
Grade 8	55.3	55.3	50.6	62.7

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 7 Reading	96.2	95.6	77.4	95.1
Writing	77.0	76.5	61.2	78.6
Mathematics	94.9	94.3	68.5	97.7
Grade 8 Reading	92.1	92.1	73.3	90.9
Writing	80.8	80.8	62.6	83.3
Mathematics	93.7	93.7	67.3	97.0
Science	88.6	88.6	62.8	94.4

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	98.3	98.3	96.7

**Disciplinary Offenses**

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2008-09 school year, 6 students were responsible for these incidents. These students represent 1.6% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	1	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	4	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	1	0
Total	6	0

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

The primary focus of our school improvement planning is to implement the key principals of the Professional Learning Community concept and improve student performance. We are engaged in a strategic planning process that will frame our improvement efforts for the next several years. Every member of our staff is part of a team that establishes and monitors SMART goals. Collaboration is at the heart of our improvement planning. GMMS CMT scores are in the top ten percent of middle schools in the state. We have analyzed school and district CMT data and have identified and discussed critical issues that we feel lead to improved student achievement. Professional development and goal setting is carefully aligned with our mission, vision, instructional and school improvement plans as well as classroom observations, administrative walk throughs and resources to promote an increase in student performance. Targeted intervention plans along with periodic and frequent formative assessments have been developed, administered and analyzed by teacher teams and administration. We continually analyze data, examine student work, develop and monitor improvement plans, and collaborate regarding best practices to hold ourselves accountable for improved results. Peer Sharing, a new collaborative program, began in school year 2009-2010. Every GMMS teacher visited another faculty member's classroom eight times last year. Teachers observed a different teacher each time and reflected on the areas of instruction that promote student achievement and learning. We believe that this program unifies our staff, aligns expectations and is an excellent way to share best practices and promote Professional Learning Community principles.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Granby Memorial Middle School is an exciting place to learn and grow. Our outstanding staff is dedicated to personally knowing each of our 370 seventh and eighth graders and their families and creating success for every student. Over two-thirds of our students are involved in either chorus or band and we have extensive after-school programs ranging from Drama Club and Broadway Musicals to a variety of sports and an Aviation Club. Our student run Broadcast News Club televises student news each morning. Approximately two-thirds of our student body attends each dance and over 400 parents and grandparents attend classes during Parents' Days and Grandparents'/Elder Friends' Day. Our Ecology Center raised and released 4500 trout fry and over 300 full grown brown trout into the Salmon Brook River last spring. We donated over \$5000 to the American Cancer Society from various fundraising events. The primary focus of our school is learning. We deeply believe that learning and student success are predicated on strong relationships with students and their parents. We have a strong history of high student achievement as evidenced by state wide testing. Our students attained some of the highest Connecticut Mastery Test results in the entire state. We believe that writing is the window into student thinking and is the tide that lifts all ships. We have developed a laser-like focus on improving student's ability to be good writers and thinkers. We believe strongly in the concepts of a professional learning community and focus on learning rather than teaching, working collaboratively and holding ourselves accountable for results. We continually reflect on our practices in an effort to improve all aspects of student life and our school. We are honored to have been selected by the Connecticut Association of Schools as one of two schools for the Middle School of the Year award for 2010-2011.

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**STRATEGIC SCHOOL PROFILE 2009-10**

Elementary School K-6 Edition

**Wells Road Intermediate School****Granby School District**

VIRGINIA E. AUSTIN, Principal  
Telephone: (860) 844-3048

Location: 134 Wells Road  
Granby,  
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: 3 - 6

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009: 354  
5-Year Enrollment Change: 57.3%\*  
\*Between 2002 and 2007, was redistricted,  
grades changed

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	15	4.2	3.7	36.7
K-12 Students Who Are Not Fluent in English	0	0.0	0.4	7.4
Students with Disabilities	28	7.9	8.2	10.9
Students Identified as Gifted and/or Talented	18	5.1	3.2	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	245	92.5	93.5	91.6

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	992	983

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	23.3	23.7	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art **	27	31
Computer Education **	27	18
English Language Arts **	392	422
Family and Consumer Science	0	1
Health **	18	22
Library Media Skills	0	19
Mathematics **	225	199
Music **	27	33
Physical Education **	54	41
Science **	133	97
Social Studies **	81	88
Technology Education	0	2
World Languages	0	14

**World Language**

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

**Lunch**

An average of 20 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.4	7.4
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	78.6	67.7	80.9

