

Regular Board Meeting
Wednesday, November 4, 2009 7:00 PM
Eastern

Regular Board Meeting
15-B North Granby Road
Granby, CT 06035

Jenny Emery: Present
Lynn Guelzow: Present
Cal Heminway: Present
John O'Connor: Present
Edward Ohannessian: Present
Deborah Torgersen: Present
Matthew Wutka: Present

Present: 7.

I.	Public Comment
II.	Administrative Reports
II.A.	Superintendent's Announcements
II.B.	Student Representative Reports
II.C.	Schools in the Spotlight
II.D.	School Improvement Plan
III.	Consent Agenda
III.A.	Minutes
IV.	Old Business
IV.A.	Youth Services Bureau Report
V.	New Business
V.A.	First Reading of New Board Policies
V.B.	Strategic School Profiles (SSP)
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
VI.D.	Calendar of Events
VII.	Executive Session/Non-Meeting



KELLY LANE INTERMEDIATE SCHOOL

School Improvement Plan
Reporting on 2008-2009 Goals
Setting 2009-2010 Goals





KELLY LANE INTERMEDIATE SCHOOL

School Improvement Plan

Reporting on 2008-2009 Goals



Long Term Goals 2006-2009

- Increase the number of students scoring at/above proficient in reading and math to 95%.
 - Attained Goal
- Increase the number of students scoring at/above goal in reading, writing and math to 90%.
 - Strong progress towards goal in Reading and Math

SMART Goals for 2008-2009

- Increase the number of students at/above proficient in math to 100% and in reading to 97% on the 2009 C.M.T., as reported by NCLB.
 - Math – 99.7
 - Reading – 96.5
 - (Writing – Met AYP)
- Increase the number of students at/above goal in math by 3% and in reading and writing by 5% on the 2009 C.M.T.
 - Attained Goal in Reading and Math - See Charts

Cohort Performance in Reading

Targeted 5 % Growth

March 2009 CMT % At/Above Goal

	2006	2007	2008	2009	% Incr. 08 to 09
3 rd gr.				86.7	<i>NA</i>
4 th gr.			74.4	82.4	+8.0
5 th gr.		78.6	77.4	88.1	+10.7
6 th gr.	79.5	75.3	75.6	90.2	+14.6

Year to Year Performance in Reading

Targeted 5 % Growth

March 2009 CMT % At/Above Goal

	2006	2007	2008	2009	<i>% Incr. 08 to 09</i>
3 rd gr.	80.0	78.6	74.4	86.7	+ <i>12.3</i>
4 th gr.	71.0	75.3	77.4	82.4	+ <i>5.0</i>
5 th gr.	78.0	82.8	75.6	88.1	+ <i>12.5</i>
6 th gr.	NA	88.0	83.9	90.2	+ <i>6.3</i>

Cohort Performance in Writing

Targeted 5 % Growth

March 2009 CMT % At/Above Goal

	2006	2007	2008	2009	% Incr. 08 to 09
3 rd gr.				94.1	NA
4 th gr.			79.5	77.8	- 1.7
5 th gr.		82.7	83.0	73.1	- 9.9
6 th gr.	75.9	85.9	82.6	75.0	- 7.6

Year to Year Performance in Writing

Targeted 5 % Growth

March 2009 CMT % At/Above Goal

	2006	2007	2008	2009	<i>% Incr. 08 to 09</i>
3 rd gr.	76.0	82.7	79.5	94.1	+ 14.6
4 th gr.	75.3	85.9	83.0	77.8	- 5.2
5 th gr.	76.0	67.7	82.6	73.1	- 9.5
6 th gr.	NA	75.0	79.6	75.0	- 4.6

Cohort Performance in Math

Targeted 3 % Growth

March 2009 CMT % At/Above Goal

	2006	2007	2008	2009	% Incr. 08 to 09
3 rd gr.				89.2	NA
4 th gr.			79.5	88.9	+ 9.4
5 th gr.		79.6	84.9	85.3	+ .4
6 th gr.	84.3	82.0	84.9	96.3	+ 11.4

Year to Year Performance in Math

Targeted 3 % Growth

March 2009 CMT % At/Above Goal

	2006	2007	2008	2009	<i>% Incr. 08 to 09</i>
3 rd gr.	84.0	79.6	79.5	89.2	+ 9.7
4 th gr.	75.3	82.0	84.9	88.9	+ 5.0
5 th gr.	87.0	78.5	84.9	85.3	+ .4
6 th gr.	NA	89.1	91.4	96.3	+ 4.9

Kelly Lane

Summary of 2009 results

Proficiency Kelly Lane has met its long term goal in the percentage of students meeting proficiency in math and reading. A new long term goal to achieve 100% proficiency in math and reading by 2012 has been set.

At/Above Goal Kelly Lane met its 2008-09 SMART goal in both reading and math with student achievement increases in every grade level. The SMART goal in writing was not realized.

Identified Area of Concern - Writing is the primary instructional area of focus across most grade levels in the areas of prompt scores, composing/revising and editing.



KELLY LANE INTERMEDIATE SCHOOL

School Improvement Plan

Setting 2009-2010 Goals



Long Term Goals 2009-2012

- Increase the number of students scoring at/above proficient in reading and math to 100%.
- Increase the number of students scoring at/above goal in reading, writing and math to 90%.

SMART Goals for 2009-2010

Based on the 2009 C.M.T. results and data analysis, the following goals are set:

- Increase the number of students at/above proficient in math to 100% and in reading to 98% on the 2010 C.M.T., as reported by NCLB.
- Increase the number of students at/above goal in reading by 3% and writing by 5% on the 2010 C.M.T.

Action Plan

- Analyze student data to determine student needs.
- Alignment of school, grade level and teacher goals with student needs.
- Set team SMART goals in Language Arts.
- School wide professional development in the area of writing (6 + 1 Writing Traits) and reading (90 minute reading model).
- PLC grade level time to curriculum map, identify desired outcomes and develop/administer common assessments.
- Meeting time for vertical articulation.
- Peer visitation, instructional coaching and high yield instructional strategies.

Monitoring and Evaluating

- DRP pre/post assessments
- DIBELS progress monitoring
- MAZE – Reading comprehension
- Create, administer and analyze common and formative assessments

- RALLY testing for Math and Reading
- Writing prompts
- March 2010 C.M.T.

Priorities and school initiatives

- Professional Learning Community – one hour weekly meetings by grade/content area – focus on student learning, collaboration and results
- Peer visitation and sharing.
- RTI – weekly meetings to share strategies.
- Promote health, wellness, character development, school community and a positive climate through Kelly Kids Care activities.
- Clubs/Activities/Fine Arts

**Regular Board Meeting
October 21, 2009, 7:00 p.m.
Central Services**

Attendance Taken at 6:54 PM:

Present Board Members:

Cal Heminway
John O'Connor
Deborah Torgersen
Ronald Walther
Matthew Wutka
Edward Ohannessian (arrived at 7:05 p.m.)

Absent Board Members:

Marie Nicholls

Mr. Heminway called the meeting to order at 6:58 p.m.

I. Public Comment

II. Administrative Reports

II.A. Superintendent's Announcements

- Mark Winzler introduced himself as Interim Superintendent.
- Mr. Winzler welcomed Kerry Ann Kielbasa who presented the Youth Services Survey Report and Dr. Ginny Austin who presented the School Improvement Plan for Wells Road Intermediate School.
- Mr. Winzler reported that the Emergency Response System works well and that it was tested last week when Kearns school was released early due to a water main break.
- The Teacher Leadership Academy, Cohort I and Cohort II, are up and running. 5 Teachers are signed up for Cohort I and 16 for Cohort II.
- Soccer under the lights/homecoming went very well. The bonfire scheduled for Thursday evening was cancelled due to weather.
- The Superintendent's Forum has been pushed back from November 9th to November 17th
- Mr. Winzler stated that he, along with Harry Traver and Santi Camarotti, attended a town winter storm and emergency review meeting last week to prepare for the winter and contingency plans in case of an emergency.
- Our Teacher of the Year, Robert Faber, will be recognized on October 29th at the Teacher of the Year Award Ceremony. Ginny Austin will attend for Alan Addley.
- November 3rd is a professional development day with no classes for students.
- The Annual CABE/CAPPS Convention will be held November 20-21 in Mystic, Connecticut. We have three students signed up to attend as well.

