

PART I - ELIGIBILITY CERTIFICATION

11CT1

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 3 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
0 K-12 schools
5 Total schools in district
2. District per-pupil expenditure: 11270

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 17
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	40	27	67
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	0	0	0
3	54	40	94		10	0	0	0
4	39	41	80		11	0	0	0
5	49	40	89		12	0	0	0
Total in Applying School:								330

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
2 % Asian
5 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
89 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 4%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	11
(3)	Total of all transferred students [sum of rows (1) and (2)].	14
(4)	Total number of students in the school as of October 1, 2009	347
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent limited English proficient students in the school: 1%
 Total number of limited English proficient students in the school: 3
 Number of languages represented, not including English: 3
 Specify languages:

Danish, Spanish, Chinese

9. Percent of students eligible for free/reduced-priced meals: 4%
 Total number of students who qualify: 15

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%
 Total number of students served: 31

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>15</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>9</u>
Paraprofessionals	<u>17</u>	<u>2</u>
Support staff	<u>5</u>	<u>3</u>
Total number	<u>44</u>	<u>14</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 22:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	97%	96%
Daily teacher attendance	96%	96%	96%	96%	97%
Teacher turnover rate	4%	4%	13%	8%	16%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Teacher turnover rates for 2005-2006 and 2007-2008 were effected by retirements, spousal relocations, family/child birth, and high expectations for educators.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Kelly Lane Intermediate School is a warm and inviting Professional Learning Community that prepares our students intellectually, emotionally, artistically, physically and socially to become 21st century citizens and life-long learners. Home to 330 bright and eager learners in grades 3-6 from the towns of Granby and Hartford, Kelly Lane is guided by our district mission to lead *all* our learners to “become powerful thinkers, effective collaborators and compassionate contributors in preparation for success in a dynamic, interdependent world.” Each member of our school community works to incorporate our shared belief in the unlimited potential of each student by holding high expectations while creating an environment where it is safe to take risks, make mistakes, and grow. Kelly Lane affords our students rich and rigorous educational and extra-curricular experiences within a culture dedicated to inclusion, differentiation, and standards-based/data-driven continuous improvement.

Kelly Lane is nestled within the comfortable and congenial rural/suburban Farmington Valley town of Granby, just north of Hartford. The town is appreciated for its solace, winding back roads, deep sense of community and dedication to excellence. Kelly Lane mirrors Granby’s values on hard work and volunteerism, creating a sense of family and providing enriching life experiences. Both Kelly Lane and Granby have embraced the Open Choice program as an important opportunity to increase our diversity, learn about and appreciate cultural differences and reduce racial, ethnic and economic isolation.

Traditions and celebrations have played an important role in creating the culture of Kelly Lane since our inception in 1961. Longstanding traditions and celebrations in the form of school-wide band and chorus concerts, June field day, and our December all-school sing-a-long, have been complemented by additional events in recent years such as our Student Council “Turkey and a Twenty” food drive, Veterans Day celebration and daily student-run live TV news broadcast. Our award winning Kelly Kids Care program, promoting Character, Community and Wellness since 2001, has established outstanding annual school community events such as our Spring Family Activity Night and Fall Triathlon/Fun Day. These events bring hundreds of students and family members together each year to enjoy games, raffles, ice cream sundaes and outdoor Triathlon events. Plans are underway for next fall’s 50th Anniversary Celebration, complementing past milestones including our 35th anniversary in 1996 and our extensive 2006 expansion project which gave us our beautifully renovated state-of-the-art facility.

The Kelly Lane community is marked by many strengths and accomplishments that make it worthy of National Blue Ribbon Status, especially as seen through the three pillars of our mission to develop Powerful Thinkers, Effective Collaborators and Compassionate Contributors. Through our focus on nurturing Powerful Thinkers, Kelly Lane’s already high student achievement results have continued to rise, as evidenced by our highest in the state fourth grade math scores. While we take great pride in the collective success of our students, we also recognize their many individual and team accomplishments: seven Kelly Lane students published in the 2010 UCONN Literary Journal; winning teams in the Hartford Courant Stock Market Game in multiple years; and a student winner in a recent statewide Secretary of State essay contest.

