

**STRATEGIC SCHOOL PROFILE 2011-12****East Granby School District**

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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: 4,745

1990-2000 Population Growth: 10.3%

Number of Public Schools: 4

Per Capita Income in 2000: \$30,805

Percent of Adults without a High School Diploma in 2000\*: 8.1%

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

District Enrollment as % of Estimated. Student Population: 94.6%

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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): D 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, 2011

845

5-Year Enrollment Change

-9.5%

**DISTRICT GRADE RANGE**

Grade Range

PK - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	31	3.7	15.7	35.2
K-12 Students Who Are Not Fluent in English	7	0.8	2.4	5.6
Students Identified as Gifted and/or Talented*	6	0.7	4.4	4.0
PK-12 Students Receiving Special Education Services in District	84	9.9	11.3	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	30	88.2	85.0	79.8
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	19	14.6	14.5	13.0

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

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.5
Asian American	28	3.3
Black	46	5.4
Hispanic	43	5.1
Pacific Islander	0	0.0
White	709	83.9
Two or more races	15	1.8
Total Minority	136	16.1

**Percent of Minority Professional Staff:** 2.2%

**Open Choice:**

36 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:**

5.1% 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 14.

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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.

In 2011-2012, the East Granby Public Schools provided a variety of opportunities and experiences to reduce racial, ethnic, and economic isolation. The CREC consortium supported East Granby's efforts to provide services to our English Language Learner population. Students participated in inter-district initiatives and programs, curricular units of study that emphasized history and multi-cultural themes and perspectives, and participation in co- and extra- curricular activities. District schools continued the Responsive Classroom model, expanded Differentiated Instruction approaches to better meet the diverse learners, and implemented Positive Behavior Interventions and Support (PBIS). Elementary grade students participated in a technology-based pen-pal program with students in Hartford and Portugal. East Granby elementary school students engaged in philanthropic activities to support families in Hartford, contributed to Shriners Hospital's Tabs for Kids, and raised more than \$2,500 to provide winter clothing for children in urban Springfield, MA. Faculty and students also continued a collaborative effort with Windsor and Hartford and shared unique instructional programs. In the spring, grades 4 and 5 students participated in the ESTEEM program to build interrelationships and an understanding of self and culture. East Granby students continued to participate in academic opportunities in inter-district programs at the Greater Hartford Academy of Performing Arts in Hartford, the Agri-Science program in Bloomfield, and other opportunities such as the Hartford-East Granby Holcomb Farm project. Students and teachers in World Language classes in the high school developed and participated in an intra-district program, focused on the language and culture of Mexico. High school students also attended and participated in cultural programs sponsored by the Connecticut Council of Language Teachers, and the North Central Connecticut Conference (NCCC) academic and athletic contests. Several students participated in the Career Pathways, "Challenge" and "College Now" program, learning and interacting within the diverse educational environment at local community colleges and universities. In 2011-2012, the East Granby Public Schools enrolled 36 OPEN CHOICE students enriching the cultural diversity in the four district schools. The schools also sponsored a Fall dinner in Hartford for CHOICE students and families, assembly programs, and activities to address diversity issues and school climate, and enhance the learning experiences of our students.

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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
Grade 3 Reading	62.0	59.2	43.1
Writing	85.9	62.7	94.4
Mathematics	74.6	66.5	53.1
Grade 4 Reading	84.9	64.1	90.0
Writing	90.6	65.3	98.8
Mathematics	90.6	68.0	91.9
Grade 5 Reading	72.7	67.6	44.0
Writing	71.4	68.1	44.6
Mathematics	81.8	71.6	57.1
Science	76.6	63.9	52.4
Grade 6 Reading	83.1	74.1	57.2
Writing	76.4	67.4	55.4
Mathematics	84.7	69.3	71.7
Grade 7 Reading	88.5	79.8	57.2
Writing	77.8	65.6	62.1
Mathematics	82.0	68.1	68.1
Grade 8 Reading	88.5	76.8	67.9
Writing	82.5	68.3	68.8
Mathematics	87.3	67.2	80.5
Science	78.8	61.9	65.6

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](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."