II.B. Student Representative Reports

- The College Fair will be held this week.
- The LEO Club food drive being held is going pretty well.
- A tug of war contest will be held this Saturday, October 24th at 10:00 a.m. Both students and teachers are forming teams.

- National French Week will be held November 4-10. There is a trivia contest held and other activities are planned.
- Homecoming was great.
- There will be a Halloween assembly next Friday, October 30th. Categories are funniest, scariest, and most original costume.
- The French and Spanish National Honors Society induction will be held next week.

II.C. School Improvement Plan

Dr. Virginia Austin, Principal of Wells Road Intermediate School, presented the school improvement plan. Dr. Austin presented the CMT scores specifically for Wells Road School. Mr. Ohannessian noted that for 4th grade math, students actually declined in math. Mr. Heminway asked if targets should then change from year to year due to the fact that the test changes from year to year and it takes students a few years to get acclimated to the test. Dr. Austin stated that there would be more professional development for teachers this year in writing traits with the 6+1 program and hopes to see an increase in their writing scores. Mr. O'Connor inquired about the subsets of writing and if there was anything more difficult to Dr. Austin's knowledge. Dr. Austin stated that up to 3rd grade they focus on narrative – for 4th, 5th and 6th grades they focus on non-fiction reading. Those are the factors and how much they impact she is really not sure. With regard to PLC, Wells Road is fortunate this year to have meeting time (one hour weekly) to develop and administer common formative assessments. Wells Road instituted a new program this year called MAZE which focuses on reading comprehension which will be administered to 3rd and 4th graders who have not obtained goal on CMTs. Mr. Wutka asked if the data can go back a few years to get more of a baseline (go back five years). Mr. Heminway also asked about longitudinal data. Dr. Austin said that yes, she can do that. Mr. O'Connor asked if there was coordination between Wells and Kelly. Dr. Austin said that, yes, once a month they have grade level meetings and teams from Wells and Kelly get together to look at student data, etc. and they are also looking at coordinating materials. Skype has also been instituted between the two schools. PLC info is also posted on shared folders for Kelly and Wells.

III. Consent Agenda

III.A. Minutes

A motion was made to approve the minutes. Moved by John O'Connor and seconded by Ron Walther. Passed unanimously at 7:40 p.m. Corrections will be made to the minutes as noted.

IV. Old Business

IV.A. Energy Savings Update

Mr. Harry Traver, Business Manager, gave the Board an energy savings update. At the last Board meeting, Mr. Traver was asked to look into the cost savings of turning down the thermostats from 69 degrees to 68 degrees. Mr. Traver reported that doing this would provide a district-wide savings of \$4600. Mr. Traver then stated that there is no state law with regard to keeping thermostats set at a particular temperature; however, office or business buildings range from 68 to 72 degrees. Mr. Heminway would like to get opinions from people at the building level before proceeding. Mr. Traver also reported that due to savings in fuel costs this year, he was able to put money towards the recommendations from Siemens Corp. Mr. Traver also reported that there are grant opportunities for hot water solar; however, there is no money available for photovoltaic cell energy.

Mr. Ralph Eustis, 20 Silkey Heights Drive, made a comment with regard to the temperature of the buildings and productivity. He asked if teachers lose ability to teach or students to learn. He also stated that there are many variables in a school, for instance, cutting back on outside air coming in to the school. He also mentioned that we should look at lifetime occupancy rates in certain areas of the buildings. Mr. Eustis stated that he has approached administration to look at heating systems and also said that there are many people in town with expertise who would be more than happy to look at this for the Board of Education

IV.B. H1N1 Update

Mr. Winzler, Interim Superintendent, gave the Board an Update on H1N1 Vaccinations. Mr. Winzler stated that superintendents in the Farmington Valley received information from the Farmington Valley Health District asking them to send out a survey to parents that should there be a school-based vaccination clinic, would they be interested in having their children vaccinated. Parents would simply answer Yes, No or Maybe. The Board had previously questioned liability. Schools are immune to liability due to Public Readiness and Emergency Preparedness Act. All other districts have sent the survey out with the exception of Avon and Granby. Clinics would be held after school and parents need to attend with their child(ren). Immunizations will be given by VNA personnel. Mr. Winzler stated that he would like to send out the survey via website tomorrow if the Board approves doing so. Mr. Heminway asked the Board if we want to survey parents as to their interest. Mr. O'Connor inquired what the threshold would be if we order it? Mr. Winzler said he would give our information to the Farmington Valley Health District as to how many parents are interested. The Board agreed to support this. Mr. Winzler indicated that a regular call will be made to homes to request that parents fill out the survey on the website by Sunday, October 25th.

V. New Business

V.A. Youth Services Survey Report

KerryAnn Kielbasa presented the youth services survey report. Ms. Kielbasa stated that the survey was conducted to primarily assess the health of the youth of the community. There were 160 questions and it was given to 1,003 students. The average number of developmental assets for our students was 20.2 and is very similar to what other communities report. They would like this number to be in the 31 to 40 range as students would be less likely to have risky behavior and would be more successful. Mr. O'Connor asked if we have ever given this survey before. Ms. Kielbasa said that, no, we hadn't. She stated that this is just a snapshot and they hope to do the survey again in 5 years. Ms. Kielbasa went on to say that 8 indicators are measured - health, resist danger, diversity, etc. She stated that research has shown that the more assets a student has the less likely they will be to participate in risky behavior. Mr. O'Connor asked if the surveys were credible. Ms. Kielbasa said that, yes, they are and that only 2% of surveys were thrown out and that validity was very strong with this particular survey. Youth services' goals are to help educate parents to give consistent messages to students. Mr. Traver asked if we have compared our results to like communities instead of the national average. Ms. Kielbasa said that we can compare to towns similar to Granby. Mr. Ohannessian asked if she had the information by grade and Ms. Kielbasa stated that, yes, she did. Mr. Heminway expressed his concern of the Board that these results are introduced to Granby the right way and that The Granby News is not the right way. He stated that we should work together so that it is balanced and moves us forward. Hopefully, the Nov. 5th community forum can be changed as the Board of Education has a mediation meeting that evening. The Board stated that they would like see the full report.

VI. Miscellaneous

VI.A. Board Standing Committee Reports

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

Mr. Walther stated that this committee met this evening. Directors of Elementary and Secondary education monthly reports were given. Also discussed were the instructional plan and background that went into that. The homework policy was discussed as well - there was no need to change the policy; however, administrators will look at the administrative regulations. The fingerprinting policy was approved as written and will be sent to the Board for a first reading as will the non-discrimination to the instructional program and will come before the board at the next meeting.

VI.A.2. Finance/Personnel/Facilities

Mr. Wutka stated that this committee has not met.

VI.B. Other Board-Related Reports

VI.B.1. CPPAC

VI.B.2. CREC/CABE

Mr. Heminway stated that he attended a CREC Council meeting this afternoon where Sheff magnet school funding was discussed. He said he hopes that there will be some movement to combine voices into something that the legislature will hear.

VI.B.3. Granby Education Foundation

Mr. Heminway stated that he did not attend this meeting due to GEA negotiations; however, the GEF-sponsored event, Fred Wilhem and friends, will be held on December 4th at GMHS.