As a community of Effective Collaborators and Compassionate Contributors, a key to Kelly Lane’s success through the years has been the strong partnership among students, parents and staff who collaborate on a variety of teams. Examples of this partnership are evident in the ongoing success of our flagship Kelly Kids Care program, which has raised over \$50,000 for charities, in our vibrant PTO, in our classrooms where our students work together on structured learning activities and in clubs and activities ranging from Book Buddies, Environmental Club and Destination ImagiNation. Teams of teachers meet daily within our Professional Learning Community culture to examine student work and assessment data, identify student learning needs, and design and deliver appropriate instructional interventions. Job-embedded professional development affords teachers ongoing opportunities to learn from one another and from research into best practice. The Kelly Lane community is proud of our emphasis on character,

individual responsibility and giving to others. Through the years, Kelly Kids Care and our students and staff have donated clothing, written letters to soldiers, and demonstrated compassion in countless other ways.

Our shared beliefs, mission, traditions, milestones, focus on community and efforts to model continuous improvement combine to provide our students with a unique, first-class educational experience and a strong understanding of the importance of intellectual curiosity, all within a community that nurtures a sense of belonging. As we "develop 21st century knowledge and skills for every learner... one child at a time," the collective efforts of all in the school community contribute to our ability to fulfill our vision that every student, educated in the Granby Public Schools, will "graduate on time, prepared for 21st Century Citizenship."

1. Assessment Results:

Connecticut public schools use the Connecticut Mastery Test to assess students in grades 3-8 in Reading, Math, and Writing; and in Science in grades 5 and 8. Testing takes place in March and districts receive results during the summer. Levels of student achievement are reported at 1-Below Basic, 2-Basic, 3-Proficient, 4-Goal, and 5-Advanced Goal. For N.C.L.B., meeting standard is scoring at/above level 3-Proficient, whereas Connecticut dictates standard at level 4-Goal. At Kelly Lane Intermediate School, all students scoring level 3-Proficient or lower (levels 1, 2, and 3) receive Tier II or III supports. Connecticut Assessment data is available at www.ctreports.com. Additional information about the Connecticut Mastery Test can be found at: www.csde.state.ct.us/public/cedar/assessment. Kelly Lane's 2010 C.M.T. student performance data show consistent five year upward trends in three key areas: 1) percentage of students at/above proficiency, 2) percentage at/above goal and 3) growth and progress of the same students over time (matched cohort).

Kelly Lane's overall percentages of students meeting proficiency in math and reading at each grade level are impressive. In math, 100% of 3rd-graders, 99% of 4th-graders, 96% of 5th-graders, and 99% of 6th-graders scored at/above proficiency on the March 2010 C.M.T., and we are indeed proud that our 4th grade math scores were top in the state. In both third and fourth grades, these high scores marked a steady increase over a 5 year period. Grade five and six math scores remained consistently high over the same period. In reading, the percentage of students at Kelly Lane scoring at/above proficiency showed a steady overall increase in all grade levels during the past 5 years. Reading proficiency scores from 2006 to 2010 show northeast trends in each grade level from 84% to 91% for third graders, 82% to 95% for fourth graders, 87% to 90% for fifth graders, and 91% to 96% for sixth graders.

The percentage of students at or above goal in both reading and math also trend upward across all grade levels during the 5 year period. In math, third grade scores increased from 84% to 93%, fourth grade from 75% to 96%, fifth grade from 87% to 89% and sixth grade results from 89% to 96%, dipping slightly to 93% in 2010. During the same period of time, reading increased from 80% to 83% in 3rd grade, from 71% to 92% in 4th, from 78% to 84 % in 5th and from 88% to 92 % in 6th.

Some of the most impressive Kelly Lane student performance data can be observed by seeing the progress of the same students over time. This matched cohort data (consistent student group without additions or deletions) shows steadily increasing performance trends in both math and reading at all grade levels for students at/above goal. March 2010 classes show the following growth: fourth grade class increased reading scores from 88% (2009) to 90% (2010) and math scores from 90 % (2009) to 96% (2010). Likewise, the fifth grade class made steady gains at/above goal in their 3 years, from 77% (2008) to 83% (2009) to 84% (2010) in reading and also in math, from 80% (2008) to 89% (2009) to 92% (2010). Finally, the sixth grade class made impressive reading gains for 4 years in a row, moving from 83% (2007) to 86% (2008) to 95% (2009) to 98% (2010), and also in math from 83% (2007) to 93% (2008) to 94% (2009) to 97% (2010).

