

Regular Board Meeting Template
Wednesday, August 26, 2009 7:00 PM Eastern

Central Services
15-B North Granby Road
Granby, CT 06035

Jenny Emery: Present
Lynn Guelzow: Absent
Cal Heminway: Present
John O'Connor: Absent
Edward Ohannessian: Present
Deborah Torgersen: Present
Matthew Wutka: Present
Present: 5, Absent: 2.

I.	Public Comment
II.	Administrative Reports
II.A.	Superintendent's Announcements
II.B.	Summer School Report
II.C.	Business Manager's Reports
III.	Consent Agenda
III.A.	Minutes
IV.	Old Business
IV.A.	Magnet Schools
IV.B.	Board of Education Retreat
IV.C.	E-Meeting
V.	New Business
V.A.	Student Achievement Report for the Connecticut Mastery Test (CMT)
V.B.	Budget Transfers
VI.	Miscellaneous
VI.A.	Board Standing Committee Reports
VI.A.1.	Curriculum/Policy/Technology/Communication
VI.A.2.	Finance/Personnel/Facilities
VI.B.	Other Board-Related Reports
VI.B.1.	CPPAC
VI.B.2.	CREC/CABE
VI.B.3.	Granby Education Foundation
VI.B.4.	Energy-Saving Initiatives
VI.C.	Board Member Announcements
VII.	Executive Session/Non-Meeting

**Special Education
Extended School Year
Programs**

2008 – 2009 School Year

Rationale

- **Extended school year services are available as necessary to provide a free, appropriate public education.**
- **Granby provides extended school year services only if the Annual Review PPT that develops the student's IEP determines, on an individual basis, that the services are necessary to prevent regression.**
- **The District does not limit extended school year services to particular categories of disabilities and does not unilaterally limit the type, amount, or duration of those services.**

Grade Level	Direct Instruction Rdg Math Writing			Camps & Summer Programs (# students)	Other Services OT, PT, Speech/ Lang (# students)	
Preschool 10 students				5 Kearns Camp	4 OT 6 PT 8 Speech/ language (5 of 10 Students received service in multiple areas)	
Primary 18 students	Students	4	2	3	2 Summer Schl 2 Camp Kearns 1 CREC Camp 3 Other Camps	1 OT 3 PT 2 Speech/Lang
Intermediate 38 students	Students	20	17	15	3 Camp 9 Summer School	1 PT 1 Speech/Lang
Middle 6 students	Students	4	4	3		
High School 6 students	Students	3	Hours 35 all academics		3 Social Program	1 PT

Benefits of Extended School Year Services:

- **Academic and social regression can be remedied**
- **Learning disabled students are provided opportunity to gain ground, academically, with their same age peers.**
- **Students with social and emotional issues suffer the greatest loss from summer dismissal. On-going services and social contact in structured settings provide opportunity for students to apply the skills they learn all year in school.**

- **Continuous instruction in targeted skill areas is necessary for many disabled students to gain ground in their achievement on standardized tests such as the CMT and CAPT.**
- **One-to-one instruction is the most effective means for skill achievement. The probability of student success during the school year is greatly increased.**

Summer School 2006-2009

	2006	2007	2008	2009
Enrollment:				
Reading Only	22	13	7	6
Math Only	15	7	12	7
Both	48	65	82	52
Activities Session				47
Total Enrollment	85	85	101	112
Grades Represented:				
Primary:				
1 st	20	19	16	16
2 nd	12	20	20	28
Total Primary	32	39	36	44
Intermediate:				
3 rd	16	11	17	13
4 th	12	14	12	16
5 th	7	9	15	14
6 th	8	7	9	10
Total Intermediate:	43	41	53	53
Middle:				
7 th	4	3	12	14
8 th	6	2	0	1
Total Middle School:	10	5	12	15
% Returning		22%	49%	41%
Instructors:				
Certified Staff	5	10	11	9
Tutor/TA	5	0	0	1
TA	1	1	1	.5
Volunteer	1	0	1	5
Total Personnel:	11	11	12	15.5
Expenses				
Staffing:	\$24,274.72	\$30,064.32	\$32,490.00	\$29,505.00
Materials	\$659.19	\$124.60	\$108.45	\$234.71
Total Expenses:	\$24,930.91	\$30,155.32	\$32,598.45	\$29,739.71
Income:				
Fees paid by check:	\$4900.00	\$6150.00	\$7550.00	\$16,300
Special Services:	\$1250.00	\$1050.00	\$550	\$600
Financial Aid	\$300.00	\$500.00	\$450	\$450
Fee waived for Family Max:	\$200.00	\$100.00	\$300	\$250
Total Income:	\$6650	\$7800	\$8850	\$17,600
Cost of Summer School	\$18,280.90	\$22,355.32	\$23,748.45	\$12,139.71

Regular Board Meeting – Draft Minutes

July 1, 2009 7:00PM
Central Services

Attendance Taken at 7:00 PM:

Present Board Members:

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

Absent Board Members:

None

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

I. Public Comment

There were no public comments this evening.

II. Administrative Reports

II.A. Superintendent's Announcements

- Mr. Addley welcomed members of the GECC and parents who are here to support them this evening.
- Wells Road attendance rates for their last three days of school were 20%, 40% and 30%.
- Graduation was successfully last Thursday – thank you to everyone that was able to attend.
- We have hired 5 new teachers and 1 custodian. Positions still unfilled at HS French and English, PE at Kearns, a school psychologist and special education consulting teacher.
- We are keeping an eye on Kindergarten enrollment at Kearns - enrollment numbers are higher than anticipated.
- The Choice funding grant deadline is July 15th which would provide us with \$154,000 additional funds. This is a non-competitive grant which will provide additional funds for districts participating in the Choice Program.
- We have received a letter from the Commissioner requesting us to take additional students next year.
- There are 100 students signed up for summer school and 8 for Camp Kearns.
- The following administrative appointments have been made: Ms. Marna Murtha, Interim Director of Special Services; Kathy Sutton, High School Assistant Principal; Dr. Patricia Law, Director of Secondary Education; and Sue Domanico, Director of Elementary Education.
- I recently met with Margaret Bastiaanse and Caron Kempf with regard to the first robotics club. This club will be looking for funding. There are 50-100 students involved in the program and parents are helping. There is a \$6,000 initiation fee to get the club started next year.

II.B. Granby Early Childhood Council (GECC)

Ms. Judi Cosgrove presented for the GECC to bring the Board up-to-date on what has been happening with the Council this past year. A video was presented of the early learning groups which were held at the YMCA this year. The GECC also held workshops for parents over the past year. Ms. Cosgrove stated that the GECC receives a lot of their funding from two grants from the Granby Education Foundation and the Corinne G. Levin Education Fund. Ms. Cosgrove also told the Board that recently a feasibility study has been done in town with regard to providing a family resource center. Ms. Cosgrove stated that only 132 people took the survey and the results were very positive. GECC has been able to offer early learning groups at the YMCA which started with 2 groups and increased to 4 groups. They are currently exploring space options and would love to have space in a community school.

It was also mentioned that Spanish is offered to the early learners and they hope to offer French in the fall. Mr. Ohanessian asked about parents as teachers. It was stated that it is an attempt for parents to be able to advocate for their children with administrators, etc. Additionally, the program will teach parents to be educators and to be able to go into homes to teach parents how to teach their children and, possibly, the family resource center. There are currently family resource centers in East Granby, W. Hartford, and East Windsor. Mr. Addley said that he would like to thank the GECC and that he appreciates Joan, Sheri and Judy for their collaboration with the school system and that they have taken some steps forward this year.