VI.B.4. Energy-Saving Initiatives

VI.C. Board Member Announcements

VI.D. Calendar of Events

VII. Executive Session/Non-Meeting

A motion was made to adjourn the meeting to go into a non-meeting to discuss negotiations. Moved by John O'Connor and seconded by Ron Walther. Passed unanimously at 8:46 p.m.

Respectfully submitted,

Linda Powell
Recording Secretary

Instruction

Nondiscrimination in the Instructional Program

This school system pledges to avoid discriminatory actions and seeks to foster good human and educational relations which will help to attain:

1. Equal rights and opportunities for students and staff members in the school community.
2. Equal opportunity for all students to participate in the total school program of the schools.
3. Training opportunities for improving staff ability and responsiveness to educational and social needs.
4. Opportunities in educational programs which are broadly available to all students.
5. An appropriate learning environment for students which includes (1) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology, (2) equitable allocation of resources among district schools and (3) a safe school setting.

Each student, at the time s/he becomes eligible for participation, will be advised of his/her right to an equal opportunity to participate in school programs without discrimination of any kind.

Legal Reference: Connecticut General Statutes

10-15 Towns to maintain schools.

10-15c Discrimination in public school prohibited.

10-18a Contents of textbooks and other general instructional materials.

10-226a Pupils of racial minorities.

10-145a(b) Certificates of qualification for teachers; Intergroup relations programs.

10-220 Duties of boards of education, as amended by PA 97-290, An Act Enhancing Educational Choices and Opportunities.

Title IX of the Education Amendments of 1972, 20 U.S.C., 1681 et seq.
Section 504, U.S. Rehabilitation Act, 1973, 29 U.S.C. 791

Policy adopted:

GRANBY PUBLIC SCHOOLS
Granby, CT

Personnel -- Certified/Non-Certified

Security Check/Fingerprinting

In order to create a safe and orderly environment for students, all offers of employment will be conditional upon the successful outcome of a criminal record check.

District employees shall within 14 days after they are hired submit to state and national criminal checks. District students employed by the school system are exempted from this requirement.

Upon bidding for contracted services such as food service personnel, specifications must include assurance, in writing, that state and national criminal checks have been initiated and will be completed on all their personnel. Each contracted worker who performs a service involving direct student contact shall also be required to submit to state and national criminal record checks within thirty (30) days from the date such worker begins to perform such service.

Workers placed in a school under a public assistance employment program shall also submit to the criminal check if such individuals will have direct contact with students.

School nurses and nurse practitioners appointed by the Board or under contract with the Board shall also submit to a criminal history check pursuant to Connecticut General Statutes 29-17a.

This policy shall not apply to an operator of a school transportation vehicle who is already required to submit to a criminal history records check pursuant to Connecticut General Statutes 14-44(d). Contractors for school transportation services will forward driver clearance letters issued by the State of Connecticut to Granby Public Schools upon request.

Legal Reference: Connecticut General Statutes

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissed. (as amended by PA 01-173 and PA 04-181)

29-17a Criminal history checks. Procedure. Fees.

Policy adopted:

GRANBY PUBLIC SCHOOLS
Granby, CT

Personnel – Certified/Non-Certified

Security Check/Fingerprinting

Each applicant for a position within the public school system shall be asked whether he/she has ever been convicted of a crime and whether there are any criminal charges pending against him/her at the time of application. Each person hired by the school system shall be required to submit to state and national criminal record checks. In order to process such record checks, the following procedure will be followed:

1. No later than ten calendar days after the Superintendent or his/her designee has notified a job applicant of a decision to hire the applicant, or as soon thereafter as practicable, the Superintendent or his/her designee will supply the applicant with a packet containing all documents and materials necessary for the applicant to be fingerprinted by the Regional Service Center or local police department. This packet shall also contain all documents and materials necessary (omit-for the Regional Service Center) to submit the completed fingerprints to the State Police Bureau of Identification for the processing of state and national criminal record checks.
2. No later than ten calendar days after the Superintendent or his/her designee has provided the successful job applicant with the fingerprinting packet, the applicant must arrange to be fingerprinted. Failure of the applicant to have his/her fingerprints taken within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.
3. Any person for whom criminal records checks are required to be performed pursuant to this policy must pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for criminal record checks.
4. Upon receipt of a criminal record check indicating a previously undisclosed conviction, the Superintendent or his/her designee will notify the affected applicant/employee in writing of the results of the record check and will provide an opportunity for the affected applicant/employee to respond to the results of the criminal record check.
5. Decisions regarding the effect of a conviction upon an applicant/employee, whether disclosed or undisclosed by the applicant/employee, will be made on a case-by-case basis. Notwithstanding the foregoing, the falsification or omission of any information on a job application or in a job interview, including, but not limited to information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or discharge from employment.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting (continued)

6. Adult education teachers and substitute teachers, if they are continuously employed by the district, do not have to be refingerprinted after fulfilling the initial requirement.

School nurses and nurse practitioners appointed by the Board or under contract with the Board shall also submit to a criminal history check pursuant to C.G.S. 29-17a.).

7. Any employee, including those hired through contracted services, who discontinues his/her service in the Granby Public Schools and is absent for more than one year, will be considered a new employee upon return, and will be required to go through the fingerprinting security check.

Legal Reference: Connecticut General Statutes

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissed. (as amended by PA 01-173 and PA 04-181)

29-17a Criminal history checks. Procedure. Fees.

STRATEGIC SCHOOL PROFILE 2008-09**Granby School District**

ALAN ADDLEY, Superintendent
Telephone: (860) 844-5250

Location: 15b North Granby Road
Granby,
Connecticut

Website: 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.

COMMUNITY DATA

County: Hartford	Per Capita Income in 2000: \$33,863
Town Population in 2000: 10,347	Percent of Adults without a High School Diploma in 2000*: 7.8%
1990-2000 Population Growth: 10.4%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.4%
Number of Public Schools: 5	District Enrollment as % of Estimated. Student Population: 95.4%

*To view the Adult Education Program Profiles online, go to 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, 2008	2,270
5-Year Enrollment Change	3.1%

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	86	3.8	6.4	30.3
K-12 Students Who Are Not Fluent in English	6	0.3	2.2	5.2
Students Identified as Gifted and/or Talented*	113	5.0	6.6	4.0
PK-12 Students Receiving Special Education Services in District	179	7.9	10.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	129	90.2	91.3	79.7
Homeless	9	0.4	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	53	20.9	14.2	19.0

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	7	0.3
Asian American	30	1.3
Black	101	4.4
Hispanic	43	1.9
White	2,089	92.0
Total Minority	181	8.0

Percent of Minority Professional Staff: 1.6%

Open Choice: 75 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: 1.0% 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 17.

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%). Twenty-nine Hartford students attended the Granby Memorial Middle and High Schools during the 2008-09 school year. Twenty-one students attended the F.M. Kearns Primary School including nine kindergarten students who attended a full-day program supported by the Early Beginnings Program. CHOICE participation continues to be expanded in the intermediate schools; twenty-four students now attend 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 help to support the program. Twenty students attended the Greater Hartford Academy of the Arts and Greater Hartford Academy of Math and Science with tuition support. Eight students attended Host Magnet Schools: Hartford Magnet Middle School, University High School for Science and Engineering, Sports and Medical Sciences Magnet School, Breakthrough Academy, Kinsella Magnet School, and Big Picture High School. Eleven high school students also participated in career based programs offered by Asnuntuck Community College. Twelve 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 students also participate in other interdistrict enrichment programs. Granby schools are committed to international trips and student exchange programs with countries such as Japan 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 2009 edition of Hartford Magazine recognized the high school as one of the top six high schools in the greater Hartford area.

