

STRATEGIC SCHOOL PROFILE 2009-10

Middle and Junior High School Edition

Albert D. Griswold Middle School**Rocky Hill School District**

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Location: 144 Bailey Road
 Rocky Hill,
 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: 6 - 8

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 649
 5-Year Enrollment Change: 15.3%

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	87	13.4	13.4	27.1
Students Who Are Not Fluent in English	14	2.2	2.2	3.7
Students with Disabilities	51	7.9	7.9	11.7
Students Identified as Gifted and/or Talented	1	0.2	0.2	7.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	388	92.8	92.8	93.7

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	180	181
Total Hours per Year	1,053	1,018

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

Average Class Size	School	District	State	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	20.4	20.4	20.8	Mathematics	30.6	30.6	37.8
				World Language	77.5	77.5	48.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	43	36
Computer Education **	11	20
English Language Arts	131	236
Family and Consumer Science	43	9
Health	33	25
Library Media Skills **	11	10
Mathematics	131	152
Music *	33	35
Physical Education	66	58
Science	131	145
Social Studies	131	142
Technology Education **	43	26
World Languages	131	89

World Language

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

Lunch

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

** Interdisciplinary approach

* Elective hours also offered

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.7	1.7	3.6
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	68.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	82.4	82.4	77.9

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	3.9	3.9	2.5
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	59.9	59.9	95.4
# of Print Volumes Per Student*	21.6	21.6	21.3
# of Print Periodical Subscriptions	N/A	0	27

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

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	42.60
Paraprofessional Instructional Assistants	3.20
Special Education: Teachers and Instructors	6.00
Paraprofessional Instructional Assistants	12.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	3.00
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	11.40

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	14.8	14.0	14.1
% with Master's Degree or Above	70.0	70.0	77.4
Classroom Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	5.7	5.7	9.0
% Assigned to Same School the Previous Year	96.0	96.0	89.8

HOME AND SCHOOL COMMUNICATION AND SUPPORT

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

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

Griswold Middle School is committed to meeting the individual needs of each of our students. Our school's Parent Advisory Committee is advised of major issues and programs at GMS. Parents are always welcome to attend or join the Parent Advisory Committee. Our home/school methods of communication are also key to our success in developing a total school community. Our student agendas and monthly newsletters keep parents and staff on the "same page" throughout the year. Additionally, teams of teachers meet daily to discuss student programs in "team meetings." These team meetings are designed for parents to attend to discuss their child's program, as necessary. Our annual Open House program, which is attended by over 80% of our parents, not only outlines our curriculum and special programs, it also provides an opportunity for parents to meet teachers early in the school year. Teams of teachers publish weekly time management sheets relative to homework, tests, and projects that are available to all. Our ESOL Program is strong and we work diligently to integrate both students and parents of English learners in our school. A district wide ESOL event is planned each year to welcome them and recognize their cultures. The GMS Parent Advisory Group frequently volunteers time to move school initiatives forward. Local seniors also volunteer to assist with specific tasks as assigned by building administrators. We are also very proud of our mentoring program which matches students with members of the community. The mentor program truly bridges the school and the community. Our Explore and Soar grant program also allows us to provide "outside" programs for our students, frequently involving parents. (photography clubs, authors, artists) Serving the community with our "GMS Cares" program ties together the school, families, and the community. We all work together to assist the elderly, support local organizations and provide for the needy. These events and others associated with community service bring our entire "school community" together. Griswold Middle School is proud of the sense of family we have established at our school.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	66	10.2
Black	35	5.4
Hispanic	49	7.6
White	499	76.9
Total Minority	150	23.1

Percent of Minority Professional Staff: 0.0%

Open Choice:

15 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:

9.9% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 26.

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.