**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
Reading Across the Disciplines	66.2	47.5	75.2
Writing Across the Disciplines	86.6	63.0	89.6
Mathematics	75.0	49.2	87.2
Science	56.7	47.1	56.7

For more detailed 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."

**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
	49.8	50.6	45.0

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		90.7	77.3	
Average Score	Mathematics	559	505	90.1
	Critical Reading	550	502	89.3
	Writing	539	506	77.1

**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 2011	96.1	82.7	91.0
2010-11 Annual Dropout Rate for Grade 9 through 12	0.4	2.6	79.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.0	84.5
% Employed (Civilian Employment and in Armed Services)	12.0	9.7

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	59.80
Paraprofessional Instructional Assistants	12.20
Special Education	
Teachers and Instructors	8.00
Paraprofessional Instructional Assistants	31.40
Library/Media Specialists and/or Assistants	3.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	5.65
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	5.30
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	29.01

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	17.0	14.6	13.9
% with Master's Degree or Above	74.6	80.6	79.6

Average Class Size	District	DRG	State
Grade K	11.7	17.6	18.5
Grade 2	19.7	18.9	19.7
Grade 5	23.0	21.7	21.6
Grade 7	20.5	20.4	20.3
High School	17.3	19.7	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,011	985	993
Middle School	1,063	1,030	1,024
High School	1,037	1,008	1,024

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.5	2.9	2.8
Middle School	1.2	2.3	2.2
High School	1.7	2.4	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$7,987	\$8,964	\$8,464	\$8,059	\$8,469
Instructional Supplies and Equipment	\$452	\$508	\$267	\$278	\$271
Improvement of Instruction and Educational Media Services	\$751	\$843	\$487	\$385	\$482
Student Support Services	\$771	\$866	\$901	\$873	\$901
Administration and Support Services	\$1,694	\$1,901	\$1,468	\$1,395	\$1,490
Plant Operation and Maintenance	\$1,401	\$1,573	\$1,471	\$1,420	\$1,463
Transportation	\$535	\$562	\$735	\$689	\$724
Costs for Students Tuitioned Out	\$374	N/A	N/A	N/A	N/A
Other	\$199	\$224	\$165	\$162	\$165
<b>Total</b>	<b>\$14,167</b>	<b>\$15,055</b>	<b>\$14,238</b>	<b>\$13,575</b>	<b>\$14,140</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$653	\$732	\$1,290	\$1,083	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,450,770	17.3	22.0	21.7

**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	86.3	10.2	3.5	0.0
Excluding School Construction	85.8	10.6	3.6	0.0

## 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.

East Granby is a small district of approximately 846 students, K-12, in four administratively and programmatically distinct schools. Each school is supported by an operating budget with Federal and State grants providing additional fiscal resources that provide funding at a level to sustain educational programs. Despite the challenges of current economic times, the community supported and approved a \$13,594,000 budget which represented a 2.19% increase for school year, 2011-2012. Non-recurring capital fund appropriations were also approved to address school facility infrastructure, technology, and furniture throughout the district. the CHOICE Academic and Social Supports grant supported academic tutorial programs as well as after school extra-curricular activities in all schools. Discussions about the allocation of district resources begin at the school level, and are focused on school and district initiatives that address the need to improve student performance. The operating budget allocations are based upon building level needs with input from faculty and administration. The district budget is prepared by the Superintendent using a collaborative model, and then amended and approved by the Board of Education. Decisions are influenced by factors such as a projected enrollment, assessment results, school program, new district and school level initiatives, ongoing need for instructional materials and consumables, school accreditation requirements, curriculum revision, and the needs of school facilities.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	85
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.7%

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	7	0.8	1.3	1.2
Learning Disability	32	3.7	3.5	3.9
Intellectual Disability	2	0.2	0.4	0.4
Emotional Disturbance	4	0.5	0.9	1.0
Speech Impairment	17	1.9	2.2	2.1
Other Health Impairment*	20	2.3	2.3	2.2
Other Disabilities**	3	0.3	0.9	1.0
<b>Total</b>	<b>85</b>	<b>9.7</b>	<b>11.4</b>	<b>11.7</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 2010-11 with a Standard Diploma	85.7	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	0.0	5.1