STUDENT PERFORMANCE

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	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	85.2	54.6	99.4
Writing	86.2	62.5	94.3
Mathematics	87.7	62.8	97.5
Grade 4 Reading	76.6	60.7	76.1
Writing	77.1	64.2	66.7
Mathematics	85.0	63.6	86.6
Grade 5 Reading	84.6	66.0	83.2
Writing	74.7	66.5	55.6
Mathematics	86.5	68.8	87.0
Science	84.5	58.1	90.7
Grade 6 Reading	91.8	68.9	91.4
Writing	80.1	62.2	76.7
Mathematics	94.9	68.8	98.8
Grade 7 Reading	93.0	74.9	89.2
Writing	89.8	62.9	97.5
Mathematics	95.7	66.0	100.0
Grade 8 Reading	93.0	68.4	98.7
Writing	81.6	66.5	72.9
Mathematics	95.2	64.5	99.4
Science	89.9	60.6	98.1

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.com.

To see the NCLB Report Card for this school, go to 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 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.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	73.3	47.4	88.6
Writing Across the Disciplines	79.5	55.0	87.8
Mathematics	79.1	47.8	95.4
Science	73.8	42.8	96.2

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to 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
	43.5	36.2	67.9

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		79.8	74.5	
Average Score	Mathematics	542	507	79.1
	Critical Reading	539	503	84.5
	Writing	536	506	77.5

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

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	99.0	92.1	89.3
Cumulative Four-Year Dropout Rate for Class of 2008	1.0	6.6	83.9
2007-08 Annual Dropout Rate for Grade 9 through 12	0.4	2.5	81.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	82.8	82.0
% Employed (Civilian Employment and in Armed Services)	5.1	1.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	133.70
Paraprofessional Instructional Assistants	30.51
Special Education	
Teachers and Instructors	16.50
Paraprofessional Instructional Assistants	47.81
Library/Media Specialists and/or Assistants	7.78
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	7.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.50
Counselors, Social Workers, and School Psychologists	12.00
School Nurses	5.50
Other Staff Providing Non-Instructional Services and Support	97.36

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.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.9	13.7	13.6
% with Master's Degree or Above	71.6	83.3	76.1

Average Class Size	District	DRG	State
Grade K	17.9	18.4	18.3
Grade 2	20.9	19.4	19.3
Grade 5	21.8	22.0	21.0
Grade 7	23.8	21.6	20.5
High School	19.4	20.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	984	991	988
Middle School	986	1,018	1,016
High School	996	977	1,007

*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*	3.5	3.4	3.3
Middle School	2.7	2.5	2.6
High School	2.4	2.9	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$14,887	\$6,397	\$7,521	\$7,233	\$7,522
Instructional Supplies and Equipment	\$924	\$397	\$267	\$245	\$271
Improvement of Instruction and Educational Media Services	\$825	\$355	\$461	\$461	\$446
Student Support Services	\$1,909	\$820	\$808	\$862	\$806
Administration and Support Services	\$2,602	\$1,118	\$1,351	\$1,342	\$1,369
Plant Operation and Maintenance	\$3,118	\$1,340	\$1,382	\$1,386	\$1,377
Transportation	\$1,091	\$544	\$649	\$575	\$644
Costs for Students Tuitioned Out	\$659	N/A	N/A	N/A	N/A
Other	\$582	\$250	\$152	\$164	\$151
Total	\$26,597	\$11,270	\$12,869	\$12,531	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,422	\$1,471	\$1,791	\$1,180	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,309,667	16.2	19.2	20.5

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	74.5	22.0	1.5	2.0
Excluding School Construction	73.2	22.8	1.7	2.3

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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	183
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.2%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	10	0.4	1.0	0.8
Learning Disability	73	3.3	3.5	3.9
Intellectual Disability	9	0.4	0.3	0.5
Emotional Disturbance	11	0.5	0.6	1.0
Speech Impairment	40	1.8	2.1	2.3
Other Health Impairment*	33	1.5	2.1	2.1
Other Disabilities**	7	0.3	0.7	0.9
Total	183	8.2	10.2	11.6

*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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2007-08 with a Standard Diploma	92.9	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	60.4	30.2	87.7	65.7
	Writing	37.5	19.5	81.7	64.1
	Mathematics	64.6	30.7	90.9	65.7
	Science	48.1	23.8	87.2	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	73.3	47.4
	Writing Across the Disciplines	N/A	N/A	79.5	55.0
	Mathematics	N/A	N/A	79.1	47.8
	Science	N/A	N/A	73.8	42.8

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	24.7
	% With Accommodations	75.3
CAPT	% Without Accommodations	37.5
	% With Accommodations	62.5
% Assessed Using Skills Checklist		5.3

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	3	1.6
Private Schools or Other Settings	9	4.9

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	153	83.6	75.9	72.7
40.1 to 79.0 Percent of Time	26	14.2	17.2	16.1
0.0 to 40.0 Percent of Time	4	2.2	6.9	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

All Granby schools have developed a data-based school improvement plan to guide continuous improvement efforts. The major emphasis in the elementary grades continues to be the use of data to improve instruction in language arts and mathematics. Two consulting teachers support teachers in these initiatives. A three-tier approach to reading intervention has allowed reading consultants to spend time providing coaching and professional development for classroom teachers. A developmental spelling and vocabulary program provides students with the challenge or support that they need to assist in word study and develop lasting word attack skills. The science curriculum continues to be revised to infuse inquiry skills and practices and to align with the state frameworks. Differentiation of instruction, reading in the content areas and writing across the curriculum continue to be a focus in all grades K-12.

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 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. Special education focused on improving inclusion efforts by expanding team-teaching and a Response to Intervention model of support for all students. The department also worked to improve staff use of technology through instructional software and consultative support.

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. The district is characterized by student and adult learning practices. Twenty teachers participated in a new year-long Teachers Leadership Academy.

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. 21st Citizenship and character education are 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 this year directly supported cancer research. The district is beginning the work of defining 21st Century mission, curriculum, assessments, tools and teaching.

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 successfully adopted the recommendations of a community World Language Study Group to implement World Languages into the elementary curriculum.

The community has developed a blueprint of priorities that will provide direction for the school system over the next five years. 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.

A new football program (fully parent-funded) was a huge success. 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.

STRATEGIC SCHOOL PROFILE 2008-09

High School Edition

Granby Memorial High School
Granby School District

JAMES P. BOWE, Principal
 PATRICIA D. LAW, Asst. Principal
 KIMBERLY CALCASOLA, 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.

TYPE OF SCHOOL

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

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 737
 5-Year Enrollment Change: 22.8%

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	17	2.3	6.3	26.0
Students Who Are Not Fluent in English	0	0.0	0.9	3.3
Students Identified as Gifted and/or Talented	62	8.4	6.9	4.7
Students with Disabilities	51	6.9	9.6	10.6
Juniors and Seniors Working 16 or More Hours Per Week	53	20.9	14.2	19.0

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	16.3	19.1	18.7
Biology I	19.9	20.0	19.3
English, Grade 10	20.0	19.8	19.1
American History	20.5	20.8	19.9

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

Instructional Time	School	State High Schools
Total Days per Year	180	182
Total Hours per Year	996	1,007

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 2007-08 School Year	37.6	30.5

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 2008	21.0	21.8	23.3

% of Class of 2008 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	99.5	94.1
Chemistry	77.3	73.6
4 or More Credits in Mathematics	88.4	65.5
3 or More Credits in Science	94.4	91.1
4 or More Credits in Social Studies	48.0	55.4
Credit for Level 3 or Higher in a World Language	70.2	60.6
2 or More Credits in Vocational Education	67.2	59.2
2 or More Credits in the Arts	33.3	41.6

Class of 2008

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

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	0.9	3.3
% of Gifted and/or Talented Students Who Received Services	0.0	52.6	39.3
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	88.2	75.9	72.6

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.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	2.4	2.9	2.4
% of Computers with Internet Access	100.0	97.0	99.2
% of Computers that are High or Moderate Power	100.0	99.8	98.8
# of Print Volumes Per Student*	23.3	15.1	16.0
# of Print Periodical Subscriptions	50	64	48

*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 utilizes 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, 0.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
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		6.00
School Nurses		1.50
Other Staff Providing Non-Instructional Services and Support		16.89

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.

