

**STRATEGIC SCHOOL PROFILE 2007-08****Granby School District**

GWEN E. VAN DORP, Superintendent  
Telephone: (860) 844-5250

Location: 15B North Granby Road  
Granby,  
Connecticut

Website: [www.granby.k12.ct.us](http://www.granby.k12.ct.us)

---

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).

---

**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: 95.8%

\*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.

---

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, 2007	2,324
5-Year Enrollment Change	7.3%

**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	104	4.5	5.3	28.7
K-12 Students Who Are Not Fluent in English	3	0.1	2.2	5.4
Students Identified as Gifted and/or Talented*	113	4.9	6.2	4.0
PK-12 Students Receiving Special Education Services in District	196	8.4	10.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	143	96.6	91.3	79.2
Homeless	5	0.2	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	53	23.7	15.5	20.2

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

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	8	0.3
Asian American	26	1.1
Black	100	4.3
Hispanic	46	2.0
White	2,144	92.3
Total Minority	180	7.7

**Percent of Minority Professional Staff:** 1.5%

**Open Choice:** 71 students 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:** 0.8% 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 11.

---

### 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. Twenty-nine Hartford students attended the Granby Memorial Middle and High Schools during the 2007-08 school year. Twenty-two 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-three students now attend the Wells Road and Kelly Lane Intermediate Schools. Extra curricular 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. Sixteen students attended the Greater Hartford Academy of the Arts and Greater Hartford Academy of Math and Science with tuition support. Ten students attended Host Magnet Schools: Hartford Magnet Middle School, University High School for Science and Engineering, Sports and Medical Sciences Magnet School, and Big Picture High School. Ten high school students also participated in career based programs offered by Asnuntuck Community College. Eleven 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 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 and courses at Asnuntuck Community College. Teachers and students benefit from participating in a variety of diversity workshops and experiences.

---

## 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	75.2	52.0	86.5
Writing	79.6	63.4	76.7
Mathematics	84.1	60.0	92.6
Grade 4 Reading	75.8	55.9	83.5
Writing	79.3	62.9	78.0
Mathematics	78.8	60.3	79.2
Grade 5 Reading	77.2	62.2	72.2
Writing	87.7	64.5	94.4
Mathematics	85.8	65.9	86.4
Science	82.7	54.9	90.7
Grade 6 Reading	87.2	66.3	89.3
Writing	84.0	61.9	91.1
Mathematics	93.0	66.4	98.8
Grade 7 Reading	93.5	71.1	97.4
Writing	87.6	62.0	94.8
Mathematics	93.5	63.0	98.1
Grade 8 Reading	89.1	64.8	92.5
Writing	91.3	63.4	95.0
Mathematics	91.8	60.8	100.0
Science	90.2	58.6	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](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 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	66.9	45.5	77.7
Writing Across the Disciplines	71.8	57.9	64.6
Mathematics	75.1	50.1	86.2
Science	73.5	46.3	87.7

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
	41.0	36.1	62.0

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		92.0	77.6	
Average Score	Mathematics	553	504	86.9
	Critical Reading	550	502	89.2
	Writing	546	503	88.5

**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 2007	98.7	92.6	80.8
Cumulative Four-Year Dropout Rate for Class of 2007	1.3	6.2	77.4
2006-07 Annual Dropout Rate for Grade 9 through 12	0.1	1.7	93.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.0	83.4
% Employed (Civilian Employment and in Armed Services)	12.0	12.3

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	136.90
Paraprofessional Instructional Assistants	22.35
Special Education	
Teachers and Instructors	17.40
Paraprofessional Instructional Assistants	42.69
Library/Media Specialists and Assistants	7.71
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	8.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	7.50
Counselors, Social Workers, and School Psychologists	12.00
School Nurses	5.50
Other Staff Providing Non-Instructional Services and Support	97.55

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	13.7	13.6	13.6
% with Master's Degree or Above	74.2	82.7	75.6