II.C. ARRA Funds

Mr. Heminway presented the ARRA funds (\$430,000). We have a fully funded special education program - no advantage to getting this funding for the existing program. Funds need to be used to supplement existing programs as opposed to supplanting existing activities. \$275,000 will be used to support students in the program this year and next year. The additional \$160,000 will go to positions (one one-year and one two-year) and other activities related to special education and will consume the entire amount. The \$275,000 will be given to the town as the student activities for special education are already covered in the budget. Mr. Heminway said that we will continue to keep a close eye on the progress of this grant.

III. Consent Agenda

III.A. Minutes

Primary Motion Passed: That the Granby Board of Education approve the consent agenda. Passed with a motion by Deborah Torgersen and a second by Ronald Walther at 7:45 p.m.

Cal Heminway	Yes
Marie Nicholls	Yes
John O'Connor	Yes
Edward Ohanessian	Abstain
Deborah Torgersen	Yes
Ronald Walther	Yes
Matthew Wutka	Abstain

IV. Old Business

IV.A. Second Reading of Policy for Foreign Travel and Exchange Programs

MW asked if guidance is involved with students' course selections, etc. before going to a foreign country. Mr. A said very minimally. MW also asked if grades are transferable and counted in GPA. Mr. A said that yes they can be if they are transferred in.

Primary Motion Passed: That the Granby Board of Education approve the Foreign Exchange and Travel Policy as written. Passed with a motion by Ronald Walther and a second by Edward Ohanessian at 7:47 p.m.

Cal Heminway	Yes
Marie Nicholls	Yes
John O'Connor	Yes
Edward Ohanessian	Yes
Deborah Torgersen	Yes
Ronald Walther	Yes
Matthew Wutka	Yes

V. New Business

V.A. Special Education Excess Cost and State Agency Placement Grant Appropriation

An appropriation request of \$46,566 was requested from the Special Education Excess Cost and State Agency Placement Grant in addition to the original revenue projection of \$162,864.

V.B. Civil Rights Audit Repairs Appropriation Request

An appropriation request of \$136,315 was requested from the small capital fund for fiscal years 2009-2010 and beyond. These funds will cover the costs of corrective actions for the Civil Rights Compliance Review.

VI. Miscellaneous**VI.A. Board Standing Committee Reports****VI.A.1. Curriculum/Policy/Technology/Communication**

This committee has not met.

VI.A.2. Finance/Personnel/Facilities

This committee has not met.

VI.B. Other Board-Related Reports**VI.B.1. CPPAC**

This committee is tentatively scheduled to meet the week of July 20th.

VI.B.2. CREC/CABE

There was nothing new to report.

VI.B.3. Granby Education Foundation

There was nothing new to report.

VI.B.4. Energy-Saving Initiatives

There was nothing new to report.

VI.C. Board Member Announcements

Mr. Ohanessian asked about the pay-for-play and Mr. Addley said that he would be sending a proposal to the Board. Mr. Addley stated that this will most likely be discussed at the Board Retreat.

Mr. Heminway stated that at the last board meeting Mr. Addley was given an increase in his local travel stipend and Mr. Addley said "no thank you". The amount in his new contract will remain as-is.

The BOE meeting dates were discussed. The Board decided that they will have an August 26th meeting instead of September 2nd.

VII. Executive Session/Non-Meeting

The Board went into executive session at 8:00 p.m. The executive session ended at 8:25 p.m.

Respectfully submitted,

Linda Powell
Recording Secretary

Marie Nicholls
Board Secretary

Board Retreat – Draft Minutes

July 20, 2009 12:00PM
Avon Old Farms Hotel

Present Board Members:

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

Absent Board Members:

Marie Nicholls
Deborah Torgersen

- I. **Legislative Updates** – Mr. Tom Mooney, Shipman & Goodwin, provided legislative updates to the Board with regard to student and employee rights, as well as a draft of recommended language for student expulsions that are reported to the Board.
- II. **Summer Updates** – Mr. Addley provided summer updates to the Board. Enrollment is presently at 2270 students (29 above projected enrollment). Kindergarten class size had increased to 22 students in each section. Mr. Addley advocated for the addition of an extra 0.5 FTE to accommodate the kindergarten class sizes. The district has taken the position not to support the tuition for Hartford Host Magnet school (12 students plan on attending). Nine new teachers have been hired. A summary of the town Youth Services Survey was presented. The Board was apprised of the new buzzer entry system for the main doors of each school. Opening of school schedule was previewed.
- III. **FY11 Budget** – The Board reviewed the tentative guidelines presently being considered by the BOF for the FY11 budget and the challenges this would present to the school system. The present BOF projected guidelines are: FY11 -0.8%, FY12 - 2.0%, FY13 - 2.0%, FY14 - 3.0%.
- IV. **Full Day Kindergarten/Early Childhood** – The Board tentatively discussed the concept of full day kindergarten. It was recognized that any such discussion would be only exploratory in nature and fall under long-term planning. The Board also discussed their support for the concept of early childhood education and encouraged the Superintendent to continue to liaison and support the work of the Early Childhood Council.
- V. **Capital Projects** – The Board agreed to proceed with developing educational specifications for the maintenance and storage facility and the athletic field projects as outlined in the large capital projects. Additional details should be developed for the energy-saving initiative.
- VI. **Round Table with Administration** – The first draft mission statement and achievement goal were introduced and discussed with the Board and administrators.

To: BOE Members
From: Cal Heminway
Subject: E meeting

As you may recall, last year we subscribed to a web based meeting management service through CAFE. Linda has used it extensively to record minutes, votes, attendance and the like. She has not been as successful with respect to using the facility to compile and distribute board packets. She has indicated that electronic delivery would greatly increase her efficiency and eliminate some redundant and duplicate activities. At the same time, a number of board members have been emphatic as to their need for hard copy. I am proposing an alternative for Granby used in at least one other district.

- Starting in September we will be trying this new approach to the distribution of meeting materials.
- We will discontinue the preparation of hard copy board packets. There will no longer be the need to stop at the police station!
- Every Friday (or sooner) before a Wednesday meeting you will receive an email from Linda stating that the agenda and all associated support materials has been put up on the emeeting site for your review.
- You will be able to review materials on line, save comments and notes and print copies if you so choose. (Paper will be available from the central office)
- For those of us requiring it, when you arrive at the Wednesday meeting, hard copy of all materials will be available for your use if you so wish it.
- Members of the public, press, and interested parents will also have direct access to all public documents from the web site as well, saving Linda more time!

As we have been doing with other district operations (and our personal situations), this is an opportunity for board operations to be upgraded to the 21st century in a fashion that also acknowledges the real need for hard copy.

Attached to this memo are instructions as to logging on and accessing the materials. Details of additional features will be discussed at future meetings.

Copies:
Alan Addley
Linda Powell



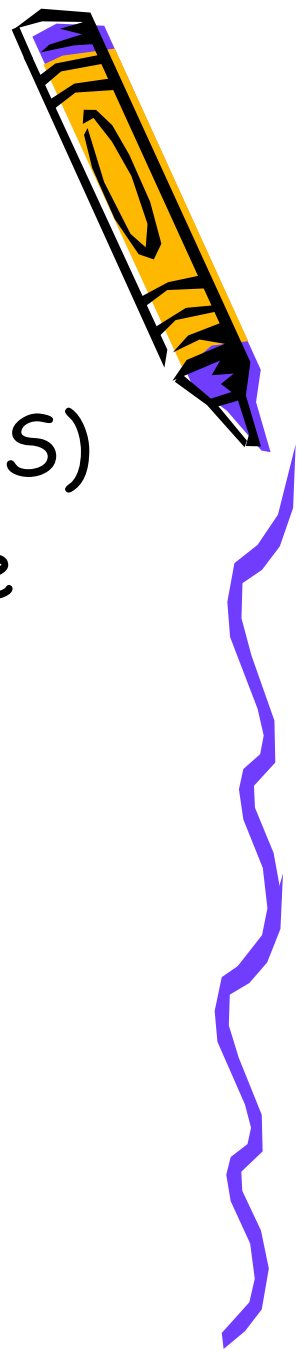
2009 CMT report

Success for all, continuous
improvement in Granby



Changes for 2009

- Modified Assessment System (MAS)
- MIST required for typed response accommodations (Meas. Inc. Secure Testing)
- Various data entry processes