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.9	3.3	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	100.0	100.0	89.9
# of Print Volumes Per Student*	16.9	22.9	28.9
# of Print Periodical Subscriptions	23	11	12

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.	
General Education:	Teachers and Instructors		19.80
	Paraprofessional Instructional Assistants		2.98
Special Education:	Teachers and Instructors		3.00
	Paraprofessional Instructional Assistants		8.43
Library/Media Specialists and/or Assistants			1.57
Administrators, Coordinators, and Department Chairs			1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)			0.67
Counselors, Social Workers, and School Psychologists			1.00
School Nurses		1.00	
Other Staff Providing Non-Instructional Services and Support		7.69	

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	13.8	13.0	13.6
% with Master's Degree or Above	66.7	76.7	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	7.7	7.8	8.2
% Assigned to Same School the Previous Year	87.5	83.1	86.9

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Ongoing communication with Wells Road Intermediate School parents is an integral part of our school community. There is communication with parents via classroom and school newsletters on a regular basis and school and teacher web sites. This year we introduced the digital backpack to allow greater access for parents to receive information from school and we continued with a back-to-school "meet and greet" for students and families during the week prior to school starting. Home/school collaboration meetings are also conducted by the special and general education departments and are facilitated by the school psychologist. These meetings focus on the individual needs of the student and how best to plan and implement a coordinated program at home and school. Parents and other significant adults are included in these meetings. The PTO continues to be an integral part of the Wells community. We have a shared PTO with Kelly Lane Intermediate School and Kearns Elementary School. Teachers and administrators attend PTO meeting throughout the year. The PTO sponsors activities which support local businesses that, in turn, support the schools. PTO presentations were made by the school psychologist and the reading consultant to the parents on requested topics. The Cultural Arts Committee coordinates school assemblies that are curriculum-related and culturally diverse. Parents are welcomed at Wells Road and have a very visible presence in the school assisting in the media center and with many school and student activities.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	5	1.4
Black	9	2.5
Hispanic	10	2.8
White	329	92.9
Total Minority	25	7.1

**Percent of Minority Professional Staff:** 0.0%

**Open Choice:**

9 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language :**

0.8% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 2.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Wells Road Intermediate School is in the fourth year of participating in the Open Choice Program. Our first students who started at Wells Road Intermediate School in fourth grade will be starting eighth grade in the fall. All other students are expected to return for the next school year along with incoming 3rd graders from Kearns Elementary School in Granby. Our District Outreach Coordinator continued to assist in the coordination of parent-school communications and this year we are looking forward to piloting a "Family Connections Program" which will establish host families in Granby for students in the Choice program to allow those students to stay in Granby and participate in evening programs. In addition, the 3rd grade class continued their participation in the Link and Learn Inter-district program linking Wells Road School with peer partners from Thurman Milner Elementary School. Through a continued collaborative effort between the Granby Public Schools, Hartford Public Schools and the Holcomb Farm Environmental Learning Center, students and teachers from Hartford and Granby developed interdisciplinary activities that aligned with the existing science curricula. The 6th grade students at both intermediate schools attended Nature's Classroom in Becket, MA for the three-day, two-night experience where students were in mixed groups for hands-on academic activities. Teacher representatives participated in a Cultural Competence workshop facilitated by SERC and, in addition, Wells Road participated in an "Equity Walkthrough" which looked at school practices and procedures to ensure equity for diverse populations.

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### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	52.4	56.2	50.3	53.8
Grade 6	46.6	58.5	51.4	44.1

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	80.0	80.7	57.0	90.0
Writing	77.8	75.6	58.3	85.2
Mathematics	78.7	84.7	62.4	76.8
Grade 4 Reading	78.8	84.7	59.9	82.6
Writing	83.1	87.6	63.6	86.3
Mathematics	90.2	93.3	67.0	90.8
Grade 5 Reading	82.6	82.6	61.8	86.7
Writing	82.2	80.4	68.2	78.2
Mathematics	85.2	86.2	72.4	73.6
Science	81.1	84.0	59.4	85.3
Grade 6 Reading	96.6	94.1	74.9	97.3
Writing	89.0	85.1	65.9	93.2
Mathematics	97.8	95.3	70.7	99.1

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports](http://www.ctreports).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.5	98.5	96.2