GMS participates in the CHOICE Program. In the 2009-2010 school year we had fifteen students enrolled at GMS through CHOICE. These students come from Hartford, CT and are chosen in a lottery system by the Capitol Region Education Council to come to suburban schools. This year our students were involved in the total GMS experience with before and after school programs to assist them. A grant was acquired to support their learning. Black History month is observed as students study historical figures, design posters and make daily announcements. This year grades 6, 7, 8, were involved with 3 different assemblies featuring African American and Caribbean musicians. These assemblies dealt with the origin of jazz and Caribbean music. Our Sister School Partnership was a state funded grant program that allowed an urban and suburban school districts the opportunity to plan academically unique activities. We were fortunate to have a partnership with a local urban middle school. A total of fifty students were involved, twenty-five from each school. Through the shadowing experiences and the Ropes Course activity, the students built trust, respect, and friendships with one another. The students still continue to keep in contact with each other. Additionally, many of our field trips, presenters, and assembly programs have promoted diversity, acceptance, and exposure to cultures and customs of nations of the world. Our annual "One Book" activity also focuses on diversity and introduces us each year to a "new culture."

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	69.5	69.5	51.4	81.9
Grade 8	68.9	68.9	50.6	84.7

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

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

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	92.0	92.0	74.9	88.7
Writing	83.2	83.2	65.9	80.0
Mathematics	85.1	85.1	70.7	74.9
Grade 7 Reading	93.5	93.5	77.4	88.7
Writing	78.5	78.5	61.2	80.1
Mathematics	80.8	80.8	68.5	71.4
Grade 8 Reading	90.0	90.0	73.3	86.8
Writing	81.5	81.5	62.6	84.8
Mathematics	79.0	79.0	67.3	69.5
Science	80.0	80.0	62.8	77.7

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	98.8	98.8	96.8

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2008-09 school year, 38 students were responsible for these incidents. These students represent 6.3% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	11	0
Theft	2	0
Physical/Verbal Confrontation	10	1
Fighting/Battery	3	0
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	30	0
Total	57	1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

During the 2009-2010 school year ,Griswold Middle School continued to focus our efforts on language arts and mathematic skills. Additionally we have implemented a new special education delivery model and looked closely at the data relative to this subgroup in order to improve students' performance.School improvement goals focused on the 3 previously mentioned areas. Language Arts remains strong at GMS with over 90% of our students annually reaching proficiency on the Connecticut Mastery Test. Mathematics implemented a revised curriculum and moved forward with a new textbook purchase to be used in the 2010-2011 school year. Our special education department, and the faculty as a whole, used data and data teams to improve instruction for our special education students. We have also begun to introduce P.B.I.S. (Positive Behavior Interventions and Support), with full implementation in 2010-2011.

SUPPLEMENTAL SCHOOL INFORMATION

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

Presently 650 students attend GMS and participate in extensive academic as well as extra curricular programs. In 1997, GMS was chosen as a "Middle School of the Year by the Connecticut Association of Schools, in June, 2000 GMS was named a "Nationally Recognized Blue Ribbon School" and in May, 2002 GMS was chosen as a "Spotlight School" from the New England League of Middle Schools. During the 2004-2005 school year GMS was renewed as a Spotlight School and hosted a contingent from Blackburn and Darwen, England in June of 2005. In 2005-2006 GMS qualified, again as a Spotlight School. In 2007-2008 the NELMS team again visited GMS to evaluate our program, interview staff and students, and observe our practices. We are proud to be designated again as a Spotlight School for 2007-2008. In 2008-2009, GMS was recognized by CAS for outstanding "teaming practices." This year 2009-2010 our Language Arts Consultant was named the "Connecticut's Middle Level Educator of the Year."Although Griswold Middle School is small, its program offerings are not. A rigorous academic core includes courses in Language Arts, social studies, mathematics, science, world language, music, art, physical education, health, family and consumer sciences, and technology education. In addition ,the school takes great pride in its offerings of musical electives. A continuum of services in special education are also available to assist students with special needs.In recognition of the unique developmental needs of middle school age youngsters, GMS offers a wide variety of extracurricular opportunities to complement the challenging academic program. In addition, the staff at GMS is proud of the accomplishments of its students. They regularly attain above average scores on the Connecticut Mastery Test, and each quarter approximately 1/3 of the students achieve honor roll recognition.