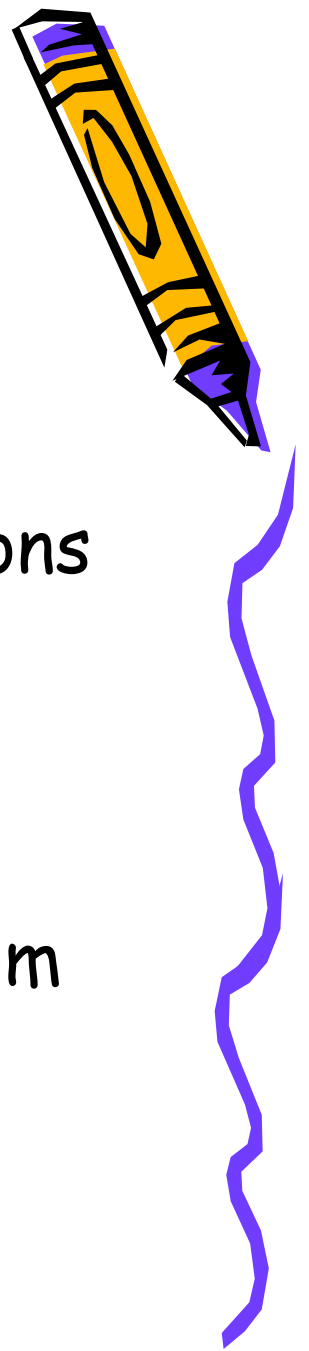
State trends



- Gains across Grades 3-8 in all content areas, except Gr. 3 Writing
- Gains in the statistically significant and sustainable range (3-6 percentage points)
- Math: trend scores positive, on average 63% at each grade at or above goal
- Reading: trend scores variable ranging from 55% at Gr. 3 to 75% for Gr. 7
- Writing: scores constant, 62% goal
- Science: up slightly, 58% (Gr.5) & 61% (Gr. 8)



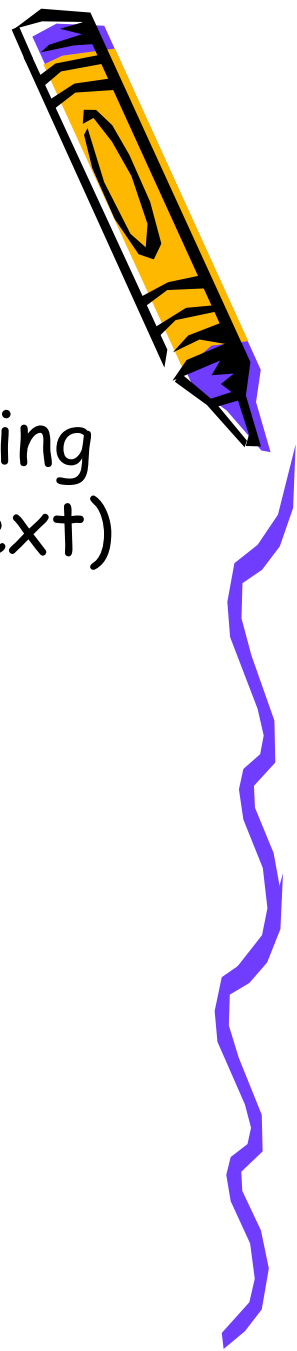
Math content strands



- Numerical and Proportional Reasoning
- Algebraic Reasoning: Patterns & Functions
- Geometry & Measurement
- Working with Data: Probability & Statistics
- Number of Assessed strands varies from 18-23 of 25 possible areas



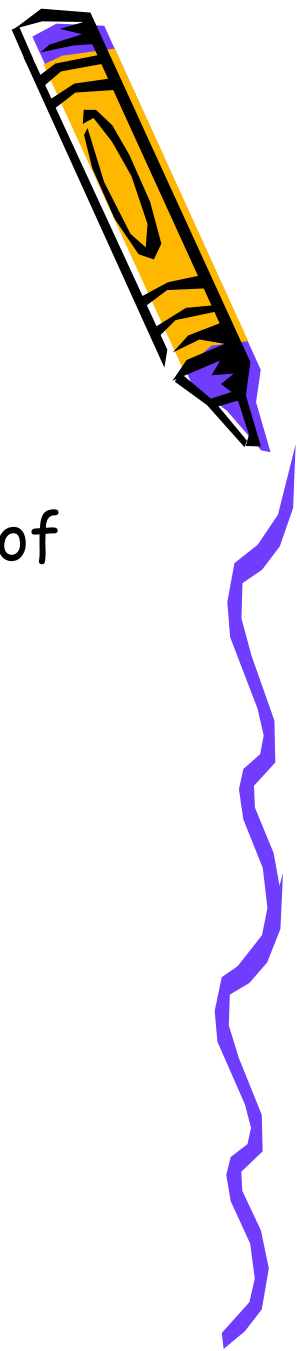
Reading content strands



- All grades assessed in Degrees of Reading Power (nationally normed for level of text)
- Reading comprehension strands
 - General understanding
 - Developing Interpretation
 - Reader/Text Connection
 - Examining Content/structure



Writing content strands



- All grades assessed in
 - Composing and revising (direct assessment of writing)
 - Editing & Revising
- Modes of writing for prompt
 - Narrative (grades 3 & 4)
 - Expository (grades 5 & 6)
 - Persuasive (grades 7 & 8)



Grade 3



Math: 87.7% at or above goal (+3.6% vs 08)

Reading: 85.2% at or above goal (+10% vs 08)

Writing: 86.2% at or above goal (+6.6% v 08)

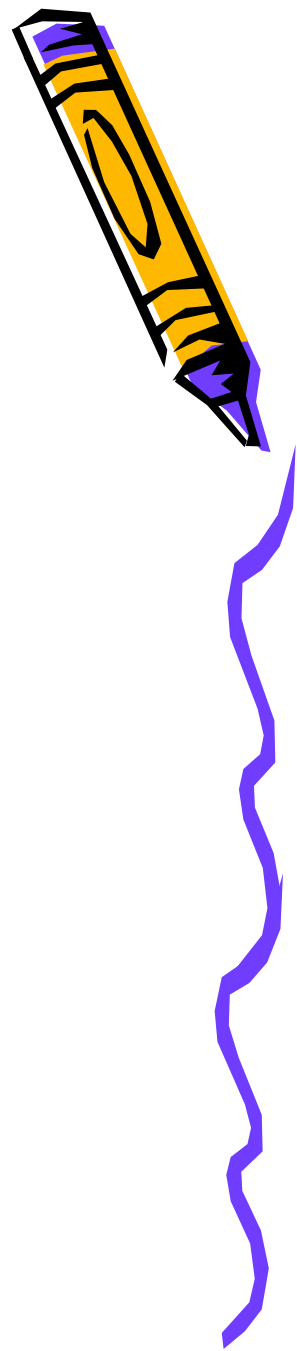
71.9% making goal in all areas (up 5.7%)

90.4% proficient in all areas (up 5.7%)