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	0	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Wells Road Intermediate School works as a collaborative learning community that incorporates instructional decisions using data to inform their decisions. Grade level meetings are established to provide teams with the time to discuss student works and formative assessments. Wells Road established a SMART goal based on the review of the data and specifically looked at improving student achievement in reading and writing with a specific focus on reader-text connections and use of elaboration in written assignments. Results note significant improvement in 4th, 5th and 6th grade writing scores and significant increases in 4th and 6th grade reading scores. Wells Raod is committed to continuous improvement and will use the current data to reflect on their celebrations along with identifying targeted areas for the upcoming school year. Teachers review their personal performance over the past 3 years, as well as, student performance for the prior year and the current year. The everyday math curriculum has been augmented by a daily math program. Student achievement has been noted especially in fourth grade. Wells Road will continue to work with the electronic grade book which provides teachers with an opportunity to record and analyze student progress. In addition, use of standards-based report cards provides a more comprehensive reflection of student progress by defining the skills and objectives being assessed in each area. The thirty-minute MOD block will continue for the 4th, 5th and 6th grades to provide for SSR, enrichment, remediation, instrumental lessons and/or keyboarding .

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Wells Road Intermediate School is a Professional Learning Community (PLC) where teams of teams focus on increasing student learning. The school sets high and appropriate expectations for each child and provides a supportive environment to meet the academic, social, emotional, and physical needs of students in grades 3-6. The delivery of an integrated and meaningful curriculum is monitored by both standard (CMT) and authentic (Portfolio) assessment tools. School priorities are outlined in the annual school improvement plan. Character education initiatives and the use of the responsive classroom model have assisted in building classroom community, maintaining a highly successful school climate as well as reducing any barriers to learning. Again this year, the Student Council conducted several phenomenal community service projects. Food and clothing drives and collections for military personnel were successfully conducted. Noted programs and extracurricular offerings include band and chorus programs, arts/science/technology fair, drama club, wellness club, world cultures club, environmental club, student council, stock market club, math enrichment groups, lunch time book discussions, among others. Along with the band and chorus spring concerts, there was a school wide visual arts expo that featured a piece from every student in one of the following areas, weaving, clay work, pen and ink, pastels, water color and or pencil drawing. Participation in parent conferences, the annual Ice Cream Social and Veterans' Day are examples of high community involvement at the school. The school was also a recipient of the Governor's Summer Reading Challenge.

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## Curriculum/Policy/Technology/Communication Subcommittee Meeting Minutes

April 13, 2011

5:30 p.m.

Attendance:

Ronald Walther	Present	Alan Addley	Present
Deb Torgersen	Present	Diane Dugas	Present
John O'Connor	Present	Pat Law	Present
Ed Ohannessian	Present	Cal Heminway	Present
Matt Wutka	Present	Donna Hayward	Present

Meeting commenced at: 5:35 p.m.

Meeting adjourned at: 6:55 p.m.

1. Breathalyzers - Dr. Law expressed interest in integrating breathalyzers into GMHS student events. Attendees requested Dr. Law collect more information for discussion.
2. Curriculum Director's Report – No discussion – see attachment.
3. NEAS&C Update – Reviewed status of 5-year report which is due March 1, 2012. Asked Dr. Law to update the subcommittee in September 2011.
4. Calendar Guidelines – Discussed the 2012-2013/2013-2014 calendars. The 2012-2013 calendar will go to the Board for approval at the next meeting.
5. Review Draft Policy 9240, Board Member Development, and Policy 9400, Self-Evaluation – Deferred to next curriculum subcommittee meeting.
6. New Draft Policies: 5131.913, Cyberbullying, and 6120, Objectives of the Instruction Program – Agreed to add cyberbullying information to bullying administrative regulations. No separate cyberbullying policy. Policy deferred to next subcommittee meeting.
7. June Vision Supplement – Suggestions for items to be included in the June Vision supplement were discussed.
8. Race to Nowhere – May 31<sup>st</sup> in GMHS Auditorium. \$10.00 fee.
9. Other – Dr. Law presented an international travel request for next year. This will go to the Board for approval at the next meeting.

**Finance/Personnel/Facilities Subcommittee Meeting Minutes**  
**April 13, 2011**  
**6:00 p.m.**

Attendance:

Matt Wutka	Present	Alan Addley	Absent
Ed Ohannessian	Present	Harry Traver	Present
Marie Nicholls	Absent	Santi Camarotti	Present

Meeting commenced at: 6:27 p.m.

Meeting adjourned at: 6:58 p.m.

1. March Statements of Accounts – Reduced by \$19K due to a new special education case.
2. Update on Electronics Lab – Space identified on 1<sup>st</sup> floor in Building 1. Estimated cost at \$165K.
3. Civil Rights Update – On track for completion of items by end of next summer. Items on budget as expected.
4. Bus Purchase Orders – Small Bus - \$56,250 increase to \$57,500 because the initial price did not include rear air conditioning. Large Bus – Purchase orders will be cut now for 2 large buses.
5. Other:
  - Solar Panels – Moved to July 1<sup>st</sup> (Kearns and Wells). Would pay 80% of cost of what we generate. Weight of panels, maintenance.
  - Thumbs down on healthy foods.

