

STRATEGIC SCHOOL PROFILE 2009-10**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.

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: 94.8%

*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): 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.

STUDENT ENROLLMENT

Enrollment on October 1, 2009

904

5-Year Enrollment Change

1.8%

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	17	1.9	13.4	32.6
K-12 Students Who Are Not Fluent in English	10	1.1	2.3	5.4
Students Identified as Gifted and/or Talented*	13	1.4	4.8	4.1
PK-12 Students Receiving Special Education Services in District	98	10.8	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	43	75.4	85.6	80.5
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	17	13.3	15.5	13.6

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.7
Asian American	32	3.5
Black	48	5.3
Hispanic	32	3.5
White	786	86.9
Total Minority	118	13.1

Percent of Minority Professional Staff: 2.3%

Open Choice:

29 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:

4.9% 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 12.

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.

In 2009-2010, the East Granby Public Schools provided a variety of opportunities and experiences to reduce racial, ethnic, and economic isolation. Students participated in inter-district initiatives and programs, curricular units of study that emphasize history and multi-cultural themes and perspectives, and participation in co- and extra-curricular activities. Schools continued the Responsive Classroom model, and expanded Differentiated Instruction approaches to better meet the needs of diverse learners. Students also participated in the inter-district Kids-N-Critters program, the ESTEEM program, and the Greater Hartford Academy of Performing Arts. Elementary schools' staff and students continued a collaborative effort with Windsor and Hartford. East Granby students also participated in the Agri-Science program in Bloomfield, and other opportunities such as the Hartford-East Granby Holcomb Farm project supported by an Inter-district grant. 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 annually attend and participate 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 "Challenge" and "College Now" program, learning and interacting within the diverse learning environment at the colleges and universities. In 2009-2010, there were 29 OPEN CHOICE students enrolled in the district. East Granby High School is annually involved in programs and student trips abroad. In 2009-2010, high school students visited Quebec, Canada, and Paris, France. Elementary students participated in a technology-based pen-pal program with students in Hartford, and Portugal. East Granby students engaged in philanthropic activities to support families in Hartford, and contributed to Shriners Hospital's "Tabs for Kids." East Granby Creative Arts Council also annually sponsors assembly programs and activities to enhance the diverse learning experiences of our students.

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	62.2	57.0	41.1
Writing	73.2	58.3	76.1
Mathematics	73.2	62.4	58.3
Grade 4 Reading	73.3	59.9	62.9
Writing	74.7	63.6	58.1
Mathematics	78.7	67.0	64.8
Grade 5 Reading	63.1	61.8	35.8
Writing	79.1	68.2	60.8
Mathematics	80.0	72.4	53.0
Science	71.6	59.4	51.8
Grade 6 Reading	90.5	74.9	82.8
Writing	64.0	65.9	31.1
Mathematics	89.3	70.7	83.4
Grade 7 Reading	92.4	77.4	81.8
Writing	73.5	61.2	59.7
Mathematics	83.6	68.5	67.5
Grade 8 Reading	87.5	73.3	74.5
Writing	83.8	62.6	84.7
Mathematics	88.9	67.3	89.2
Science	78.4	62.8	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.

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 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	67.2	45.9	78.8
Writing Across the Disciplines	81.4	59.6	83.5
Mathematics	67.8	48.7	75.0
Science	51.7	45.3	50.8

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
	54.8	50.7	58.6

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		78.8	68.5	
Average Score	Mathematics	556	508	86.8
	Critical Reading	515	503	52.7
	Writing	529	506	69.8

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 2009	89.7	91.3	20.0
2008-09 Annual Dropout Rate for Grade 9 through 12	3.2	3.0	14.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	96.2	84.5
% Employed (Civilian Employment and in Armed Services)	3.8	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	58.80
Paraprofessional Instructional Assistants	5.00
Special Education	
Teachers and Instructors	8.50
Paraprofessional Instructional Assistants	33.00
Library/Media Specialists and/or Assistants	3.80
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	4.65
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	4.80
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	27.15

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	14.4	13.8
% with Master's Degree or Above	77.1	77.1	77.8

Average Class Size	District	DRG	State
Grade K	14.3	17.2	18.5
Grade 2	19.7	18.9	19.7
Grade 5	21.0	20.9	21.1
Grade 7	17.0	20.3	20.8
High School	16.1	19.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	989	985	992
Middle School	1,063	1,025	1,018
High School	1,032	1,000	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*	4.1	3.5	3.2
Middle School	1.8	2.8	2.5
High School	1.8	2.8	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$7,201	\$8,019	\$7,819	\$7,408	\$7,829
Instructional Supplies and Equipment	\$496	\$552	\$274	\$280	\$279
Improvement of Instruction and Educational Media Services	\$663	\$738	\$474	\$389	\$459
Student Support Services	\$658	\$733	\$863	\$800	\$859
Administration and Support Services	\$1,569	\$1,747	\$1,405	\$1,309	\$1,426
Plant Operation and Maintenance	\$1,431	\$1,593	\$1,469	\$1,377	\$1,462
Transportation	\$537	\$581	\$701	\$641	\$694
Costs for Students Tuitioned Out	\$374	N/A	N/A	N/A	N/A
Other	\$190	\$212	\$163	\$169	\$162
Total	\$13,119	\$14,370	\$13,458	\$12,685	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$478	\$532	\$1,864	\$1,136	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,372,042	18.1	20.9	20.7