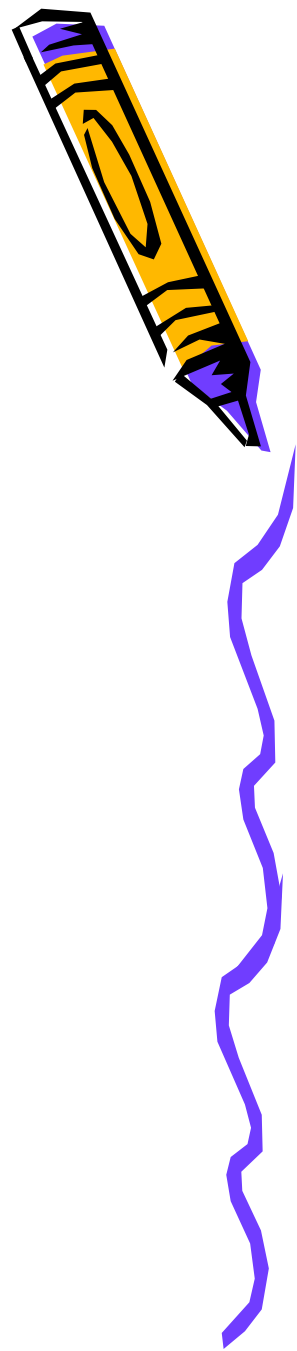


Grade 3 strengths

- 15 of 18 Math strands with 90%+ mastery
- Understanding & Interpretation Reading Strands +90% mastery
- Strong Editing (89.8 % mastery)



Grade 3 areas of improvement



- **Math strands:** estimating, math apps
- **Reading:** Reader-text connections, Content & structure
- **Writing:** Composing/Revising



Grade 4



Math: 85% at or above goal (+6.2%)

Reading: 76.6% at or above goal (+0.8)

Writing: 77.1% at or above goal (-2.3)-
second year of decline

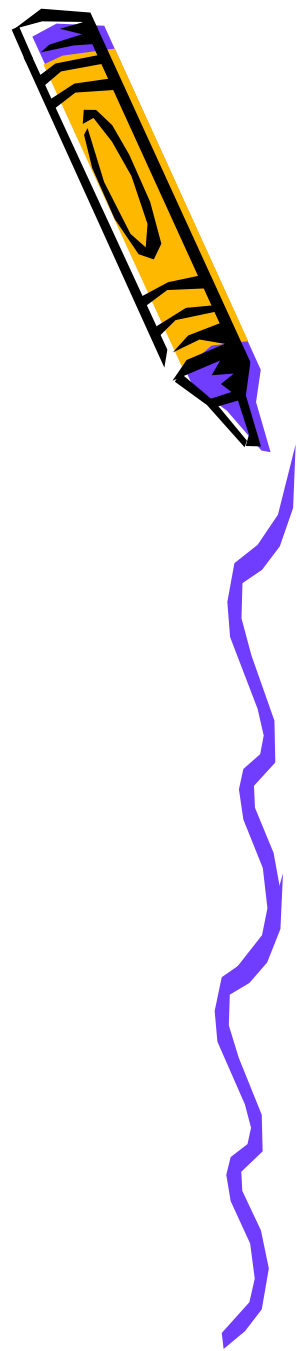
66.0% making goal in all areas (+3.9)

84.3% proficient in all areas (+0.5)

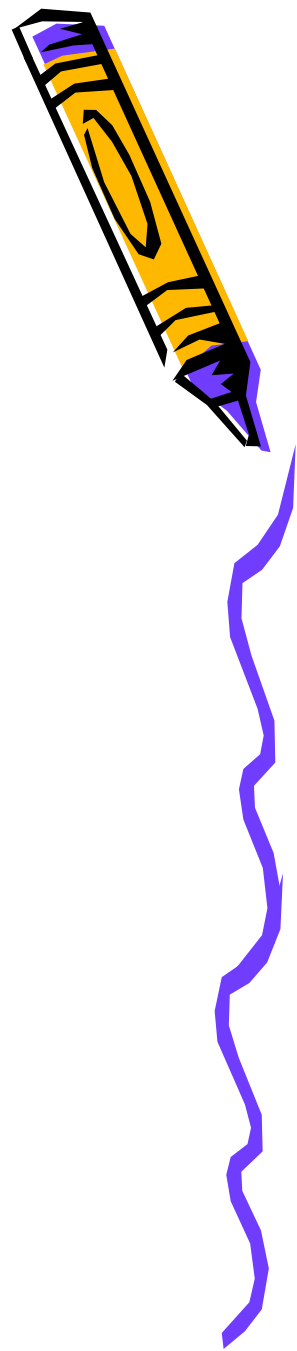


Grade 4 strengths

- Math: 14 of 21 strands at 90%+ mastery
- Reading: *General Understanding*
- Writing: *Editing*



Grade 4 areas of improvement



- **Math:** fractions/decimals/percents, estimating, approximating measures, math apps
- **Reading:** Reader-text connections, Content & structure
- **Writing:** Composing/revising



Grade 5

Math: 86.5% at or above goal (+0.7)

Reading: 84.6% at or above goal (+7.4)

Writing: 87.7% at or above goal (-13) after a
16% gain last year

Science: 84.5% at or above goal (+1.8)

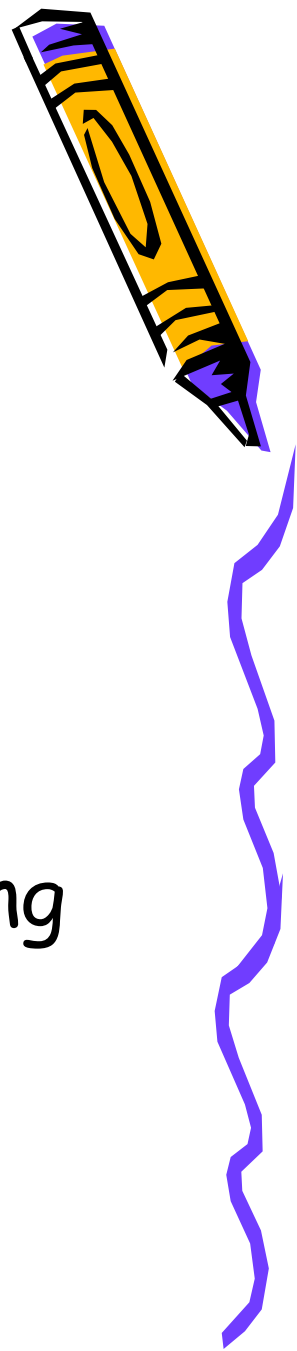
63.9% making goal in all four areas

84.5% proficient in all four areas

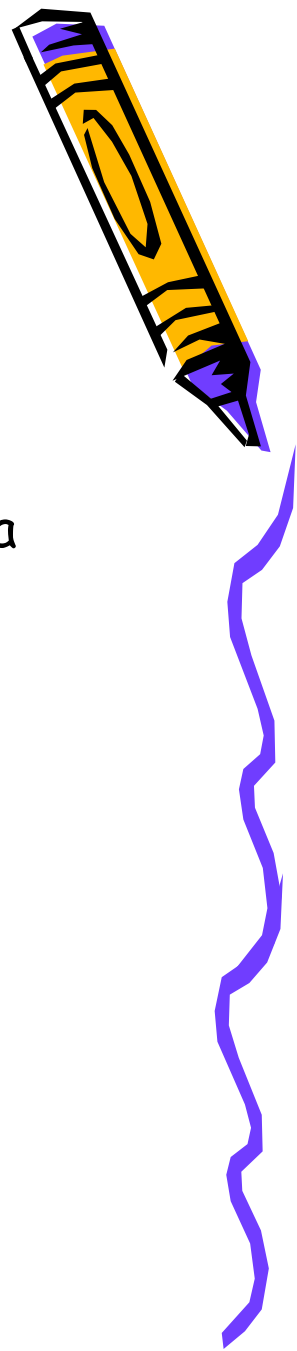


Grade 5 strengths

- Math: 12 of 23 strands at 90%+ mastery
- Reading: 3 of 4 strands 90%+ mastery
- Writing: strong Composing/Revising
- Science