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	12.8	14.0	13.8
% with Master's Degree or Above	75.0	81.9	72.9
Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	10.3	7.4	8.4
% Assigned to Same School the Previous Year	88.3	87.8	87.0

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.

Parental involvement is considered an important role in the life of the high school. Efforts to promote parental involvement include: 1) Parent volunteers that work in the library; 2) High levels of parent involvement in the monthly Parent Advisory Council Meetings; 3) The participation of parents in Leadership Council; 4) Annual school improvement surveys administered to parents; 5) Annual teacher/parent appreciation breakfast hosted by the parents; 6) Parent nights offered by the guidance department for each grade level; 7) Strong levels of parental participation in the Athletic Boosters and Band & Chorus Booster organizations; 8) Participation by parents in classroom and field trip activities; 9) Involvement and support of the parents in district's annual operating budget process; 10) Organization of the safe after graduation party by parents; 11) Conferences, open houses, and National Education Week visitation of classes; 12) Ninth grade orientation day prior to the opening of school; 13) Increased communication via email, voicemail, and websites; 14) Full implementation of the Power School Parent Portal software program to increase parent access to student progress via new student management software; 15) Grade level information letters to parents sent by guidance department regarding expectations, information, important dates, etc.; 16) Monthly newsletters home from the principal and all departments; and, 17) Articles and information for parents and community submitted to local newspapers (Granby News and The Drummer).

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.3
Asian American	8	1.1
Black	24	3.3
Hispanic	9	1.2
White	694	94.2
Total Minority	43	5.8

Percent of Minority Professional Staff: 4.2

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: 0.8% of this school's students come from homes where English is not the primary language. The number of non-English home languages is 5.

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.

GMHS has participated in Project Choice since its inception, with 19 Hartford students participating during 2008-09. Hartford students enjoy the same opportunities as Granby students. GMHS students have the opportunity to attend interdistrict magnet schools. BOE currently supports tuition for 20 students at the Greater Hartford Academy of Performing Arts and the Greater Hartford Academy of Math and Science. GMHS students are eligible to attend the Oliver Wolcott Vocational Technical School and the Suffield AgriScience Program. Tuition was also provided for 10 students to enroll in the Asnuntuck College Connections Program, a technology-based program. Opportunities also exist for students to attend Great Path Academy and Big Picture School. The school continues collaboration with Bloomfield High School as a Vanguard Partner School on issues of school improvement and increasing student achievement as well as shared field trips, lecture series, and cross staff sharing of lesson plans, projects and staff development. GMHS is committed to heterogeneous grouping of students. Any student has the ability to enroll in the course(s) of their choice, regardless of prior performance or grades. The high school continues its commitment to international experiences for students through school trips, exchange programs and the addition of Mandarin Chinese as a World Language offering. The school's community service requirement for graduation promotes activities that help reduce racial, ethnic and economic isolation. A rich variety of sports, activities and clubs and an enriched and diverse curriculum all help to reduce racial, ethnic, and economic isolation. Student representatives again attended the Bridges Human Relations conference as well as the 18th Annual Prejudice Reduction Workshop. This group of students now serves as an advisory panel that addresses cultural issues within the school. In supporting the state's initiative to reduce the achievement gap, the school has recently undergone a self-initiated data analysis of the equity of educational outcomes for all students in the school. Action plans are presently being developed to address identified needs.

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	58.6	39.9	95.6

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

Advanced Placement Courses 2007-08	School	State High Schools
Number of Courses for which Students were Tested	22	10.0
% of Grade 12 Students Tested	35.4	21.2
% of Exams Scored 3 or More*	83.4	72.8

*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.

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	73.7	47.4	90.9
Writing Across the Disciplines	79.9	55.0	91.9
Mathematics	79.5	47.8	96.7
Science	73.8	42.8	96.8

To see the NCLB Report Card for this school, go to 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 2008	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	542	507	84.0
Critical Reading	539	503	87.3
Writing	536	506	82.3
% of Graduates Tested	79.8	74.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	99.0	92.1	89.1
Cumulative Four-Year Dropout Rate for Class of 2008	1.0	6.6	85.3
2007-08 Annual Dropout Rate for Grade 9 through 12	0.4	2.5	78.9

Activities of Graduates	School	State
% Pursuing Higher Education	82.8	82.0
% Employed, Civilian and Military	5.1	1.4

Student Attendance	School	State High Schools
% Present on October 1	99.9	94.6

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 2007-08 school year, 85 students were responsible for these incidents. These students represent 11.3% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	9	2
Theft	5	0
Physical/Verbal Confrontation	20	0
Fighting/Battery	10	2
Property Damage	1	0
Weapons	5	0
Drugs/Alcohol/Tobacco	3	0
School Policy Violations	136	0
Total	189	4

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

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. Since 2001, the percent of students at or above state goal has risen significantly; Math has risen from 48.5% to 79%, Science has increased from 64.8% to 73.8%, Reading Across the Disciplines from 59.5% to 73.3%, and Writing Across the Disciplines from 59.4% to 79.5%. The Scholastic Aptitude Test (SAT) scores and participation rates have improved. In the past four years the participation rates of the senior class have risen from 83% to 89% and the SAT scores on the verbal and math for 2008-2009 once again exceeded both the state and national averages. Advanced Placement course enrollment, the number of AP tests offered, and student achievement continue to be strong. In 2008 - 2009, 128 students took a total of 215 tests, and 44% scored a four or better. Four students were commended National Merit Scholars and one student was a National Merit Scholarship finalist. The school's academic progress has been profiled in a variety of publications for its accomplishments and practices including the 2006 Connecticut Association of Schools Professional Studies Monographs, the November 2006 edition of the Connecticut magazine, was recognized as the #2 Small Town in Education in the state by Connecticut Magazine (2007-2008) and ranked number six out of all high schools (32) in Hartford County in the June 2009 edition of Hartford Magazine. 1 student achieved a perfect score in the National Financial Literacy Challenge, 5 students placed in the top 1% in the nation, and 36 students received the National Financial Literacy Award. 1 student was a regional finalist in the CT State University System Literacy Award for Young Writers, 1 student received honorable mention in the CT Student Writer's magazine, and 1 student received a Certificate of Distinction in the American Mathematics Contest.

SUPPLEMENTAL SCHOOL INFORMATION

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

During the 2008-2009 school year, Granby Memorial High School evidenced many significant accomplishments: 1) Two year 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) Expanded growth and use of the Learning Center for all students; 6) Addition of a writing tutor to the Learning Center; 7) Reporting of students' performance on the school's academic, civic, and social learning expectations; 8) Increased parent participation in the school (volunteers, committees, recognition breakfasts, community agencies and groups); 9) Reduced drop-out rate; 10) Expanded curricular and co-curricular opportunities for students through additional sports, clubs, Virtual High School, Asnuntuck Community College and School-to-Career offerings; 11) Provision of a Chinese International Studies Program in collaboration with Asnuntuck Community College; 12) Implementation of the Developmental Guidance Program; 13) Full implementation of a teacher Peer Sharing Program which enhances both intra and interdepartmental observation, collaboration and discussion in order to improve both teacher and student learning; 14) A unique Cooperative Work Experience program that includes class instruction, mentor programs, internships, and Job Shadow experience that involved approximately 175 students this year; 15) The continuation 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. 16) High school students enrolled in Honors French and Spanish classes who teach lessons to elementary students to nurture their interest in world languages; 17) Implementation of a Summer Freshman Orientation Program specifically designed to smoothly transition 9th grades students into the high school

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-3 Edition

**Frank M. Kearns Primary School
Granby School District**KIMBERLY J. DESSERT, Principal
Telephone: (860) 844-3044Location: 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.