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	86.8	11.9	1.3	0.0
Excluding School Construction	86.5	12.1	1.3	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 929 students, K-12, in four administratively and programmatically distinct schools. Each school is supported by an operating budget with grants providing additional fiscal resources that met funding requirements at a level to sustain educational programs. Despite the challenges of current economic times, the community supported and approved a \$13,050,000 budget which represented a 2.06% increase for school year, 2009-2010. Non-recurring capital fund appropriations were also approved to address school facility infrastructure, technology, and furniture. The community also voted to approve the elementary school construction and renovation project that will improve the elementary school facilities in East Granby. Decisions regarding allocation of district resources emanate from discussions at the school and leadership level, that identify district initiatives to impact improved student performance. The operating budget allocations are based upon building level needs with input from faculty and administration. The district budget is developed by the Superintendent using a collaborative model, and then amended and approved by the Board of Education. Decisions are influenced by factors such as projected enrollment, assessment results, school program, new district and school level initiatives, ongoing need for consumables, school accreditation requirements, curriculum revision, age of materials, and the needs of school facilities.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	100
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.9%

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	7	0.8	1.1	1.0
Learning Disability	43	4.7	3.4	3.9
Intellectual Disability	3	0.3	0.4	0.5
Emotional Disturbance	5	0.5	0.9	1.0
Speech Impairment	24	2.6	2.4	2.2
Other Health Impairment*	15	1.6	2.2	2.1
Other Disabilities**	3	0.3	0.9	0.9
Total	100	10.9	11.4	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 2008-09 with a Standard Diploma	100.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	3.1	4.1

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	44.7	31.6	78.2	67.5
	Writing	25.5	19.6	74.3	63.3
	Mathematics	37.5	32.9	82.2	68.1
	Science	17.6	23.7	75.2	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	67.2	45.9
	Writing Across the Disciplines	N/A	N/A	81.4	59.6
	Mathematics	N/A	N/A	67.8	48.7
	Science	N/A	N/A	51.7	45.3

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	21.3
	% With Accommodations	78.7
CAPT	% Without Accommodations	33.3
	% With Accommodations	66.7
% Assessed Using Skills Checklist		2.9

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	1.0
Private Schools or Other Settings	5	5.0

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	97	97.0	76.7	73.4
40.1 to 79.0 Percent of Time	0	0.0	13.8	15.3
0.0 to 40.0 Percent of Time	3	3.0	9.5	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

In 2009-2010, the East Granby Public Schools placed district-wide emphasis on technology integration and application, improvement of instructional pedagogy and assessment performance, strategic interventions to increase student performance, and increase parent involvement. The district identified a universal screener and made arrangements for training. Data collection and analysis results from existing assessments informed the improvement process and allowed teachers at each grade level to identify specific objectives and establish performance expectations. Critical support was provided to propel implementation of classroom interventions, provide advanced training with a literacy consultant, and engage teachers in additional training in the interaction of technology. In the area 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. The inclusive professional development program focused discussions 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 the elementary levels, literacy initiatives were adjusted and enhanced using data indicating early identification. Specialized reading and math interventions were implemented. At the middle and high school levels, the training initiative addressing Differentiated Instruction and focused interventions continued at advanced levels, and more programs were developed to involve at-risk students in a hands-on interactive model in an integrated curriculum. Efforts to achieve the district goal of increased parental involvement were targeted at every level. 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 a Parent Teacher Organization in the elementary and middle schools. Parents participated in annual open house/academic nights, collaborative conferences, and gave constructive input in discussions about school goals, and school improvement efforts. Parent Booster organizations supported the academic, co- and extra-curricular programs. EDLINE, a mass communication system implemented district wide as a tool to further the goal of increased parent participation and communication was enhanced. In 2010-2011, parents took advantage of the opportunity to access a broad range of information, and were able to monitor their child's academic progress and communication with teachers via email. Additional technology was introduced in each school. Training sessions, supported by local and state grant funding, engaged students, teachers, administrators and parents. Teachers expanded their use of technology utilizing SMART boards, mobile computer labs, SENTEOS, ALPHASMARTS, and a variety of new software. District and school administrators communicated regularly with parents via the website, school newsletters, and other informational mailings. A district brochure describing each school, and the district Ed-Lines publication shared school district news and events to the broader community. Last year, the East Granby community voted to finance a major construction and renovation project at the elementary schools, setting the stage for learning in facilities that support the implementation of a rigorous comprehensive curriculum that will ensure that students have meaningful opportunities to acquire and demonstrate 21st century knowledge and skills.
