

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

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Location: 15b North Granby Road
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.

COMMUNITY DATA

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

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2008	2,270
5-Year Enrollment Change	3.1%

DISTRICT GRADE RANGE

Grade Range	K-12
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INDICATORS OF EDUCATIONAL NEED

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

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

SCHOOL DISTRICT DIVERSITY

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

Percent of Minority Professional Staff: 1.6%

Open Choice: 75 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 1.0% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 13.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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

Granby continues to address racial, ethnic and economic isolation through district curriculum and through opportunities for students to participate in a variety of inter-district initiatives. Granby has participated in OPEN Choice (formerly Project Concern) since its inception and has the highest percentage of Open Choice students in the state (3.4%). Twenty-nine Hartford students attended the Granby Memorial Middle and High Schools during the 2008-09 school year. Twenty-one students attended the F.M. Kearns Primary School including nine kindergarten students who attended a full-day program supported by the Early Beginnings Program. CHOICE participation continues to be expanded in the intermediate schools; twenty-four students now attend the Wells Road and Kelly Lane Intermediate Schools. Extra curricular and co-curricular activities such as band and chorus have been creatively scheduled to ensure participation for the students in the Open Choice Program. A District Outreach Coordinator and CHOICE Intervention Specialist at the primary and secondary schools help to support the program. Twenty students attended the Greater Hartford Academy of the Arts and Greater Hartford Academy of Math and Science with tuition support. Eight students attended Host Magnet Schools: Hartford Magnet Middle School, University High School for Science and Engineering, Sports and Medical Sciences Magnet School, Breakthrough Academy, Kinsella Magnet School, and Big Picture High School. Eleven high school students also participated in career based programs offered by Asnuntuck Community College. Twelve years ago a partnership was formed between the Granby and Hartford Public Schools and the Holcomb Farm Learning Centers. Link and Learn has expanded to include over 350 students in grades K-6. Students meet face-to-face during the summer and during the school year to engage in scientific exploration within the theme of the environments of town, farm and city. Granby is also partnered with Bloomfield High School through the Vanguard Schools Program. Granby students also participate in other interdistrict enrichment programs. Granby schools are committed to international trips and student exchange programs with countries such as Japan and France. The introduction of Mandarin Chinese as a language is enhanced by relationships with two Sister Schools in the Shandong Province. Teachers and students benefit from participating in a variety of diversity workshops and experiences.

The Granby school system has a growing reputation for excellence. The Hartford Magazine and Connecticut Magazine have consistently recognized the school district's performance in its small town category. The June 2009 edition of Hartford Magazine recognized the high school as one of the top six high schools in the greater Hartford area.

STUDENT PERFORMANCE

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

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

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

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

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

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

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

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

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

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	43.5	36.2	67.9

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

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

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

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	82.8	84.1
% Employed (Civilian Employment and in Armed Services)	17.2	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

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

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

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

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

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

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

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.5	3.4	3.3
Middle School	2.7	2.5	2.6
High School	2.4	2.9	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$14,887	\$6,397	\$7,521	\$7,233	\$7,522
Instructional Supplies and Equipment	\$924	\$397	\$267	\$245	\$271
Improvement of Instruction and Educational Media Services	\$825	\$355	\$461	\$461	\$446
Student Support Services	\$1,909	\$820	\$808	\$862	\$806
Administration and Support Services	\$2,602	\$1,118	\$1,351	\$1,342	\$1,369
Plant Operation and Maintenance	\$3,118	\$1,340	\$1,382	\$1,386	\$1,377
Transportation	\$1,091	\$544	\$649	\$575	\$644
Costs for Students Tuitioned Out	\$659	N/A	N/A	N/A	N/A
Other	\$582	\$250	\$152	\$164	\$151
Total	\$26,597	\$11,270	\$12,869	\$12,531	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,422	\$1,471	\$1,791	\$1,180	\$1,759

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

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	74.5	22.0	1.5	2.0
Excluding School Construction	73.2	22.8	1.7	2.3

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Granby Board of Education is committed to allocating an equitable level of material and financial resources among district schools. As part of the long-range fiscal plan for large capital projects, small capital expenditures and operating budgets within the Town of Granby, the Board of Finance, Board of Selectmen, and Board of Education generally enter into a Statement of Commitment. This Statement of Commitment establishes a maximum increase for the operating budget. The Administrative Team develops a budget proposal within these parameters. Distribution of funds within the budget is driven primarily by enrollment needs. Board of Education class size guidelines are used to determine the number of additional teachers and support personnel required in each building. This data is also used to determine the level of funding for instructional support such as instructional supplies. Decisions about new programs and textbooks are made as part of a curriculum review cycle. The development of the annual budget also includes an examination of student assessment results, program evaluations, and accreditation recommendations. All administrators are actively engaged in the budget development and presentation process.

SPECIAL EDUCATION

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

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

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

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

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

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

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

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

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	24.7
	% With Accommodations	75.3
CAPT	% Without Accommodations	37.5
	% With Accommodations	62.5
% Assessed Using Skills Checklist		5.3

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

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

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	3	1.6
Private Schools or Other Settings	9	4.9

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	153	83.6	75.9	72.7
40.1 to 79.0 Percent of Time	26	14.2	17.2	16.1
0.0 to 40.0 Percent of Time	4	2.2	6.9	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

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

The district is committed to the structures and culture of professional learning communities (PLC) as its process for district improvement. Time has been allocated during the school day for teachers to work collaboratively on improvement initiatives. All teachers received training in the work of professional learning communities. Principals provide PLC leadership for their buildings. Special education focused on improving inclusion efforts by expanding team-teaching and a Response to Intervention model of support for all students. The department also worked to improve staff use of technology through instructional software and consultative support.

The district continues to implement a K-12 administrative classroom walkthroughs to study instructional practices across schools and grade levels. The focus for this year is developing administrators and teachers' understanding of what constitutes good instruction. The district is characterized by student and adult learning practices. Twenty teachers participated in a new year-long Teachers Leadership Academy.

The new vision for the district is that every student educated in the Granby Public Schools will graduate on time, prepared for 21st Century citizenship. 21st Citizenship and character education are woven into the fabric of our schools. Programs that support citizenship include advisor/advisee groups, adventure clubs, responsive classroom activities, and a rich variety of community service opportunities many of which this year directly supported cancer research. The district is beginning the work of defining 21st Century mission, curriculum, assessments, tools and teaching.

Parents are actively engaged in the planning and improvement of school programs through serving on Parent Advisory Councils, Leadership Council, Superintendent Forums, volunteering in schools and classrooms, and attending parent workshops and informational events. The Board successfully adopted the recommendations of a community World Language Study Group to implement World Languages into the elementary curriculum.

The community has developed a blueprint of priorities that will provide direction for the school system over the next five years. The three strategic initiatives that will frame the work are: (a) the focus on student learning; (b) the implementation of professional learning communities within the schools; and, (c) the promotion of fiscal accountability and community involvement.

A new football program (fully parent-funded) was a huge success. Use of the local community television station, standards-based report cards, and an interactive website that utilizes teacher websites, on-line grades, blogs and community forums have helped to increase school-parent communication.