**Agenda**  
**Hartland Board of Education**  
**Monday – May 9, 2011**  
**Conference Room~Hartland School**  
**7:00 PM**

1. Call to Order – Amy Bourque-Chairperson
2. Hartland Board of Education Mission Statement
3. Approval of Minutes – April 11, 2011
4. Communications
  - Public Comment on Agenda Items
  - Gilbert Board of Education Report – Philip Groth
  - Student Representatives
    - ~Hartland – Nathan Jansen
    - ~Gilbert – Katelin Meyers
    - ~Granby – Maureen Yanchak
  - PTO
5. Chair Report – Amy Bourque & Staci Hastey
  - Budget Hearing – May 2, 2011 – Staci Hastey
  - Town Meeting~May 16, 2011 @ 8:00 PM
  - Referendum – Wednesday, May 25<sup>th</sup> from 12:00 noon to 8:00 PM
  - Superintendent Evaluation
6. Superintendent Report – Robert V. Fish
  - Budget Review
  - Roof Project
  - Strategic School Profiles (SSP's)
7. Principal Report – Joanne St. Peter
  - 8<sup>th</sup> Grade Transition Meeting
  - Preschool & Kindergarten Registration
  - School Events

8. **Committee & Liaison Reports**
  - **Shared Services**
  - **Board of Finance – Robert V. Fish**
  
9. **New Business**
  - **April Bills & Statement – Robert V. Fish**
  - **2010/2011 End of Year Budget Adjustment Authorization**
  - **Policy Review – Robert V. Fish**  
**Policy Committee**
  
10. **Public Comment on Agenda Items**
  
11. **Executive Session – Negotiations**
  
12. **Future Agenda**
  - **Town Meeting – Monday, May 16, 2011 @ 8:00 PM**
  - **Town Budget Referendum – Wednesday, May 25<sup>th</sup> - 12:00 noon to 8:00 PM**
  - **Policy Review**
  - **Committee Reports**
  - **June Board of Education Meeting**  
**~Monday, June 9, 2011**

**Adjournment**

Copies of this agenda are available at the office of the Superintendent of Schools,  
Hartland Elementary School.

May 3	Wells Road Band Concert	7:00 p.m.	
May 3-6	8 <sup>th</sup> Grade Washington Trip		
May 4	Curriculum Subcommittee Mtg. BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services Central Services
May 5	HS Spring Band Concert	8:00 p.m.	
May 6-7	Kelly Lane Drama Production	7:00 p.m.	Cafetorium
May 7	Granby Stands Up to Cancer	7-10:00 p.m.	HS Auditorium
May 13	Concert of Hope	7:00 p.m.	HS Auditorium
May 17	Kelly Lane 5-6 Band Concert and 4-6 Chorus Concert	7:00 p.m.	Cafetorium
May 18	Finance Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services Central Services
May 19-20	Wells Road Drama Production	7:00 p.m.	Cafetorium
May 19	6 <sup>th</sup> Grade Parents' Night	6:30 p.m.	MS Cafeteria
May 20	Senior Prom		Riverview, Simsbury, CT
May 24	Senior Awards Night	7:00 p.m.	HS Auditorium
May 26	High School Arts Exposition High School Chorus Concert	5:30-7:30 p.m. 8:00 p.m.	HS Auditorium
May 30	Memorial Day – No School		Offices Closed
May 31	Race to Nowhere Documentary	7:00 p.m.	HS Auditorium
June 1	Boardwalk/Retiree Luncheon		
June 2	Middle School Band Concert	7:00 p.m.	HS Auditorium
June 3	Underclassmen Awards Assembly	12:30 p.m.	HS Auditorium
June 7	Kelly Lane Art/Sci/Tech Fair Gr. 4 Band & Gr. 3 Chorus Concert	3-8 p.m. 7:00 p.m.	Kelly Lane Cafetorium
June 9	6 <sup>th</sup> Grade Picnic		Kelly/Wells
June 10	Field Day		Kelly/Wells
June 15	8 <sup>th</sup> Grade Moving-Up Ceremony	5:00 p.m.	HS Auditorium
June 16	Graduation	5:30 p.m.	HS Grounds
June 17	Make-up Day for Kearns (1/2 day)		