While Kelly Lane does not have any reportable NCLB subgroups of 40 or more students, we do have three school-wide subgroups (Economically Disadvantaged, Special Education, and African American) of 10 or more students. While the special education subgroup does not have an achievement gap (5% or less), the achievement gaps for African American and Economically Disadvantaged Students are being aggressively addressed. Tier II and Tier III interventions are initiated for students who score below goal in reading and math in order to address specific deficiencies. In addition, Kelly Lane has initiated and dedicated a number of resources to assist these specific students, including a new afterschool learning center, additional remedial math staff, and the use of our Response To Intervention (RTI) process to catch students before they fail. As part of a district initiative, Kelly Lane staff liaison with a state educational resource center to provide ongoing professional development in culturally responsive classrooms and to

implement school practices that promote equity of outcomes for all students. These resources and efforts, along with increased communication between school and home have proven effective in narrowing the achievement gap for these students, which is a key priority for all faculty and staff in our school.

While we are justifiably proud of our student achievement, we are also proud of our focus on continuous improvement. While data for certain grade levels show an increase in the percentage of students scoring in the advanced (level 5) range, our goal is to sustain such advanced levels for all of our students. Given a philosophy of continuous improvement, future efforts will be focused on increasing the percentage of students in level 5 (advanced) in both reading and math across all grade levels, which aligns with our district achievement goal "to enable students to demonstrate powerful thinking by systematically solving problems through analyzing and synthesizing information and articulating/defending a position."

2. Using Assessment Results:

As a Professional Learning Community, regular analysis of state assessment data (CMT), internal common formative assessment data, district benchmark assessments and student work is a hallmark of the professional practice in place at Kelly Lane Intermediate School. Teachers and teams routinely gather and analyze assessment data to determine student learning needs and plan instructional interventions accordingly. Prior to the start of the school year, teachers are provided with CMT results with full item analysis of both their prior year's class and their incoming class. This summative data allows teachers to reflect on year-end and longitudinal trends. More importantly, this data provides rich information to assist in planning individualized instructional programs.

On a regular basis throughout the year, classroom, consulting and resource teachers administer a package of district benchmarks including MAZE, DIBELS, DRA (3rd grade), district writing assessments, Words Their Way Spelling and Rally Benchmark Assessments in order to gauge and track student growth. Data is entered into a system-wide database for teachers to use to target student learning needs and organize small group instruction accordingly. Instructional interventions and flexible grouping patterns (including small instructional groups, structured guided reading groups and writing partners), tiered interventions and Read Naturally are designed to provide targeted, ongoing instruction and evaluation of students who require additional support in decoding, comprehension, fluency, writing and math. Kelly Lane provides an After School Learning Center for students who have been identified as needing academic support having difficulty completing independent tasks, such as homework and content area projects.

Our PLC meetings allow teams made up of classroom, reading and resource teachers, to analyze the work of students and create targeted intervention plans for those who score proficient or below on the Connecticut Mastery Test and/or District Benchmark Assessments. Once identified, students are individually discussed at SRBI (Scientific Research-Based Interventions) meetings where it is decided whether or not a student would benefit from being placed on a Granby Individualized Student Success Plan (GISSP). A GISSP helps to monitor student progress frequently, as well as provide differentiated instruction and strategies with valid feedback for further conferences on each student.

3. Communicating Assessment Results:

Parents and community members have a strong interest in the academic performance of our students. Communicating student assessment results and performance is integral to Kelly Lane's efforts to systematize continuous improvement. Standardized test results and local assessments help us assess how we are meeting the first pillar in our mission statement – developing powerful thinkers.

The district and school communicate Connecticut Mastery Test (CMT) results in grades 3-8 in a number of ways. After individualized student profiles, including comparisons to school and district averages, are mailed to parents, the principal presents an overview of school results and trends to all parents on open house night. In September, the Director of Curriculum, presents a district overview testing report to the Board of Education, followed up by improvement plan presentations each principal gives to his or her school each fall. The general public is made aware of CMT results through the local newspaper, *The*

Granby Drummer, the regional newspaper, *The Hartford Courant* and also on local access TV. Standardized testing results are communicated to staff during their August Professional Development sessions. Each teacher is provided with data-rich reports of both their former class as well as their incoming class. These reports allow teacher to reflect on the results and trends of the prior year and also help them to plan for the variety of strengths and areas of need found in their incoming class. This data is extremely helpful in addressing achievement gaps correlated to gender, race and socio-economic areas.

Communication regarding the general academic progress of each student is ongoing throughout the year. Parents receive formal information regarding their child's progress three times a year, through report cards accompanied by required individual conferences in November and March. In addition, informal communication on student progress is ongoing through a variety of modes, including emails, phone calls, graded/returned student assignments, and additional conferences. Our SRBI/RTI process promotes early communication between school and parents in order to identify and support students when indications of concern are present. Team conferences in grades 5 and 6, conferences including students, student goal setting and student awareness of test results, are additional ways we increase communication. In addition to these modes of communication, Kelly Lane is collaborating with district personnel to offer enhanced communication through digital media including a parent portal.