## 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	35.7	36.0	79.6	70.4
	Writing	40.0	21.5	80.3	66.3
	Mathematics	38.1	31.8	83.3	68.4
	Science	31.8	23.0	77.7	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	66.2	47.5
	Writing Across the Disciplines	N/A	N/A	86.6	63.0
	Mathematics	N/A	N/A	75.0	49.2
	Science	N/A	N/A	56.7	47.1

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	33.3
	% With Accommodations	66.7
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		7.5

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	2	2.4
Private Schools or Other Settings	2	2.4

### 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	77	90.6	74.6	72.1
40.1 to 79.0 Percent of Time	6	7.1	16.2	16.3
0.0 to 40.0 Percent of Time	2	2.4	9.2	11.7

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

In 2011-2012, the East Granby Public Schools placed district-wide emphasis on Authentic Literacy, technology integration and application, to support improvement of instruction and assessment, and strategic interventions to increase student performance on a variety of assessments. The district continued to implement Measures of Academic Progress (MAP) to monitor student academic performance, and used the data to inform the development of focused intervention strategies following the Scientific Research Based Intervention (SRBI) model. Assessment results informed the improvement process and allowed teachers at each grade to identify specific objectives and establish performance expectations for students. To help ensure a positive school climate the district also participated in the PBIS initiative. There were significant changes in the curriculum and instructional pedagogy at each school. The elementary schools initiated Readers Writers Workshop to increase student learning in Reading, Writing and Communication. The faculty began the process of realigning curriculum to the new Common Core State Standards, and the high school was engaged in an in-depth examination of program offerings, re-vamping the curriculum to emphasize 21st century skills and increase academic opportunities for students. In the areas of Special Education, the focus of our efforts continued to be on moving students with disabilities to higher levels of performance as outlined in the Individual Education Plans. Students have demonstrated a higher levels of achievement on CMT/CAPT and on local measures of learning. The inclusive professional development program focused discussion on developing strategies and initiatives to expand a collaborative model of service for students with autism and other special needs. Specialized training and additional opportunities were provided for paraprofessionals to enhance their ability to support the full implementation of initiatives and tiered interventions. The pre-school program continued to implement the early literacy program involving parents as partners. At all grade levels, the integration and effective use of technology supported instruction and contributed to the increase in academic performance of special needs and at-risk students. The implementation of the SAT process and developmental guidance programs contributed significantly to improved academic performance. At the high school level, transition planning to prepare students for the 21st Century allowed us to engage the business community in meaningful partnerships. The Best Buddies program continued to grow. Efforts to achieve the district goal of increased parental involvement were targeted at every level. Parent organizations supported programs in each school. Throughout the year, parents of pre-school children were involved in workshops about the Connecticut state benchmarks for pre-school, workshops on literacy, autism, behavior management, and transitional planning. There was a critical Parent advisory group at each school level as well as Parent Teacher Organizations in the elementary and middle schools. Parents participated in annual open house/academic nights, and collaborative conferences, and in discussions about school goals, learning expectations, and school improvement efforts. The district continues to use electronic communication systems to further the goal of increased parent participation and communication. District and school administrators communicated regularly with parents via the website, community forums, visioning days, school newsletters, and other informational mailings. A district brochure describing each school and its programs, and the district Ed-lines publication shared school district news and events to the broader community. Newly acquired video equipment will also enable the school to broadcast events in the broader community in cooperation with the Granby Cable television (GCTV). Additional technology was introduced in each school. Training sessions, supported by local and state grant funding, engaged students, teachers, administrators and parents in honing their skills in the use of new and emerging technology. Teachers participated in advanced training in Curriculum Integration through Technology, expanded their use of technology utilizing SMART boards with document cameras, mobile computer labs, SENTEOS, ALPHASMARTS, iPads, and a variety of new software and learning tools such as wikis, blogs, prezis, and tweets. The East Granby community continued a major construction and renovation project at the two elementary schools, to better support the implementation of a rigorous comprehensive curriculum that will ensure that elementary students will acquire, practice, and demonstrate 21st century knowledge and skills.

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