TYPE OF SCHOOL

School Type: Traditional/Regular Education

School Grade Range: K- 2

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 473

5-Year Enrollment Change: -7.1%

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	22	4.7	4.7	34.2
K-12 Students Who Are Not Fluent in English	5	1.1	0.5	7.0
Students with Disabilities	41	8.7	8.8	10.9
Students Identified as Gifted and/or Talented	0	0.0	1.7	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	129	90.2	90.2	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	307	95.3	95.6	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	963	988

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	17.9	17.9	18.3
Grade 2	20.9	20.9	19.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art ¹	21	29
Computer Education ¹	18	14
English Language Arts ¹	450	496
Health ¹	18	19
Library Media Skills	0	18
Mathematics ¹	180	198
Music ¹	21	30
Physical Education ¹	42	36
Science ¹	90	70
Social Studies ¹	90	68
World Languages	0	6

¹Interdisciplinary approach

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.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.1	0.5	7.0
% 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	78.0	83.3	80.3

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.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	5.2	3.5	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	22.5	22.0	28.2
# of Print Periodical Subscriptions	2	11	13

*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

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	20.55
Paraprofessional Instructional Assistants	15.48
Special Education: Teachers and Instructors	4.00
Paraprofessional Instructional Assistants	14.32
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)	2.17
Counselors, Social Workers, and School Psychologists	1.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	8.47

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.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	19.2	14.5	13.3
% with Master's Degree or Above	88.5	70.4	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	5.8	6.7	8.6
% Assigned to Same School the Previous Year	92.3	92.0	83.3

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.

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. To develop and sustain partnerships a parent advisory meets bimonthly with the administration to support student success and promote learning. 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 April. Additionally, conversation is encouraged via parent meetings, telephone calls, notes, and email exchanges.

Families of F.M. Kearns Primary School make critical contributions to student's achievement by providing a home environment conducive to learning. The reading incentive programs promote literate home environments and encourage parent-child interactions. The school library encourages parents to check out books to share with their children. Teachers post 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.

The parents in Granby assist in classrooms as readers and writers, 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. 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. Their active presence and eager participation bonds them to our school in a very special way, and their diverse skills and talents are an incredible resource.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.8
Asian American	11	2.3
Black	34	7.2
Hispanic	4	0.8
White	420	88.8
Total Minority	53	11.2

Percent of Minority Professional Staff: 0.0%

Open Choice: 21 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: 1.3% 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 4.

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 primary school curriculum and our school's program of activities 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, examples, 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 effort between Granby Public Schools, Hartford Public Schools and the Holcomb Farm Environmental Learning Center first and second grade classes paired up with equivalent classes from Granby and Hartford systems. Teachers meet with the staff from the Holcomb Farm to develop interdisciplinary activities aligned with existing Science curricula. Students meet periodically during the school year at Holcomb Farm, Elizabeth Park and a family end of the year picnic. Granby also participates in the Open-Choice program.

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.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	98.3	99.0	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 2007-08 school year, 1 student was responsible for these incidents. This student represents 0.2% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
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	1	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

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 learning for students and staff.

Teachers collaborate daily at team meetings with an emphasis on student learning. Each grade level established common goals in literacy to provide more consistent instruction for students. Teachers are working on developing pacing guides and revising 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 through out the year. Progress monitoring is implemented for all students who do not reach district goals.

Response to Intervention provides a systematic early intervention process for students that are experiencing academic difficulty. Teams meet weekly to discuss student learning and develop a plan of action for students of concern.

Classrooms are organized heterogeneously and in the spirit of full inclusion. Focused, quality in-service has emphasized the importance of differentiated instruction so that children are grouped in a variety of ways (e.g., by ability, interest, special talent, etc.) to meet specific educational needs during the school day or week. Such groupings are flexible to allow students diverse learning opportunities, and to encourage students to partner with a variety of their classmates.

SUPPLEMENTAL SCHOOL INFORMATION

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

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.

The school has monthly All School Meetings which focus on a specific character education trait of the month. The trait is explained through student's skits, a "book of the month" is shared that emphasizes the trait, 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.

STRATEGIC SCHOOL PROFILE 2008-09

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

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.

TYPE OF SCHOOL

School Type: Traditional/Regular Education

School Grade Range: 3- 6

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 350

5-Year Enrollment Change: 7.4%*

*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	4.3	4.7	34.2
K-12 Students Who Are Not Fluent in English	1	0.3	0.5	7.0
Students with Disabilities	30	8.6	8.8	10.9
Students Identified as Gifted and/or Talented	12	3.4	1.7	2.3
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	253	95.8	95.6	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	994	988

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	20.8	21.8	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art ¹	27	30
Computer Education ¹	27	17
English Language Arts ¹	392	427
Family and Consumer Science	0	1
Health ¹	18	22
Library Media Skills	0	18
Mathematics ¹	225	198
Music ¹	27	32
Physical Education ¹	54	40
Science ¹	133	98
Social Studies ¹	81	91
Technology Education ¹	27	2
World Languages	0	12

¹Interdisciplinary approach

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.

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	0.5	7.0
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	76.7	83.3	80.3

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.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.1	3.5	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	25.7	22.0	28.2
# of Print Periodical Subscriptions	8	11	13

*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

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	19.95
Paraprofessional Instructional Assistants	6.24
Special Education: Teachers and Instructors	2.00
Paraprofessional Instructional Assistants	8.84
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)	1.66
Counselors, Social Workers, and School Psychologists	1.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	8.24

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.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	9.9	14.5	13.3
% with Master's Degree or Above	60.0	70.4	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	6.7	6.7	8.6
% Assigned to Same School the Previous Year*	92.0	92.0	83.3

*In 2008, grades changed

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.

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. On-going 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.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.3
Asian American	4	1.1
Black	19	5.4
Hispanic	8	2.3
White	318	90.9
Total Minority	32	9.1

Percent of Minority Professional Staff: 0.0%

Open Choice: 16 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 (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 4.

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.

During the 2008-09 school year, Kelly Lane Intermediate School continued to maintain and expand its efforts to reduce racial, ethnic, and economic isolation in the school. Students in 3rd and 4th grade participated for the 13th consecutive year in the Link and Learn Interdistrict program linking Kelly Lane School with Burr 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 and Fourth grade students met with their peer partners at Holcomb Farm, Elizabeth Park (Hartford) and at their respective schools for field exploration and study throughout the year. Family participation continues 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 third year, increasing the number of participants to 16 students. Administrators and teachers participated in interdistrict meetings and seminars sponsored by CREC 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 such as World Cultures provided students with additional awareness activities. In addition to this, cultural arts assemblies featuring the music, art and cultures of various countries were presented to the students through the partnership of the Granby PTO.

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	28.4	20.4	33.6	42.0
Grade 6	48.2	44.2	35.3	78.2

*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	86.7	85.2	54.6	98.8
Writing	94.1	86.2	62.5	99.3
Mathematics	89.2	87.7	62.8	95.1
Grade 4 Reading	82.4	76.6	60.7	87.4
Writing	77.8	77.1	64.2	73.2
Mathematics	88.9	85.0	63.6	92.8
Grade 5 Reading	88.1	84.6	66.0	93.6
Writing	73.1	74.7	66.5	60.1
Mathematics	85.3	86.5	68.8	82.7
Science	84.6	84.5	58.1	93.1
Grade 6 Reading	90.2	91.8	68.9	91.3
Writing	75.0	80.1	62.2	72.6
Mathematics	96.3	94.9	68.8	98.8

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.