4. Sharing Lessons Learned:

As a PLC dedicated to continuous improvement, we strive to develop our collective capacity to maximize adult learning so as to maximize student learning. Given our shared belief that professional learning depends on collaborative relationships among our school, district, collegiate and regional communities, we continually develop and reinforce connections among staff, parents, peers, and the larger community. The principal, teachers and staff share successful practices within our school through peer visits and Skype conversations, administrative walk-throughs, faculty meetings, book studies, professional development, presentations by staff and students at our Board of Education meetings, and PLC and grade level teams that meet regularly to focus on instruction and student learning. Many of our teachers participate in collegiate activities, professional organizations, and local or state community groups, sharing exciting events and accomplishments in our school and gathering new ideas and strategies. Kelly Lane welcomes students from the city of Hartford into our school community through the Choice program, mentors students through the Link N' Learn sister school project, and sends staff to a variety of training opportunities through CREC (our regional education center) and other regional programs.

Our recently expanded website has increased our ability to communicate with parents and peers, and is updated regularly. Kelly Lane has made significant efforts to acquire state of the art communication tools and to train teachers how to use them to share what's happening in their classroom by posting projects, videos, photos and classroom announcements. Our district and PTO have Facebook pages that are used to share news about our events, charity work and student successes. Our students present a live daily news broadcast into every classroom and office in the building. In addition, many of our teachers connect with their students and their families through blogs. Kelly Lane's innovative use of technology has given us opportunities to share with peers and to host professionals from around the state who come to observe these practices in action.

We encourage our students to share their success beyond our walls in numerous ways. Annual participation in state reading and writing competitions has long been a strong part of our program. Students participate in learning and leadership opportunities through Knowledge Masters, Stock Market Club, Destination ImagiNation and the National Geography Bee. In addition, student presentations find an authentic audience when they are shared on the website or with another local school. Students and teachers donate to charities, visit senior centers, and show that Kelly Kids Care through fundraisers.

1. Curriculum:

Kelly Lane's core curriculum delivery is grounded in our district mission to create powerful thinkers, effective collaborators, and compassionate contributors. As a result we embrace a model of instruction that incorporates the gradual release of responsibility in all subject areas. Our curriculum consists of reading, writing, listening and speaking, mathematics, science, social studies, art, music, physical education and health. Technology standards and application are embedded in the development of our performance tasks and assessments. Our Language Arts and Math instruction are structured through the workshop model. Students participate in whole group mini-lessons focused on key learning strategies followed by small group and individual explicit teaching. Children have the opportunity to work in partnership and have independent time to practice skills and apply concepts using authentic learning situations. To support teachers in their delivery of the reader/writer workshop model we provide professional development training and coaching using the Columbia Teacher's College model founded by Lucy Calkins.

Our mathematics program, Everyday Math, is a program that spirals conceptual learning. It is supplemented with a locally created Daily Math program that reinforces state standards and a specific problem solving program that engages students in critical thinking and hands-on learning. Science and social studies are driven via the inquiry process. In both content areas students engage in numerous learning opportunities that allow them to participate with the greater community, extending learning beyond the walls of school and providing real world experience. All curricula are differentiated to meet the needs of learners. Language arts, math and science delivery are supported with the use of content area specialists that serve as instructional coaches to assist teachers in refining their craft. Learning at Kelly Lane does not end at 3:05, but is extended by a rich assortment of afterschool opportunities that enhance the daily curriculum and include such activities as Stock Market Club, Environmental Club, Drama Club, Math Enrichment Club, Destination ImagiNation, Homework Club, Broadcast Club, Computer Club, Band and Chorus.

Teams of teachers collaborate to write curriculum using an online Understanding by Design model through crafting pacing guides, curriculum maps and unit templates. Each unit includes the identification of essential questions and big ideas, key standards for mastery by *all* students, concepts and skills, performance tasks, performance assessments with rubrics and formative assessments based on identified essential learnings. Our curriculum serves as the foundation for our Professional Learning Community (PLC) and Response to Intervention (RTI) conversations. All curricula are based on national and state standards. It is our philosophy that by prioritizing and powering standards we are able to teach essential 21st concepts and skills in depth versus breadth, thereby fulfilling our mission to develop powerful thinkers and effective problem solvers. As we continue to revise our language arts curriculum, we are one of only two districts in the state to use the new Common Core State Standards as our foundation.

