

**STRATEGIC SCHOOL PROFILE 2010-11****Granby School District**

ALAN ADDLEY, Superintendent

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Granby,  
Connecticut

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

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**COMMUNITY DATA**

County: Hartford

Town Population in 2000: 10,347

1990-2000 Population Growth: 10.4%

Number of Public Schools: 5

Per Capita Income in 2000: \$33,863

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

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

District Enrollment as % of Estimated. Student Population: 96.0%

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

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2010

2,235

5-Year Enrollment Change

0.4%

**DISTRICT GRADE RANGE**

Grade Range

K - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	164	7.3	8.4	34.1
K-12 Students Who Are Not Fluent in English	9	0.4	2.0	5.6
Students Identified as Gifted and/or Talented*	106	4.7	6.4	4.0
PK-12 Students Receiving Special Education Services in District	170	7.6	10.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	103	93.6	91.3	80.2
Homeless	8	0.4	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	63	16.4	12.1	13.2

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

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.2
Asian American	24	1.1
Black	86	3.8
Hispanic	66	3.0
Pacific Islander	0	0.0
White	2,018	90.3
Two or more races	36	1.6
Total Minority	217	9.7

**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:**

1.3% 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 15.

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

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

Granby 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%). For many years, Granby has been one of the highest participating districts in the state. Twenty-three students attended the F.M. Kearns Primary School including eight kindergarten students who attended a full-day program supported by the Early Beginnings Program. There were also twenty-three students that attended the Wells Road and Kelly Lane Intermediate Schools. Thirty Hartford students attended the Granby Memorial Middle and High Schools during the 2010-11 school year. Extracurricular and co-curricular activities such as band and chorus have been creatively scheduled to ensure participation for the students in the Open Choice Program. Thirty students from the Open Choice Program participated in one of the school's summer school programs. A District Outreach Coordinator, Choice Intervention Specialists and school social worker all help to support the program. SERC is assisting the district in its plan to realize equity of outcomes for students participating in the Open Choice Program. Twenty students attended the Greater Hartford Academy of the Arts and Greater Hartford Academy of Math and Science with tuition support. A total of thirty-five students attended inter-district and host Hartford host magnet schools. Twelve high school students also participated in career-based programs offered by Asnuntuck Community College. With the elimination of state funding, this was the last year of the long-standing partnership between Granby Public Schools, the Hartford Public Schools and the Holcomb Farm Learning Centers. The program brings over 300 elementary students 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 and with two Hartford elementary schools through the Discovery Center. Granby schools are committed to international trips and student exchange programs with countries such as Japan, Spain and France. The introduction of Mandarin Chinese as a language is enhanced by relationships with two Sister Schools in the Shandong Province. Teachers and students benefit from participating in a variety of diversity workshops and experiences. The Granby school system has a growing reputation for excellence. The Hartford Magazine and Connecticut Magazine have consistently recognized the school district's performance in its small town category and has recognized the high school as one of the best in the Greater Hartford area. Student achievement is extremely high and included an impressive list of college acceptances by the 2011 graduating class, the recognition of Granby Memorial Middle School as the Connecticut Association of Schools' Middle School of the Year and the announcement of Kelly Lane Intermediate School as a Federal Blue Ribbon School.

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## STUDENT PERFORMANCE

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

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>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.</p> <p>For more detailed CMT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Grade 3 Reading	79.0	58.4	88.1	
Writing	76.0	61.1	71.4	
Mathematics	74.5	63.0	67.1	
Grade 4 Reading	76.2	62.5	66.3	
Writing	87.0	65.5	90.2	
Mathematics	87.2	67.0	86.0	
Grade 5 Reading	86.8	61.4	95.7	
Writing	84.3	66.8	81.0	
Mathematics	93.5	72.5	97.5	
Science	86.0	59.9	93.3	
Grade 6 Reading	93.0	76.0	88.1	
Writing	80.0	65.2	74.4	
Mathematics	90.6	71.3	82.1	
Grade 7 Reading	95.2	77.8	93.0	
Writing	73.1	58.9	63.3	
Mathematics	93.7	68.4	97.4	
Grade 8 Reading	87.3	74.7	66.2	
Writing	79.4	64.8	65.0	
Mathematics	92.9	66.6	97.5	
Science	87.5	63.1	91.7	

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

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Reading Across the Disciplines	70.7	44.7	87.1	
Writing Across the Disciplines	81.3	61.2	79.7	
Mathematics	83.9	49.5	95.5	
Science	83.9	47.0	100.0	