To see the NCLB Report Card for this school, go to 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	99.0	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. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
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.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

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 made AYP in both reading and math, with the unadjusted percentage of students at/above proficiency rising to over 95%. In each grade level, the percentage of students scoring at or above goal ranged from 82-90% (Reading) and 85-96% (Math), an increase at all grade levels over the prior school year. A focus on writing will be part of the 2009-10 school improvement plan, based on mixed testing results. 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.

SUPPLEMENTAL SCHOOL INFORMATION

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 (P.L.C.) 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 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, science and 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.

STRATEGIC SCHOOL PROFILE 2008-09

Middle and Junior High School Edition

**Granby Memorial Middle School
Granby School District**

PAUL D. OSYPUK, Principal
 KATHLEEN L. SUTTON, Asst. 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.

TYPE OF SCHOOL

School Type: Traditional/Regular Education

School Grade Range: 7- 8

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 379

5-Year Enrollment Change: -32.3%

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	15	4.0	4.0	25.1
Students Who Are Not Fluent in English	0	0.0	0.0	3.7
Students with Disabilities	26	6.9	6.9	11.7
Students Identified as Gifted and/or Talented	31	8.2	8.2	7.6
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	185	98.9	98.9	92.1

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	180	181
Total Hours per Year	986	1,016

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
Grade 5	N/A	N/A	N/A
Grade 7	23.8	23.8	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	64.2	64.2	34.2
World Language	93.6	93.6	49.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	32	33
Computer Education ^I	16	15
English Language Arts	130	229
Family and Consumer Science	32	13
Health	24	24
Library/Media Skills ^I	16	6
Mathematics	130	152
Music ^E	32	24
Physical Education	65	53
Science	130	144
Social Studies	130	143
Technology Education	32	23
World Languages	130	77

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 7 in this school. Statewide, 71.3% 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.

^IInterdisciplinary approach

^EElective 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	0.0	0.0	3.7
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	69.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	80.8	80.8	76.8

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.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.7	2.7	2.6
% of Computers with Internet Access	100.0	100.0	99.4
% of Computers that are High or Moderate Power	100.0	100.0	97.0
# of Print Volumes Per Student*	36.1	36.1	21.0
# of Print Periodical Subscriptions	34	34	28

*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

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	23.60
Paraprofessional Instructional Assistants	0.57
Special Education: Teachers and Instructors	2.50
Paraprofessional Instructional Assistants	8.00
Library/Media Specialists and/or Assistants	2.07
Administrators, Coordinators, and Department Chairs	1.50
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	9.23

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.

Teachers and Instructors	School	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	15.3	15.3	14.0
% with Master's Degree or Above	69.0	69.0	75.8
Classroom Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	8.3	8.3	9.0
% Assigned to Same School the Previous Year	86.2	86.2	86.7

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.

At Granby Memorial Middle School we are 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. Our monthly on line newsletter is automatically sent to parents who provide us with their email address. An energetic pupil support team made-up of teachers, guidance, school psychologists and administrators form the basis of developing strong home school collaboration plans with parents as part of our intervention program for students in need.

We are aware of the importance of linking parents to student learning. To this end we are designing our learning units in Understanding by Design format and including parent information that is distributed to parents at the onset of a unit depicting the learning outcomes, essential vocabulary and significant due dates for assessments. We practice an open door policy. A fall and spring Parent's 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	15	4.0
Hispanic	11	2.9
White	350	92.3
Total Minority	29	7.7

Percent of Minority Professional Staff: 0.0%

Open Choice: 10 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: 0.5% 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.

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 Memorial Middle School has provided many opportunities for parents, teachers and students to gain increased awareness of diversity, greater sensitivity to 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 Project Choice for over 25 years. This year, 10 seventh and eighth grade students from Hartford attended GMMS as part of this 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 a deeper appreciation of differences.

This year GMMS school guidance counselors and administrators hosted in October Family Conference Night at CREC in Hartford specifically to connect and share information with our Project Choice families.

This year, 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 through out 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 greater a understanding of diversity and cultural differences.

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	47.3	47.3	36.8	73.0

*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 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	93.0	93.0	74.9	92.2
Writing	89.8	89.8	62.9	97.0
Mathematics	95.7	95.7	66.0	99.3
Grade 8 Reading	92.9	93.0	68.4	96.9
Writing	82.4	81.6	66.5	80.8
Mathematics	95.1	95.2	64.5	98.8
Science	89.9	89.9	60.6	96.9

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.

To see the NCLB Report Card for this school, go to 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	100.0	100.0	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 2007-08 school year, 11 students were responsible for these incidents. These students represent 2.9% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	3	0
Theft	1	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	4	0
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	1	0
School Policy Violations	4	0
Total	13	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

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. We are engaged in a strategic planning process that will frame our improvement efforts for the next several years. GMMS CMT scores are in the top ten middle schools in the state. We have explored district CMT data and have identified and discussed critical issues that we feel will lead to improved student achievement. The central component of our plan is to increase student's abilities to write effectively as measured by the Connecticut Mastery Test. Professional development, specific goals, classroom observations and walk throughs, teacher goals and resources have been aligned to promote an increase in student performance in this area. Targeted intervention plans along with periodic and frequent formative assessments have been developed for specific students and are monitored periodically by administration. We continue to analyze data, examine student work, develop and monitor improvement plans, collaborate regarding best practices and hold ourselves accountable for improved results.

Peer Sharing, a new collaborative program, will begin in school year 2009-2010. Every GMMS teacher will visit another faculty member's class. Peer Sharing will take place eight times throughout the year. Each time a teacher will observe a different teacher and reflect on the areas of instruction that promote student achievement and learning. We piloted this program last year and garnished very positive feedback. We believe that this unifies our staff, aligns expectations and is an excellent way to share best practices and promote Professional Learning Community principles.

SUPPLEMENTAL SCHOOL INFORMATION

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 385 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, we have extensive after school programs ranging from Drama Club and Broadway Musical to a variety of sports and Aviation Club. Our student run Broadcast Club televises student news each morning. Approximately two thirds of our student body attend each dance and over 400 parents and grandparents attend classes during Parent's Day 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 this spring. We donated over \$5000 to the American Cancer Society from various fundraising events including a Saturday evening town wide Talent Show.

The primary focus of our school is learning. We have a strong history of high student achievement as evidenced by state wide testing. Our students have 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. 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.

STRATEGIC SCHOOL PROFILE 2008-09

Elementary School K-6 Edition

**Wells Road Intermediate School
Granby School District**VIRGINIA E. AUSTIN, Principal
Telephone: (860) 844-3048Location: 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.

TYPE OF SCHOOL

School Type: Traditional/Regular Education

School Grade Range: 3- 6

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 331

5-Year Enrollment Change: 60.7%*

*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	17	5.1	4.7	34.2
K-12 Students Who Are Not Fluent in English	0	0.0	0.5	7.0
Students with Disabilities	31	9.4	8.8	10.9
Students Identified as Gifted and/or Talented	8	2.4	1.7	2.3
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	240	95.6	95.6	84.8

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	180	181
Total Hours per Year	994	988

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	23.0	21.8	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art ¹	27	30
Computer Education ¹	27	17
English Language Arts ¹	392	427
Family and Consumer Science	0	1
Health ¹	18	22
Library Media Skills	0	18
Mathematics ¹	225	198
Music ¹	27	32
Physical Education ¹	54	40
Science ¹	133	98
Social Studies ¹	81	91
Technology Education ¹	27	2
World Languages	0	12

¹Interdisciplinary approach

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.