Kelly Lane students also learn through the visual and performing arts, including weekly general music and art classes. General music instruction, based on both National and State music standards, is focused to provide opportunities for students to create, respond to, and perform various types of music. In addition, students may choose to participate in chorus, concert band, and jazz. These performing groups provide students with the opportunity to share their musical experiences not only at school concerts, but also in the community. The visual arts program encompasses art production, history, criticism and appreciation. Both music and art programs include field trips to art museums and concert halls and include culminating experiences through concerts and an art fair. In addition, our drama club provides theatrical opportunities for our students. The physical education program features a curriculum that is delivered through team sports, cooperative games, and activities for lifetime fitness. This program not only emphasizes improving fine and gross motor skills, but also sportsmanship, safety, leadership and character building. Students also participate in an age-appropriate human growth and development

program, as well as in weekly visits to the media center where a passion for life-long learning is enhanced through the integration of media literacy. In addition, collaborative opportunities with the community are in process to bring an afterschool and summer learning opportunity to our students in both Chinese and Spanish.

2. Reading/English:

Kelly Lane believes in a balanced approach to literacy that nurtures the development and life-long application of independent reading, writing and communication skills central to the success of 21st century citizens. To this end, the school has incorporated the Reader's Workshop Model, comprised of Shared Reading, Small Group Instruction, and Independent Reading. Within the Reader's Workshop Model, teachers deliver explicit instruction through a mini-lesson to the whole class through Shared Reading. This lesson focuses Common Core Standards identified in the curriculum. During small group instruction, students meet in guided reading groups at their instructional level. Here teachers focus on specific strategies and skills based on current assessment data and teacher observations. This small group instruction allows students to practice skills within a gradual release of responsibility approach. During the independent reading time, students read "just right" books at their independent level while applying strategies that have already been introduced during the mini-lessons. The ultimate goal for all students is the independent application of the strategies and skills.

Students are trained to have strong discourse with each other about their reading. In order to foster critical thinking, the teacher takes on the role of the facilitator rather than the leader of the conversation, promoting powerful thinking in our young readers and writers, who often work with partners or teams, allowing for interaction and collaboration. In this way students are supported to take ownership for their learning and to facilitate the development of a life-long love of reading.

Kelly Lane administers benchmark testing in reading three times a year, ensuring that students who are not on level receive reading support from the building reading consultant and/or reading tutors. Progress monitoring is also administered bi-monthly to ensure continued growth. Data is continually studied on a regular basis in order to inform instruction, and literacy professionals provide additional supports for struggling readers through assessment, direct instruction, and instructional coaching to teachers. The extensive book room, library/media center and various book clubs and incentive programs support student choice and ownership in their reading. Kelly Lane teachers never lose sight of their critical role in helping to nurture healthy, happy and successful students.

3. Mathematics:

With our students consistently outperforming their state peers, the mathematics program is one of the most successful academic programs at Kelly Lane and in the district. A vital gatekeeper to future success, mathematics is integral to our district mission to foster powerful mathematical thinkers and effective collaborators. Kelly Lane Intermediate School uses a program comprised of *Everyday Mathematics*, Daily Math and Problem Solvers, which together provide our students with basic skills that all students should know and be able to do, and offer an enriching introduction to high level concepts and skills at a rigorous pace.

Based on the National Standards, *Everyday Mathematics* is a spiral curriculum where teachers use concrete modeling as a pathway to abstract understanding and use multiple methodologies including hands-on manipulatives and technologies to demonstrate a concept. Because teachers structure learning around small group activities and partners, our mathematicians are required to become effective collaborators with their peers. In addition, parent support is routinely facilitated through the distribution of unit letters, including strategies to help students on particular skills and ways to incorporate a concept into their daily lives.

Teachers augment the *Everyday Mathematics* program with Daily Math and Problem Solvers to appropriately reach all students. Daily Math is a district created program that directly correlates to

Connecticut State Math Content Standards and grade level expectations. Daily instruction in this area and data from formative and benchmark assessments help teachers determine the level of instruction needed for each standard and then differentiate instruction based on those results. Problem Solvers introduces students to a systematic approach to using the seven standard problem solving strategies. The combined use of these three programs, teacher observation and assessments provide all students with appropriate instruction at their independent level. Students benefit from teacher direction, as well as the additional support provided by teaching assistants, grade level resource teachers and parents at home.

4. Additional Curriculum Area:

Science instruction at Kelly Lane fosters powerful thinking through the scientific method, inquiry and discourse through which students form hypotheses and predictions, and then explore them in the lab. Kelly Lane students benefit from a state of the art science lab, where they learn to manipulate materials, make detailed observations, chart and graph data, and reflect upon results. Students are encouraged to develop inquiry skills such as rethinking and revising to find answers to their questions. They are expected to interpret and express results in a written format that demonstrates their scientific literacy and appropriate use of curricular terminology.