Grade 5 areas of improvement



- **Math:** Fractions/decimals/percents, estimating solutions, customary & metric measures, statistics/data analysis, classification/logical reasoning
- **Reading:** Reader-text connections
- **Writing:** Editing



Grade 6



Math: 94.9% at or above goal (+1.9)

Reading: 91.8% at or above goal (+4.6)

Writing: 80.1% at or above goal (-3.9)

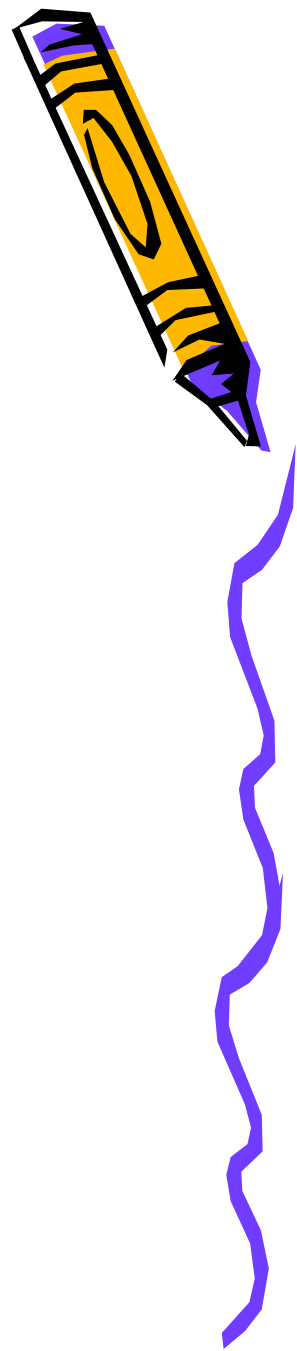
75.8% making goal in all areas (-1.7)

91.3% proficient in all areas (-0.7)



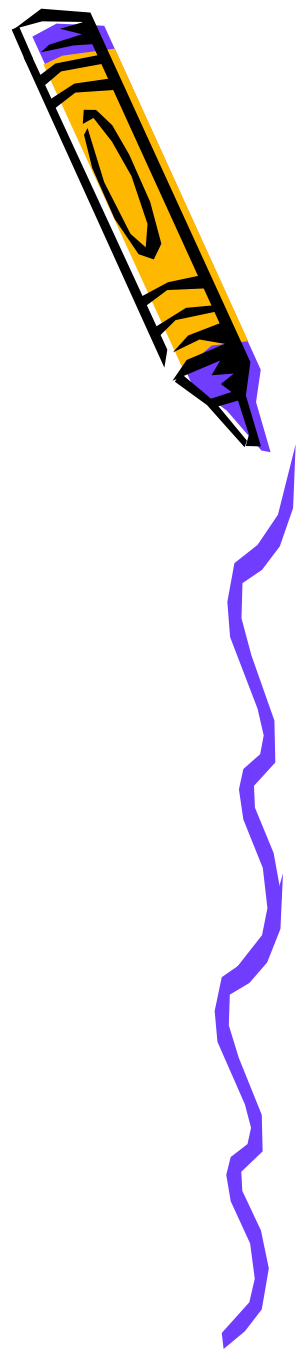
Grade 6 strengths

- Math: 14 of 23 strands at 90%+ mastery
- Reading, 3 of 4 strands at 90%+ mastery
- Writing: strong editing



Grade 6 areas of improvement

- **Math:** customary/metric measures
- **Reading:** Reader-text connections
- **Writing:** Composing/revising



Grade 7



Math: 95.2% at or above goal (+1.7)

Reading: 93% at or above goal (-0.5)

Writing: 89.8% at or above goal (+2.2)

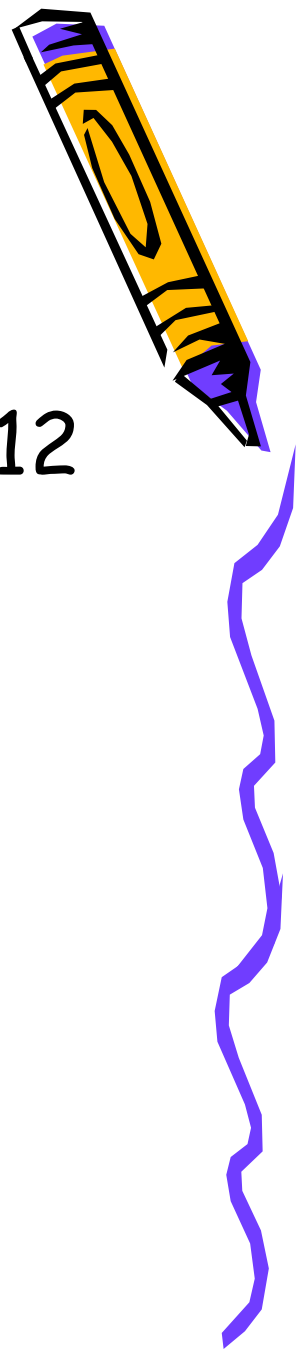
85.6% making goal in all areas (+2.8)

93.0% proficient in all areas (-1.1)

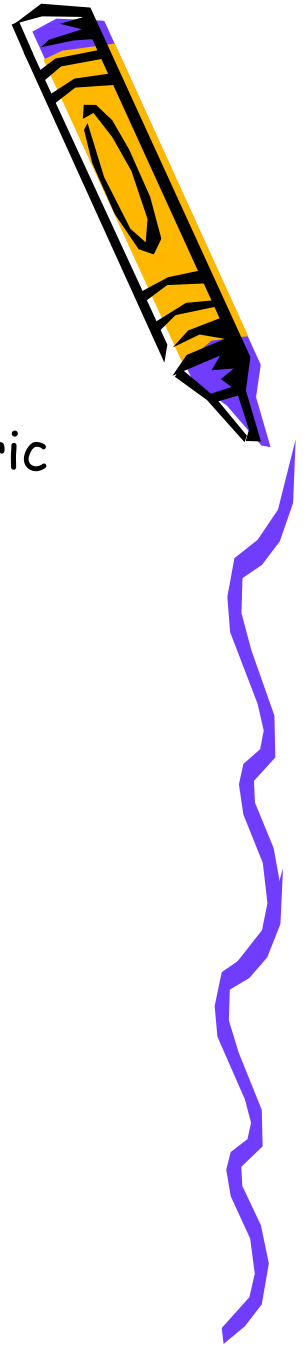


Grade 7 strengths

- Overall great math performance: 12 of 23 strands over 90%
- Reading: 3 of 4 strands over 90+ mastery
- Writing: strong editing



Grade 7 areas of improvement



- **Math:** computation with percents, customary/metric measures, math apps
- **Reading:** reader-text connections
- **Writing:** continue balanced performance



Grade 8

Math: 95.2% at or above goal (+3.4)

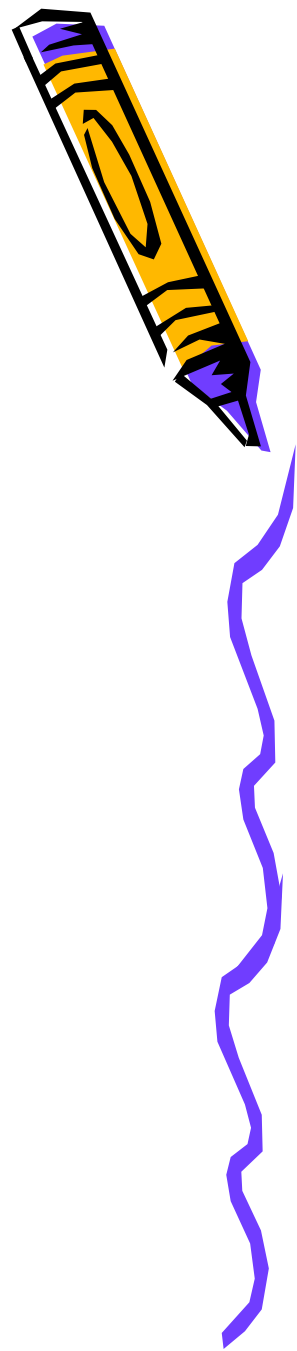
Reading: 93% at or above goal (+3.9)