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	0.5	7.0
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	96.8	83.3	80.3

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.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.7	3.5	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	17.5	22.0	28.2
# of Print Periodical Subscriptions	23	11	13

*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

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	19.70
Paraprofessional Instructional Assistants	3.22
Special Education: Teachers and Instructors	3.00
Paraprofessional Instructional Assistants	8.65
Library/Media Specialists and/or Assistants	0.57
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	9.23

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.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	13.4	14.5	13.3
% with Master's Degree or Above	58.3	70.4	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	7.8	6.7	8.6
% Assigned to Same School the Previous Year	91.7	92.0	83.3

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.

Ongoing communication with Wells Road Intermediate School parents play an integral part in the school community. There is communication with parents via classroom and school newsletters on a regular basis and school and teacher web sites. Beginning with a presentation at the parent open house night, the Reading/Language Arts Consultant presents to the parents' different strategies to work with their children in the area of reading and written language while at home. Books and materials are provided when necessary.

Home/school collaboration meetings are also conducted by the special education department 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 a very supportive and guiding force in our school. Teacher representative from school attended every PTO meeting this year. 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. The PTO financially supported the ACORN and NUTMEG Book celebrations at the school by providing additional copies of the books and purchasing the refreshments for the celebrations. Parents 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	0	0.0
Asian American	4	1.2
Black	9	2.7
Hispanic	11	3.3
White	307	92.7
Total Minority	24	7.3

Percent of Minority Professional Staff: 0.0%

Open Choice: 10 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: 1.5% 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.

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.

Wells Road Intermediate School is in the third year of participating in the Open-Choice Program. This year there were students in all four grade levels. The first students who started at Wells Road Intermediate School in fourth grade moved into sixth grade, as the other students also moved up into fourth and fifth grades. The students who entered third grade this year had started in Granby in kindergarten. All the students are expected to return for the next school year along with incoming Open-Choice students from Kearns. A district outreach coordinator was hired to assist in planning programs and activities for integrating students and their families throughout the year. Monthly meetings were held with district and CREC personnel to address needs and resolve issues in a timely manner. Through a continued collaborative effort between the Granby Public Schools, Hartford Public Schools and the Holcomb Farm Environmental Learning Center, students from Wells Road Intermediate School continue work with peer partners from Thurman Milner Elementary School as part of an inter district grant program. In this program, teachers from Hartford and Granby met with the Holcomb Farm personnel and developed interdisciplinary activities aligned with the existing science curricula. Students in grades three, and four met with peer partners four times at the Holcomb Farm for field explorations and once at Elizabeth Park in Hartford. The sixth grade students at both intermediate schools joined together and attended Nature's Classroom in Becket, MA. For the three day, two night experience students were in mixed groups for hands on academic activities.

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	12.8	20.4	33.6	12.7
Grade 6	39.4	44.2	35.3	62.5

*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	83.5	85.2	54.6	97.0
Writing	78.0	86.2	62.5	78.3
Mathematics	86.2	87.7	62.8	91.0
Grade 4 Reading	72.4	76.6	60.7	68.5
Writing	77.5	77.1	64.2	72.1
Mathematics	82.5	85.0	63.6	81.3
Grade 5 Reading	80.5	84.6	66.0	77.0
Writing	76.7	74.7	66.5	66.2
Mathematics	87.8	86.5	68.8	87.7
Science	84.4	84.5	58.1	92.6
Grade 6 Reading	93.4	91.8	68.9	96.4
Writing	85.7	80.1	62.2	92.3
Mathematics	93.3	94.9	68.8	94.3

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.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	99.7	99.0	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. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
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.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Standardized tests and in house assessments have been used to chart student progress and meeting established benchmarks. Growth overtime has been identified in the individual areas of comprehension, fluency and accuracy for the identified students. Strategies have been presented and implemented in the area of fluency that needs to be continued. Comprehension strategies will also be addressed.

The Math curriculum has been augmented by a Daily Math program. Student achievement has been noted especially in the fifth and sixth grades in this area.

A new student information system installed performs a myriad of tasks that facilitate the procedures and policies that need to be implemented. The use of an electronic grade book and student information system has provided the teachers a tool for recording and analyzing student progress. The manipulation of data has become more manageable and meaningful using these systems. Interim student progress reports can be generated and sent to parents in a timely manner.

The refinement of the standards based report card has provided a more comprehensive and true reflection of the students' individual progress, as well as the level of mastery of the curriculum objectives. The parent handbook explaining the symbols and how to interpret their child's progress in mastering the curriculum objectives and their child's individual growth over time is still a very valuable tool.

The thirty minute MOD block for the 4th, 5th and 6th grades has been successfully in providing time for SSR, enrichment, remediation, instrumental lessons and key boarding to be conducted with minimal impact on instructional time.

SUPPLEMENTAL SCHOOL INFORMATION

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

Again this year the Student Council conducted several phenomenal community projects. Food and clothing drives and collections for military personnel were successfully conducted. The Live Strong Gang and the Giraffes' club coordinated Purses for a Purpose which netted over \$2200 for American Cancer Society. The students were invited to share this event on 'Better CT' with Scott Haney and Kara Sundland.

The return of the Ice Cream Social and Basket Raffle this year was a resounding success! Parents and friends were invited to visit the school and view the display of student work. Ice cream sundaes were served by the staff and items were raffled. Teacher Time raffles were extremely popular and lots of fun.

Two students presentations to the Board of Education featuring the integration of math and technology skills and the PACE program were made. This year Paul Staso challenged students to walk across Alaska with him. The students formed teams and met this challenge which promoted wellness and fitness for all.

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.

A school play, A Hairy Tale was performed on stage by the students. The play was a resounding success and everyone was motivated to participate in the drama club again next year!

**Curriculum/Policy/Technology/Communication Subcommittee Meeting Minutes
October 21, 2009
5:30 p.m.**

Attendance:

Ronald Walther	Present	Mark Winzler	Present
Deb Torgersen	Present	Pat Law	Present
John O'Connor	Present		

Meeting commenced at: 5:30 p.m.

Meeting adjourned at: 6:50 p.m.

1. Directors of Elementary and Secondary Education Updates – Reviewed written reports, no outstanding questions.
2. Follow-Up Discussion on Instructional Plan – Reviewed district instructional plan background information. (Attached)
3. Follow-Up Discussion on Grading Issues – additional discussion on board attitude toward GMMS grading policy.
4. Homework Policy – Current homework policy discussed for changes in response to parent concerns. Sub-committee saw no need to change policy as written. District Leadership Team to re-visit administrative regulations and implementation with regards to latest educational research.
5. New Policies for Consideration per CAFE Policy Audit – CAFE audit uncovered a number of policies not currently in Granby portfolio but required by state statute. Two of these required policies were reviewed; Fingerprinting and Non-discrimination in the Instructional Program Policy. Fingerprinting policy was approved as written. Non-discrimination policy approved minus item #3. Both will be brought to the board for first reading. Sub-committee would like to review administrative regulations for the latter.
6. New Texts – D. Torgerson reviewed Marketing text. Several questions for submitter, will review at next SC meeting. Additional texts received for review.
7. New Courses – Proposed Study Skills 9 & 10 courses reviewed and approved.

cc: BOE Members

November 3	Professional Dev. – No School		Offices Open
November 4	Finance/Personnel/Facilities Subcommittee Meeting BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services Central Services
November 9	Community Forum	7:00 p.m.	Senior Center
November 18	Curriculum/Policy/Technology/ Communication Subcommittee Mtg. BOE Meeting	5:30 p.m. 7:00 p.m.	Central Services Central Services
November 18	Early Release Parent Conferences (Secondary)		Middle School High School
November 19	Evening Parent Conferences (Secondary)		Middle School High School
November 20, November 23-24	Early Release Parent Conferences (Elementary)		Kearns, Kelly & Wells
November 25-27	Thanksgiving Recess		Offices Closed