Our science curriculum provides extensive opportunities for students to collaborate. Our lab is a noisy place – discourse fills the room as students share successes and failures with each other and their teachers. Typically, students are presented with a bin full of materials and hints of possibilities (“How can you make...,” “How can you prove that...,” etc.). In partnerships or small lab groups, students engage in explorations, share ideas, problem solve, answer questions and draw conclusions based on their collective efforts and ideas. Exciting conversations travel from table to table as eager students share results, and these conversations continue at home as our fledgling scientists share their scientific endeavors with family members, eager to demonstrate their experiments at the kitchen table. Students also collaborate with parents and peers on science projects. Each year Kelly Lane hosts a science and technology fair in which students display their projects and proudly share their science knowledge with judges, peers, and parents. Developing these collaborative work habits in our students prepares them for success in their future endeavors in life.

One goal shared by all our science teachers is to help our students establish lifelong habits of healthy living for themselves, and for their families. Our students discuss good nutritional choices, the importance of active lifestyles, and interactions between the human body systems. Through conversations and discovery, our students understand that healthy choices yield healthy bodies. In the same way, our students develop an acute understanding for the need of a healthy environment. Our Environmental Club provides opportunities for all grade-level students to enrich their knowledge of natural resources, land and water use, and recycling, by reaching out into the community with gardening, recycling, and clean-up activities. Our students become compassionate contributors because these events offer authentic application of the science inquiry they do in school.

5. Instructional Methods:

Kelly Lane implements a wide range of differentiated instructional methods to meet the diverse needs of our students. As a fully inclusive school, students from all subgroups participate in the regular classroom to the fullest extent possible. Collaborative classrooms and co-teaching, along with a workshop model for both reading and writing, allows for individualized approaches to student needs through small group and modified instruction, and embedded in the culture is the persistent inquiry guided by our four PLC questions: 1) What do we want our students to learn?; 2) How will we know each student has learned?; 3) How will we respond when a student does not learn?; and 4) How will we enrich and extend the learning for students who are already proficient?

A wide range of support staff works alongside classroom teachers on a regular basis. Special education teachers, language arts instructional coaches, teaching assistants and reading and math tutors provide support both in the classroom and in small group settings for more specific interventions. The use of

programs such as Read Naturally, Pinpoint Math and Go Math strengthen student skills at an appropriate level, while still covering the core curriculum and preparing them for state-wide assessments. Our hands-on, interactive methodology supports student learning, and partnerships such as cultural arts and Link-N'-Learn create authentic learning experiences for our students.

Progress monitoring is an on-going process, providing pre- and post- assessment data to inform teachers of student growth or deficits and to drive instruction. Other resources include leveled readers and alternate texts, guided reading groups for fluency and comprehension, modified materials, and a wide range of assistive technology. Data is collected frequently and results are analyzed to identify students needing more intensive or individualized instruction or support. This early intervention process can focus on both academics and behavior.

In addition to focusing on the academic needs of struggling students, there are many opportunities for enrichment and personal growth. Kelly Lane's focus is to meet the needs of the whole student, not just academics. A wide variety of school clubs, including Stock Market, World Cultures, Knowledge Masters, Environmental, Fitness/Exercise, Student Council, and Destination ImagiNation are available to expand the creativity and knowledge of our students. An after-school learning center is also available for students who need more intensive, individualized support with homework and study skills. The school psychologist is an integral part of the school community, providing guidance and training on social skills, communication, organization, and emotional well-being.

6. Professional Development:

Kelly Lane is proud of our laser-like focus of improving student achievement through professional learning. With a professional development calendar of 5 full days, multiple half days, after-school faculty meetings "mini-PD sessions", as well as daily collaborative/team meetings, professional learning is an integral and ongoing component of our practice. Opportunities for teachers, paraprofessionals, administrators and office staff are provided within our PLC culture of results, student learning and collaboration. To achieve our mission that students will "become powerful thinkers, effective collaborators and compassionate contributors," the faculty and staff strive to model these characteristics for all students through collegial working relationships, adult learning and acts of kindness.