**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
	60.2	51.0	68.8

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		83.9	70.6	
Average Score	Mathematics	559	510	87.8
	Critical Reading	551	505	88.5
	Writing	541	510	77.9

**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, Adjusted Cohort Rate 2010	93.4	81.8	82.4
2009-10 Annual Dropout Rate for Grade 9 through 12	0.4	2.8	71.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.8	84.8
% Employed (Civilian Employment and in Armed Services)	12.2	9.1

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	134.70
Paraprofessional Instructional Assistants	28.50
Special Education	
Teachers and Instructors	18.50
Paraprofessional Instructional Assistants	45.86
Library/Media Specialists and/or Assistants	9.71
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	7.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	4.00
Counselors, Social Workers, and School Psychologists	14.00
School Nurses	5.40
Other Staff Providing Non-Instructional Services and Support	95.68

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	12.0	14.4	13.9
% with Master's Degree or Above	76.4	86.1	79.0

Average Class Size	District	DRG	State
Grade K	15.7	17.5	18.4
Grade 2	21.9	19.8	19.9
Grade 5	21.8	22.1	21.2
Grade 7	24.2	21.3	20.6
High School	19.7	20.2	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	982	992	992
Middle School	986	1,019	1,017
High School	1,019	987	1,010

\*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*	2.9	3.1	3.1
Middle School	2.4	2.3	2.4
High School	2.3	2.5	2.2

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$16,124	\$7,087	\$8,232	\$7,924	\$8,237
Instructional Supplies and Equipment	\$1,226	\$539	\$299	\$277	\$300
Improvement of Instruction and Educational Media Services	\$895	\$393	\$477	\$512	\$463
Student Support Services	\$1,645	\$723	\$875	\$936	\$872
Administration and Support Services	\$2,816	\$1,238	\$1,433	\$1,373	\$1,459
Plant Operation and Maintenance	\$2,931	\$1,289	\$1,421	\$1,384	\$1,410
Transportation	\$1,156	\$567	\$701	\$623	\$692
Costs for Students Tuitioned Out	\$923	N/A	N/A	N/A	N/A
Other	\$584	\$257	\$161	\$162	\$159
<b>Total</b>	<b>\$28,298</b>	<b>\$12,011</b>	<b>\$13,878</b>	<b>\$13,518</b>	<b>\$13,780</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$446	\$196	\$1,622	\$1,178	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,058,425	17.9	20.5	21.5

**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	71.7	20.5	5.1	2.8
Excluding School Construction	72.8	19.3	5.1	2.8

## 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, state legislation and accreditation recommendations. All administrators are actively engaged in the budget development and presentation process. The Board has also adopted policies (Comparability of Services & Nondiscrimination in the Instructional Program) to ensure the equitable allocation of resources. A Quality & Diversity fund supports the district's efforts to reduce racial, ethnic and economic isolation. Funds are used to support direct needs of our Choice students, pay magnet school tuitions and support various other enrichment activities for Granby students.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	176
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	7.9%

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	13	0.6	1.2	1.1
Learning Disability	59	2.7	3.3	3.9
Intellectual Disability	7	0.3	0.3	0.4
Emotional Disturbance	13	0.6	0.5	1.0
Speech Impairment	40	1.8	1.8	2.2
Other Health Impairment*	41	1.9	2.2	2.1
Other Disabilities**	3	0.1	0.7	0.9
<b>Total</b>	<b>176</b>	<b>7.9</b>	<b>10.0</b>	<b>11.6</b>

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

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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2009-10 with a Standard Diploma	80.0	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

## 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	74.5	33.0	86.4	68.6
	Writing	33.3	19.3	79.8	63.7
	Mathematics	63.5	33.4	88.8	68.2
	Science	35.3	21.2	86.7	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	70.7	44.7
	Writing Across the Disciplines	10.0	17.3	81.3	61.2
	Mathematics	N/A	N/A	83.9	49.5
	Science	30.0	13.1	83.9	47.0

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

### Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	3.7
	% With Accommodations	96.3
CAPT	% Without Accommodations	33.3
	% With Accommodations	66.7
% Assessed Using Skills Checklist		5.4

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

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

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	1	0.6
Private Schools or Other Settings	10	5.7

### 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	158	89.8	78.0	74.1
40.1 to 79.0 Percent of Time	5	2.8	14.9	14.9
0.0 to 40.0 Percent of Time	13	7.4	7.1	11.0

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

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

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