Average Class Size	District	DRG	State
Grade K	18.4	18.3	18.1
Grade 2	20.4	19.8	19.3
Grade 5	20.1	22.3	20.9
Grade 7	23.8	21.2	20.5
High School	20.2	19.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	984	988	987
Middle School	1,033	1,022	1,017
High School	998	977	1,006

\*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*	3.7	3.6	3.4
Middle School	3.5	2.7	2.7
High School	2.5	3.2	2.7

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$14,093	\$6,187	\$7,153	\$6,939	\$7,159
Instructional Supplies and Equipment	\$1,190	\$522	\$262	\$237	\$266
Improvement of Instruction and Educational Media Services	\$785	\$344	\$443	\$491	\$429
Student Support Services	\$1,340	\$588	\$764	\$803	\$761
Administration and Support Services	\$2,548	\$1,118	\$1,256	\$1,217	\$1,271
Plant Operation and Maintenance	\$2,795	\$1,227	\$1,329	\$1,365	\$1,322
Transportation	\$1,056	\$500	\$605	\$537	\$601
Costs for Students Tuitioned Out	\$622	N/A	N/A	N/A	N/A
Other	\$529	\$232	\$147	\$159	\$145
<b>Total</b>	<b>\$24,958</b>	<b>\$10,693</b>	<b>\$12,203</b>	<b>\$11,984</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$4,357	\$1,913	\$1,875	\$1,397	\$1,882

Special Education Expenditures	
Total Expenditures	\$4,003,580
Percent of Total PK-12 Expenditures Used for Special Education	16.0%

**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	72.3	24.4	1.4	1.9
Excluding School Construction	77.0	19.1	1.7	2.2

---

**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, 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	197
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.6%

---

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	0.9	0.7
Learning Disability	84	3.7	3.5	4.0
Intellectual Disability	9	0.4	0.3	0.5
Emotional Disturbance	9	0.4	0.6	1.0
Speech Impairment	32	1.4	2.2	2.4
Other Health Impairment*	35	1.5	2.2	2.1
Other Disabilities**	15	0.7	0.6	0.9
Total	197	8.6	10.4	11.5

\*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 2006-07 with a Standard Diploma	81.8	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	0.0	2.8

## 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	41.3	20.4	83.2	62.1
	Writing	52.2	19.3	84.9	63.0
	Mathematics	47.8	22.6	87.9	62.7
	Science	44.4	22.2	86.7	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	66.9	45.5
	Writing Across the Disciplines	N/A	N/A	71.8	57.9
	Mathematics	N/A	N/A	75.1	50.1
	Science	N/A	N/A	73.5	46.3

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	24.0
	% With Accommodations	76.0
CAPT	% Without Accommodations	6.2
	% With Accommodations	93.8
% Assessed Using Skills Checklist		3.6

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	0.5
Private Schools or Other Settings	6	3.0

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	155	78.7	75.0	71.6
40.1 to 79.0 Percent of Time	37	18.8	17.7	16.6
0.0 to 40.0 Percent of Time	5	2.5	7.3	11.8

---

**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 and reading in the content areas continue to be a focus in all grades, particularly at the middle and high schools. The middle school has targeted writing as the primary focus of their school improvement efforts. Time has been allocated during the school day for teachers to work collaboratively on improvement initiatives. The high school completed its sixth year of implementing the Professional Learning Community model of school improvement. The district has just begun to embrace the Professional Learning Community model across all schools. 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 implemented K-12 administrative classroom walkthroughs to study instructional practices across schools and grade levels. The focus for this year will be on student learning practices in the classroom. The district also formed an International Education Study Group of parents, teachers, students and administrators that developed recommendations for 21st Century skills, the expansion of world languages into the elementary schools and international partnerships.

Parents are actively engaged in the planning and improvement of school programs through serving on Parent Advisory Councils, Leadership Councils, Booster Clubs, volunteering in schools and classrooms, and attending parent workshops and informational events. The middle school increased parent involvement through hosting two parent visitation days and a Grandparents' Day. The parent Football Booster Club was able to successfully petition and work with the Board of Education to adopt a self-funded football program. Standards-based report cards and the utilization of on-line access to grades have helped to increase school-parent communication.

---