Ongoing professional learning opportunities include peer observations, collaborative planning/teaching, coaching by consulting teachers, and classroom walk through observations with feedback. Additional learning opportunities include introducing new technologies, team reflection/discussion of effective instructional methods and a focus on differentiation. A key area of professional learning is the daily collaboration of teacher teams who meet to construct common formative assessments, analyze student data and learning and share strategies and resources to be used in order to meet a common SMART goal. Additionally, grade level teams also meet to identify struggling students, target an area of need, and create a plan for improvement through the RTI/SRBI process. Other daily professional learning opportunities provide time to meet with administrator and resource teachers in support of student learning.

Another significant area for professional learning and work has been in Language Arts where we have redefined best practices in reading and writing and initiated a comprehensive rewriting of our Reading/Language Arts curriculum, aligned to Common Core Standards. Assisted by out-of-district professionals as well as building/district leadership, a comprehensive plan is underway to provide in-class modeling of the readers/writers workshop model. Stemming from these workshops and "mini-PD" sessions, Kelly Lane teachers directly implement performance tasks and instructional strategies provided by these professionals in order to improve their level of teaching and student learning.

Kelly Lane also offers a comprehensive professional development program for new teachers which includes a two day summer orientation, ongoing mentorship, and inclusion in the Connecticut TEAM induction program. Kelly Lane teachers deliver professional development sessions for school and district staff and bring back information for colleagues when attending out of district workshops. Additional

professional development opportunities for experienced teachers are also provided through a district teacher leadership academy and summer curriculum work.

7. School Leadership:

Kelly Lane Intermediate School is guided by the philosophy that effective leadership is modeled and communicated, and is shared and collaborative in nature. This leadership philosophy and structure places an importance on building the capacity for strong and effective leadership in every staff member and for fostering both formal and informal leadership opportunities. Overall leadership in the school is provided by the principal who has provided consistent and effective leadership for the past seventeen years. The principal explicitly sets, models, and communicates expectations for student learning, achievement, social justice, and all facets of school operations. Guided by his theory of action, utilizing walk-through observations, he provides specific, meaningful and focused feedback to staff, teams, and students, and provides resources when needed. His “tight” and “loose” philosophy sets clearly communicated (tight) goals, structures, and expectations, while providing the freedom and creativity (loose) for individuals and teams to achieve their goals.

Within the culture of our Professional Learning Community, daily team meetings, focused on SMART goal, principal/team dialogue, and SRBI process, provide the principal with specific and ongoing opportunities to dialogue with faculty to ensure that policies, practices and programs are consistently adhered to. These opportunities for dialogue focus on student learning, collaboration, and results. With student learning as the centerpiece of our work, teams constantly reflect on 4 main questions: 1) What do we want students to learn, 2) how do we know that they have learned, 3) what do we do if they did not learn the content and 4) what do we do if they previously learned the content. The goals and work that teacher teams undertake flow from a living and breathing School Improvement Plan that is interconnected with the school mission.

Professional educators share and rotate the responsibilities of leadership and other tasks on their team. In addition, teachers serve in both formal and informal leadership capacities as mentors to new staff, professional development presenters, and on district curriculum and program committees. Gifted leaders on our faculty have participated in our District Leadership Academy and have led building-based initiatives in areas such as character education, the refinement of our master schedule and creating a collaborative and systematic grade level remediation plan.

Collaborative leadership opportunities also exist between the school leadership and our PTO. The PTO executive board works closely with the principal to support school programs, transition activities as well as providing fundraising, cultural arts programs and monthly forums/presentations on timely topics.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Connecticut Mastery Test

Edition/Publication Year: 4th Edition/2010 Publisher: Connecticut State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Goal and Advanced	100	99	96	97	93
% Goal and Advanced	93	89	80	80	84
Number of students tested	80	83	78	98	83
Percent of total students tested	98	97	100	100	100
Number of students alternatively assessed	2	1	0	0	0
Percent of students alternatively assessed	2	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. No sub groups of ten or more students at this grade level.					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: No sub groups of 10 or more students at this grade level.					

11CT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Connecticut Mastery Test

Edition/Publication Year: 4th Edition/2010 Publisher: Connecticut State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Goal and Advanced	91	95	85	92	84
% Goal and Advanced	83	87	74	79	80
Number of students tested	80	83	78	98	83
Percent of total students tested	98	97	100	100	100
Number of students alternatively assessed	2	1	0	0	0
Percent of students alternatively assessed	2	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. No sub groups of 10 or more students at this grade level.					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: No sub groups of 10 or more students at this grade level.					

11CT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Connecticut Mastery Test

Edition/Publication Year: 4th Edition/2010 Publisher: Connecticut State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Goal and Advanced	99	97	97	92	91
% Goal and Advanced	96	89	85	82	75
Number of students tested	83	72	106	89	83
Percent of total students tested	94	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. No sub groups of 10 or more students at this grade level.					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: No sub groups of 10 or more students at this grade level.					