Writing: 81.6% at or above goal (-9.7)

Science: 89.9% at or above goal

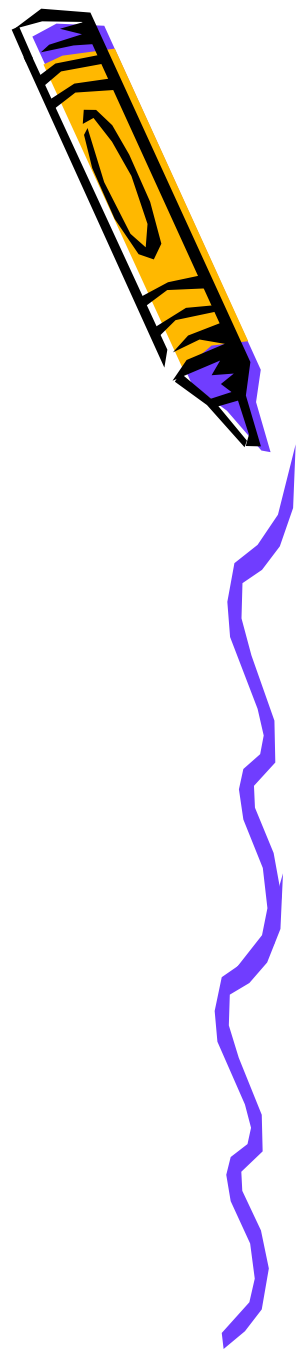
74.7% making goal in all areas

90.5% proficient in all areas

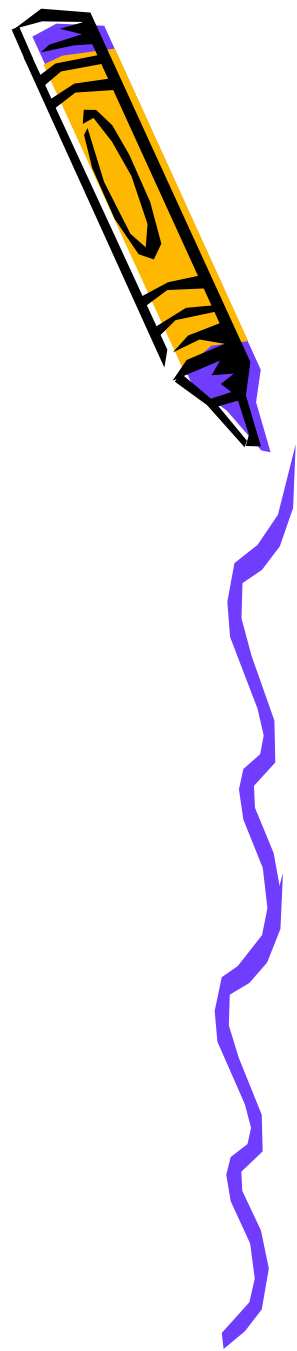


Grade 8 strengths

- Math: 9 of 21 strands 90%+ mastery, 17 of 21 80%+
- Reading: Three of four strands 90%+ mastery
- Writing: composing & revising



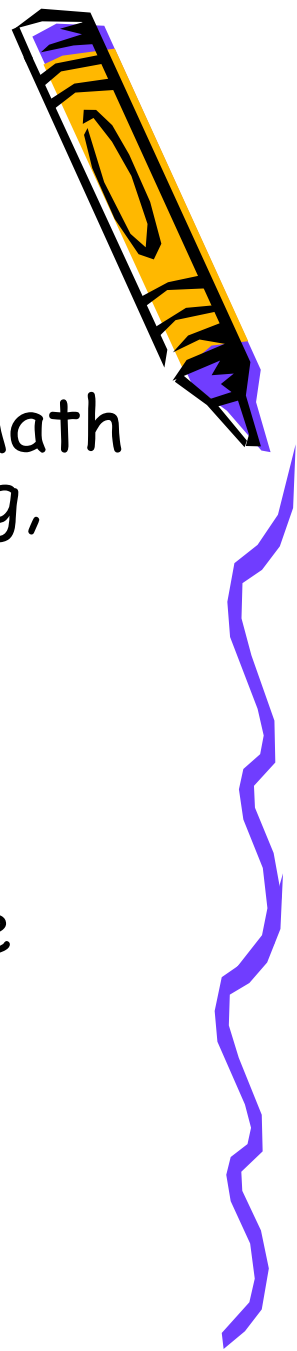
Grade 8 areas of improvement



- Math: 3 of 4 Geometry & Measurement strands, Math Apps
- Reading: Reader-text connections
- Writing: editing



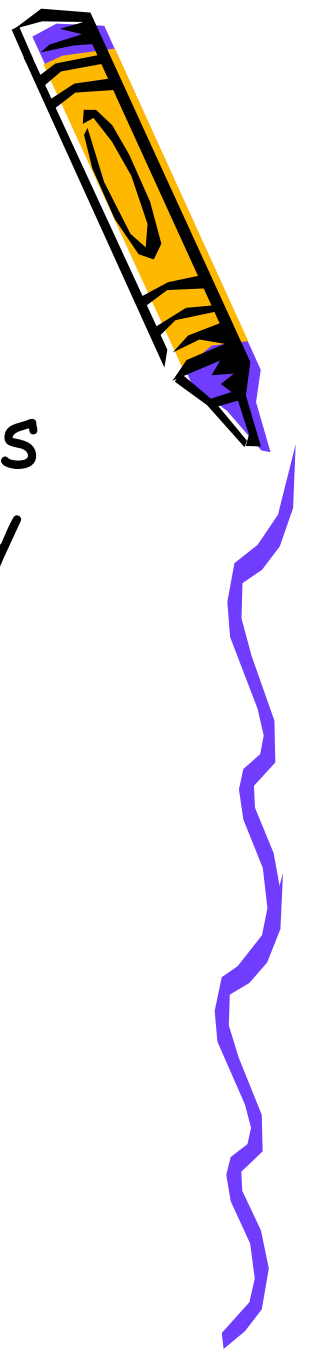
How does our performance stack up?



- #1 in District Reference Group in 3rd Math & Reading, 6th Math, 7th Math & Writing, 8th Math
- #1 in State in 7th Math
- #2 in the State in 8th Math
- #3 in the state in 8th Reading
- 60% of scores are in the top 10% in the state and 55% of scores are in the top 25% in the DRG



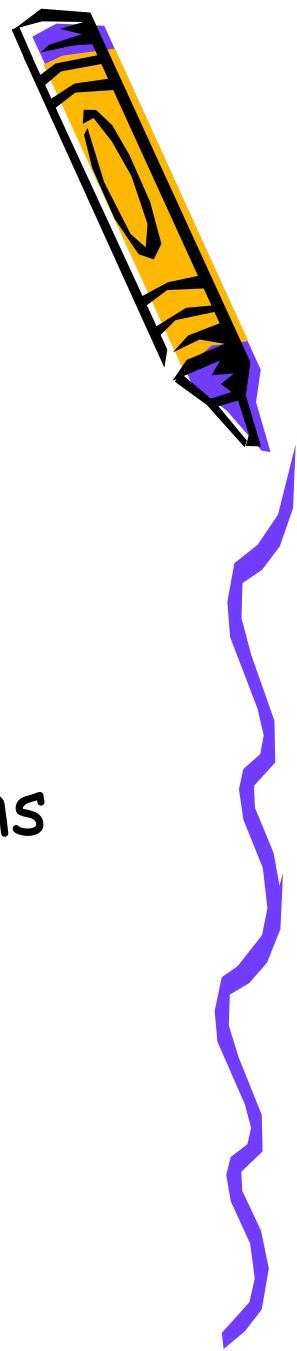
What constitutes success?