11CT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Connecticut Mastery Test

Edition/Publication Year: 4th Edition/2010 Publisher: Connecticut State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Goal and Advanced	95	96	88	83	82
% Goal and Advanced	90	82	77	75	71
Number of students tested	83	68	106	89	93
Percent of total students tested	94	94	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. No sub groups of 10 or more students at this grade level.					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: No sub groups of 10 or more students at this grade level.					

11CT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Connecticut Mastery Test

Edition/Publication Year: 4th Edition/2010 Publisher: Connecticut State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Goal and Advanced	96	98	93	96	98
% Goal and Advanced	89	85	85	79	87
Number of students tested	71	102	86	93	95
Percent of total students tested	99	98	100	100	98
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. No sub groups of 10 or more students at this grade level.					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: No sub groups of 10 or more students at this grade level.					

11CT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Connecticut Mastery Test

Edition/Publication Year: 4th Edition/2010 Publisher: Connecticut State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Goal and Advanced	90	93	88	86	87
% Goal and Advanced	84	88	76	83	78
Number of students tested	68	101	86	93	95
Percent of total students tested	94	97	100	100	98
Number of students alternatively assessed	4	0	0	0	1
Percent of students alternatively assessed	6	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. No sub groups of 10 or more students at this grade level.					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: No sub groups of 10 or more students at this grade level.					

11CT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Connecticut Mastery Test

Edition/Publication Year: 4th Edition/2010 Publisher: Connecticut State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Goal and Advanced	99	100	99	99	0
% Goal and Advanced	93	96	91	89	0
Number of students tested	100	81	93	92	0
Percent of total students tested	97	96	100	99	0
Number of students alternatively assessed	3	0	0	1	0
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. No sub groups of 10 or more students at this grade level.					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: No sub groups of 10 or more students at this grade level. There was no 6th grade at Kelly Lane School in 2005-2006					

11CT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Connecticut Mastery Test

Edition/Publication Year: 4th Edition/2010 Publisher: Connecticut State Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Goal and Advanced	96	95	97	91	0
% Goal and Advanced	92	90	84	88	0
Number of students tested	99	82	93	92	0
Percent of total students tested	96	98	100	99	0
Number of students alternatively assessed	4	0	0	1	0
Percent of students alternatively assessed	4	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. No sub groups of 10 or more students at this grade level.					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	
NOTES: No sub groups of 10 or more students at this grade level. There was no 6th grade class at Kelly Lane School in 2005-2006.					

11CT1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Goal and Advanced	99	99	96	96	94
% Goal and Advanced	93	90	85	82	82
Number of students tested	334	338	363	372	261
Percent of total students tested	97	98	100	100	96
Number of students alternatively assessed	10	1	0	1	1
Percent of students alternatively assessed	3	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Goal and Advanced	90	92	70	77	
% Goal and Advanced	68	25	26	41	
Number of students tested	19	12	23	17	
2. African American Students					
% Proficient plus % Goal and Advanced	90	95	71	67	
% Goal and Advanced	63	55	24	27	
Number of students tested	19	20	17	15	
3. Hispanic or Latino Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Goal and Advanced	100	90	79	79	61
% Goal and Advanced	88	68	41	26	32
Number of students tested	16	19	29	38	32
5. English Language Learner Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. No additional sub groups of 10 or more students.					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: There was no 6th grade at Kelly Lane School in 2005-2006					

11CT1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Goal and Advanced	93	95	90	88	85
% Goal and Advanced	88	87	78	81	76
Number of students tested	330	334	363	372	271
Percent of total students tested	96	97	100	100	99
Number of students alternatively assessed	15	1	0	1	1
Percent of students alternatively assessed	4	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient plus % Goal and Advanced	63	54	57	59	
% Goal and Advanced	58	39	39	29	
Number of students tested	19	13	23	17	
2. African American Students					
% Proficient plus % Goal and Advanced	68	70	47	40	
% Goal and Advanced	63	60	29	33	
Number of students tested	19	20	17	15	
3. Hispanic or Latino Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
% Proficient plus % Goal and Advanced	92	80	62	53	45
% Goal and Advanced	83	73	35	37	19
Number of students tested	12	15	29	38	31
5. English Language Learner Students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. No additional sub groups of 10 or more students					
% Proficient plus % Goal and Advanced	0	0	0	0	0
% Goal and Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: There was no 6th grade Class at Kelly Lane School in 2005-2006					

11CT1