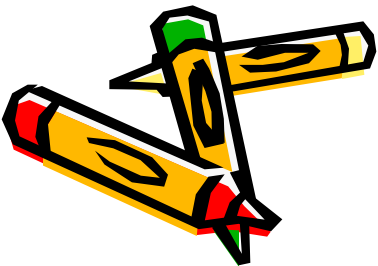
- NCLB will require 100% of students at the proficient (not goal) level by 2014 (100% proficient in Gr 6 Math)
- Seeing success in moving students from goal to advanced band
- Stubbornly consistent number of students not making goal



What seems to be working?



- No magic bullet, program, or strategy
- Increased focus on standards and frameworks by teachers
- Collaborative team work
- Increased attention to aligning programs of instruction and addressing gaps in content and language between local curriculum and state assessments



What's next?



- Staff working as Professional Learning Communities to discuss student performance data, common assessments, interventions, and best instructional practices
- Continue to use professional development strategically to target areas of weakness
- Improved understanding and competency in Response to Intervention
- Communicating a sense of urgency that all (not most) students meet standards
- Distinguish between instructional and mastery issues (do teachers need more assistance with curriculum, strategies, materials or do students need more help with intervention, multiple strategies, leveled materials)
- Historical analysis by teacher



Granby Public Schools
Elementary Education
Susan Domanico, Director

TO: Granby Board of Education
FR: Sue Domanico
DT: August 26, 2009
RE: 2009 Connecticut Mastery Test (CMT) Report

Background

Several changes have occurred in the administration of the CMT over the past school year. These include:

- New Modified Assessment System for qualifying Special Education students
- Online secure testing (MIST) for all word processing accommodations
- Various changes in data coding

The 2008-2009 intermediate goals for determining Adequate Yearly Progress increased from last year. Suggested annual targets have also increased as districts move towards 100% by 2014:

<i>Content area</i>	<i>AYP Intermediate Goal</i>	<i>Suggested Annual Target</i>
Mathematics	82% proficient or better	85% proficient or better
Reading	79% proficient or better	82% proficient or better

Results

Students in Granby Public Schools continue to outperform state averages and rank among the highest in the state. Grade 3 Math and Reading, Grade 6 Math, Grade 7 Math and Writing, and Grade 8 Math scores were first in the District Reference group. Grade 7 Math scores were first in the state of Connecticut. Scores in all grade levels are well above proficiency levels. The standard for reporting high performance is the number of students scoring at goal or above.

Grade	% at/above goal in all areas*
3	71.9 (90.4 proficient)
4	66.0 (84.3 proficient)
5*	63.9 (84.5 proficient)
6	75.8 (91.3 proficient)
7	85.6 (93.0 proficient)
8*	74.7 (90.5 proficient)

*four areas including Science

A high number of students continue to move from the goal to the advanced range. Math continues to be an area of excellence. All Grade 6 students (100%) were proficient or better in Math. Almost half of all 3rd (49.7), 4th (49.7), and 5th (46.4) grade students were advanced in Math. Grade 6 had 70.5% in the **Advanced** band in Math along with 60% of Grade 7 and 68.3% of Grade 8.

The table below presents a snapshot of the percentage of students at or above the proficient level and at or above the goal level:

<i>Grade</i>	<i>Mathematics</i>		<i>Reading</i>		<i>Writing</i>	
	Proficient	Goal	Proficient	Goal	Proficient	Goal
3	99.4%	87.7%	95.7%	85.2%	95.2%	86.2%
4	94.8%	85%	92.4%	76.6%	95.4%	77.1%
5	97.4%	86.5%	91.0%	84.6%	93.3%	74.7%
6	100%	94.9%	96.8%	91.8%	95.0%	80.1%
7	99.5%	95.7%	98.4%	93.0%	94.7%	89.2%
8	98.9%	95.2%	96.8%	93.0%	93.2%	81.6%

Grade 5 Science: **84.5%** at or above goal, 97.9% at or above proficient.

Grade 8 Science: **89.9%** at or above goal, 96.3% at or above proficient. (6th in the state)

Compared to last year's scores, there was an overall upward trend in both number of students at proficient and at goal. The only exception is Writing, which reflects a state-wide trend. Students are reaching the proficient level in high numbers—all areas at all grades were in the +90% range and closing in on 100%. Students who still remain in the basic and below basic bands will need significant support and a wider variety of teaching strategies in order to meet the grade level benchmarks. Some students previously showing in the below basic and basic bands were able to participate in the new Modified Assessment System this year. Students were presented with grade level concepts and skills, but in a modified format.

The new vertical scale scores provided by the state for Math and Reading allow our district to measure growth being made, even within a band or level. In the past, a student may have made significant improvements from being at the low end of goal to the high end of the cut off without moving to the advanced band, but our staff would not have an accurate way of tracking this growth. The vertical scale score not only shows progress from one level to another but also this growth within a level. This is especially important for students in the advanced level so that staff can continue to challenge them to improve and for students in the basic and below basic who may make significant progress but still not move to proficient. These vertical scale scores have provided us with good news concerning overall growth by students in the district. In all areas where this data is available, the scores have shown positive average growth. Each band at each grade in both Math and Reading will continue to be scrutinized to be sure the staff has an accurate picture of the effectiveness of instruction for all achievement levels.

Vertical Scale Scores
Cohort Analysis, Overall *average* gain in Vertical Scale Scores (out of 800)

Grade	Math	Reading
4	+45	+27
5	+31	+29
6	+39	+36
7	+15	+17
8	+11	-5

Strategies

Many factors have contributed to the high level of performance across the district including:

- Increased ownership of student performance by staff
- Curriculum alignment and enhancement, attention to standards and grade level expectations
- Formative assessment yielding data used to target instruction, differentiate, and challenge students at the appropriate level: elementary common assessments continue to be “tweaked” to be sure the assessments yield useful information to guide instructional practice
- Use of technology such as the interactive boards to engage students and address different learning styles: Mimio boards and projectors are now deployed in all classrooms
- Ongoing data collection and analysis

Staff are utilizing the Professional Learning Community structures and philosophy to collaboratively develop common assessments, collaboratively examine and make meaning of the assessment data, and collaboratively plan appropriate interventions to improve student performance. This willingness to open up practice and share ideas is expected to positively impact student performance in the future.

The CMT and state framework goals are the minimum goals that all students are expected and prepared to achieve. Teachers have been reminded that high quality test preparation occurs throughout the year through high quality instruction and attention to challenging students at their instructional level.

District analysis by content areas

Math

Outstanding performance

Across the district, students have shown outstanding levels of performance in the following areas of Math

- Place value
- Pictorial representations

- Order/Magnitude/Rounding
- Models for operations
- Basic facts
- Computation with fractions & integers
- Tables/graphs/charts

Areas for improvement

Areas where further refinement of instruction and curriculum should improve student performance include:

- Estimating solutions
- Math applications

Reading

Outstanding performance

Across the district, students have shown outstanding levels of performance in the following areas of Reading (80% or more students at or above goal in **all** grade levels 3-8 where skill is tested):

- General understanding
- Developing Interpretation
- Examining the Content and Structure

Areas for improvement

Areas where further refinement of instruction and curriculum should improve student performance include:

- Making Reader/Text Connections

Writing

The writing score is a composite of three very different pieces of information: Direct Assessment of Writing (otherwise known as the writing prompt), composing and revising, and editing. The overall Editing score is strong in Grades 3, 4, 6, & 7 (above 86% mastery). Composing and Revising continues to be flat (64%, 73%, 83%, 78%, 81%, 82%)

Scores over time

There are two ways to look at scores over time: this year's results to last year at the same grade level (same curriculum/grade level expectation but different group of students) or cohorts of students (same group of students as they test from year to year).

Grade results comparisons

Grade 3 scores increased in Math (+3.6), Reading (+10) and Writing (+6.6) compared to last year's Grade 3 class (now grade 4 students).

Grade 4 scores dropped in Writing (-2.3) but improved in Math (+6.2) and Reading (+0.8) versus last year's 4th graders.

Grade 5 scores dropped dramatically in Writing (-13 after a +16.3 gain last year) but improved a small amount in Math (0.7) and in Reading (+7.4) after a 7.1% decline the year before.

Grade 6 scores improved slightly in Math (+1.9) and Reading (4.6) but declined in Writing (-3.9) versus last year's 6th graders

Grade 7 scores improved in two areas versus last year's group: Math +1.7, Writing +2.2), but dropped very slightly in Reading (-0.5)

Grade 8 scores improved in Math (+3.5) and Reading (+3.9) but dropped in Writing (-9.7)

Cohort comparisons

Grade 3 and has no data to compare against this year's test administration since it was the first time this grade were assessed with the CMT.

Grade 4:

Math showed overall growth: 8 students moved from Proficient to Goal or advanced, 20 from Goal to Advanced, only 8 students slipped from Advanced to Goal

Reading showed overall growth: 5 students moved from Proficient to Goal or advanced, 16 from Goal to Advanced, only 11 students slipped from Advanced to Goal

Writing showed overall growth: 8 students moved from Proficient to Goal or advanced, 14 from Goal to Advanced, only 17 students slipped from Advanced to Goal

Grade 5:

Math showed overall growth: 16 students moved from Proficient to Goal or advanced, 16 from Goal to Advanced, only 10 students slipped from Advanced to Goal

Reading showed overall growth: 11 students moved from Proficient to Goal or advanced, 26 from Goal to Advanced, only 4 students slipped from Advanced to Goal

Writing showed growth: 10 students moved from Proficient to Goal or advanced, 9 from Goal to Advanced, but 37 students slipped from Advanced to Goal

Grade 6:

Math showed overall growth: 6 students moved from Proficient to Goal or advanced, 30 from Goal to Advanced, only 4 students slipped from Advanced to Goal

Reading showed overall growth: 13 students moved from Proficient to Goal or advanced, 33 from Goal to Advanced, only 2 students slipped from Advanced to Goal

Writing showed overall growth: 4 students moved from Proficient to Goal or advanced, 10 from Goal to Advanced, but 24 students slipped from Advanced to Goal

Although Granby's actual ranking against other districts in our Reference Group and the Farmington Valley varied considerably, in every grade and in every content area, we were never more than 10% off from the #1 achieving district. The only competition that really matters is the one we have within our district to get all-100%- of our students to proficient, and a substantial number to goal. Most of the schools have set the target of 90-95% at goal in their five year School Improvement Plans. We should take pride that we are leaders in the state in Math and Science, while continuing to work on improving enviable levels in Reading and Writing. Given the high level of achievement, we believe that we are on the right track with curriculum and will continue to refine instructional practice to reach the last minority of students not attaining mastery.

The charts and graphs that follow were provided by Ed Lyman, the district information management consultant. Mr. Lyman has been available to assist administrators, consulting teachers, classroom teachers, and other interested staff in collecting, manipulating, and analyzing data from the state common assessments and other assessment items in the district to advance the conversation around data driven decision making.

Granby CMT/CAPT Ranks in DRG

	2006	2007	2008	2009
Grade 3				
Math	1	12	4	1
Reading	4	5	4	1
Writing	5	9	12	4
Grade 4				
Math	11	9	11	10
Reading	18	14	12	16
Writing	15	15	13	18
Grade 5				
Math	1	10	6	8
Reading	3	5	15	11
Writing	8	19	5	20
Science	n/a	n/a	4	4
Grade 6				
Math	1	1	2	1
Reading	3	4	4	4
Writing	4	10	7	13
Grade 7				
Math	6	1	1	1
Reading	5	2	2	6
Writing	5	4	4	1
Grade 8				
Math	5	4	1	1
Reading	6	6	4	2
Writing	17	8	3	13
Grade 10				
Math	n/a	12	6	1
Reading	n/a	5	13	6
Writing	n/a	5	15	6
Science	n/a	2	6	2

Districts in DRG

Avon	
Brookfield	
Cheshire	
Fairfield	
Farmington	
Glastonbury	
Granby	
Greenwich	
Guilford	
Madison	
Monroe	
New Fairfield	
Newtown	
Orange	Grades 3-8 only
Simsbury	
South Windsor	
Trumbull	
West Hartford	
Woodbridge	Grades 3-8 only
Regional Sch Dist 05	Grades 7-12 only
Regional Sch Dist 15	

District CMT Performance: 2007-2008 vs. 2008-2009

	Reading			Writing			Math			2007-2008
	2007-2008	2008-2009	Diff	2007-2008	2008-2009	Diff	2007-2008	2008-2009	Diff	
Grade 3	75.2%	84.6%	9.4%	79.6%	85.7%	6.1%	84.1%	87.3%	3.2%	
Grade 4	75.8%	77.1%	1.3%	79.3%	77.0%	-2.3%	78.8%	84.9%	6.1%	
Grade 5	77.2%	84.4%	7.2%	87.7%	74.5%	13.2%	85.8%	86.3%	0.5%	82.7%
Grade 6	87.2%	91.6%	4.4%	84.0%	79.7%	-4.3%	93.0%	94.8%	1.8%	
Grade 7	93.5%	93.0%	-0.5%	87.6%	89.8%	2.2%	93.5%	95.1%	1.6%	
Grade 8	89.1%	92.9%	3.8%	91.3%	81.5%	-9.8%	91.8%	95.1%	3.3%	90.2%
Grade 10	66.9%	73.3%	6.4%	71.9%	79.5%	7.6%	75.1%	79.0%	3.9%	73.5%

Kelly Lane CMT Performance: 2007-2008 vs. 2008-2009

	Reading			Writing			Math			2007-2008
	2007-2008	2008-2009	Diff	2007-2008	2008-2009	Diff	2007-2008	2008-2009	Diff	
Grade 3	74.4%	86.4%	12.0%	79.5%	94.0%	14.5%	79.5%	88.9%	9.4%	
Grade 4	77.4%	82.4%	5.0%	83.0%	77.8%	-5.2%	84.9%	88.9%	4.0%	
Grade 5	75.6%	88.1%	12.5%	82.6%	73.1%	-9.5%	84.9%	85.3%	0.4%	77.9%
Grade 6	83.9%	89.9%	6.0%	79.6%	74.1%	-5.5%	91.4%	96.2%	4.8%	

Wells Road CMT Performance: 2007-2008 vs. 2008-2009

	Reading			Writing			Math			2007-2008
	2007-2008	2008-2009	Diff	2007-2008	2008-2009	Diff	2007-2008	2008-2009	Diff	
Grade 3	76.9%	82.7%	5.8%	80.8%	76.9%	-3.9%	89.7%	85.5%	-4.2%	
Grade 4	73.9%	73.3%	-0.6%	75.0%	77.2%	2.2%	71.7%	82.3%	10.6%	
Grade 5	78.9%	80.0%	1.1%	93.4%	76.1%	17.3%	86.8%	87.5%	0.7%	88.2%
Grade 6	90.4%	93.4%	3.0%	88.3%	85.7%	-2.6%	94.7%	93.3%	-1.4%	