

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

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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

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: 93.9%

*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, 2010

889

5-Year Enrollment Change

0.1%

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	3.5	13.8	34.1
K-12 Students Who Are Not Fluent in English	5	0.6	2.3	5.6
Students Identified as Gifted and/or Talented*	9	1.0	4.8	4.0
PK-12 Students Receiving Special Education Services in District	87	9.8	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	44	81.5	85.1	80.2
Homeless	1	0.1	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	32	21.2	17.2	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	3	0.3
Asian American	27	3.0
Black	52	5.8
Hispanic	44	4.9
Pacific Islander	0	0.0
White	747	84.0
Two or more races	16	1.8
Total Minority	142	16.0

Percent of Minority Professional Staff: 2.2%

Open Choice:

33 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:

4.6% 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 2010-2011, 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 emphasized 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. The CREC consortium supported East Granby's efforts to provide services to our English Language Learner population. High school students 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 "Challenge" and "College Now" program, learning and interacting within the diverse learning environment at local colleges and universities. In 2010-2011, there were 33 OPEN CHOICE students enrolled in the four district schools. East Granby High School is annually involved in programs and student trips abroad. In 2010-2011, high school students visited Quebec, Canada. 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, contributed to Shriners Hospital's Tab for Kids and raised more than \$2,000 to provide winter clothing for children in urban Springfield, MA. The school also sponsored assembly programs and activities to address diversity issues, school climate, and enhance the 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	<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 www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	81.1	58.4	92.5	
Writing	83.3	61.1	93.2	
Mathematics	81.5	63.0	82.6	
Grade 4 Reading	70.7	62.5	51.5	
Writing	75.0	65.5	54.9	
Mathematics	76.0	67.0	56.1	
Grade 5 Reading	81.2	61.4	83.4	
Writing	81.4	66.8	69.9	
Mathematics	92.8	72.5	93.3	
Science	85.7	59.9	92.0	
Grade 6 Reading	78.3	76.0	36.9	
Writing	69.4	65.2	48.2	
Mathematics	81.7	71.3	58.9	
Grade 7 Reading	88.8	77.8	66.9	
Writing	65.4	58.9	51.3	
Mathematics	87.3	68.4	82.1	
Grade 8 Reading	92.4	74.7	88.5	
Writing	86.6	64.8	80.9	
Mathematics	90.9	66.6	91.1	
Science	85.1	63.1	80.9	

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 www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	51.5	44.7	49.2	
Writing Across the Disciplines	77.3	61.2	69.2	
Mathematics	72.7	49.5	85.0	
Science	57.6	47.0	56.4	

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
	48.9	51.0	39.7

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		84.8	70.6	
Average Score	Mathematics	538	510	72.5
	Critical Reading	529	505	70.2
	Writing	517	510	54.2

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	90.2	81.8	61.1
2009-10 Annual Dropout Rate for Grade 9 through 12	1.2	2.8	40.3

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	95.7	84.8
% Employed (Civilian Employment and in Armed Services)	4.3	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	61.20
Paraprofessional Instructional Assistants	12.20
Special Education	
Teachers and Instructors	8.70
Paraprofessional Instructional Assistants	31.20
Library/Media Specialists and/or Assistants	3.00
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	5.30
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	29.13

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	73.6	79.0	79.0

Average Class Size	District	DRG	State
Grade K	13.8	17.5	18.4
Grade 2	23.7	19.2	19.9
Grade 5	23.0	21.7	21.2
Grade 7	20.5	20.7	20.6
High School	17.1	19.8	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	989	984	992
Middle School	1,063	1,025	1,017
High School	1,037	1,004	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*	3.8	3.2	3.1
Middle School	1.4	2.5	2.4
High School	1.8	2.6	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	\$7,747	\$8,570	\$8,232	\$7,875	\$8,237
Instructional Supplies and Equipment	\$595	\$658	\$299	\$267	\$300
Improvement of Instruction and Educational Media Services	\$721	\$797	\$477	\$387	\$463
Student Support Services	\$722	\$798	\$875	\$828	\$872
Administration and Support Services	\$1,538	\$1,701	\$1,433	\$1,339	\$1,459
Plant Operation and Maintenance	\$1,453	\$1,608	\$1,421	\$1,322	\$1,410
Transportation	\$555	\$577	\$701	\$641	\$692
Costs for Students Tuitioned Out	\$408	N/A	N/A	N/A	N/A
Other	\$200	\$221	\$161	\$159	\$159
Total	\$13,939	\$14,704	\$13,878	\$13,136	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$692	\$766	\$1,622	\$1,432	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,587,446	18.6	21.7	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	85.8	11.0	3.2	0.0
Excluding School Construction	85.9	10.7	3.3	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 893 students, K-12 in 2010-2011, in four administratively and programmatically distinct schools. Each school is supported by an operating budget with funds 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 \$13,311,000 budget which represented a 2.00% increase for school year 2010-2011. Non-recurring capital fund appropriations were also approved to address school facility infrastructure, technology, and furniture. Funding from the CHOICE Academic and Social Supports grant supported academic tutorial programs as well as after school extra-curricular activities. 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	90
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.9%

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	8	0.9	1.2	1.1
Learning Disability	33	3.6	3.4	3.9
Intellectual Disability	3	0.3	0.4	0.4
Emotional Disturbance	6	0.7	0.9	1.0
Speech Impairment	18	2.0	2.3	2.2
Other Health Impairment*	19	2.1	2.2	2.1
Other Disabilities**	3	0.3	0.9	0.9
Total	90	9.9	11.3	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 2009-10 with a Standard Diploma	85.7	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	40.0	33.0	82.1	68.6
	Writing	28.3	19.3	76.3	63.7
	Mathematics	56.1	33.4	85.1	68.2
	Science	50.0	21.2	85.4	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	51.5	44.7
	Writing Across the Disciplines	N/A	N/A	77.3	61.2
	Mathematics	N/A	N/A	72.7	49.5
	Science	N/A	N/A	57.6	47.0

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	18.4
	% With Accommodations	81.6
CAPT	% Without Accommodations	42.9
	% With Accommodations	57.1
% Assessed Using Skills Checklist		8.9

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	1.1
Private Schools or Other Settings	4	4.4

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	85	94.4	77.0	74.1
40.1 to 79.0 Percent of Time	0	0.0	13.9	14.9
0.0 to 40.0 Percent of Time	5	5.6	9.1	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

In 2010-2011, 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 increased parent involvement. The district continued to implement Measures of Academic Progress (MAP) to monitor student academic progress and to use the data to inform the development of focused intervention strategies following the Scientific Research Based Intervention (SRBI) model. 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 ensure successful implementation of classroom interventions, provide advanced training for teachers and paraprofessionals. Teachers also participate in advanced training in the integration of technology in curriculum implementation. The district also participated in the PBIS initiative. 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. 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 and implementation of reading and math interventions. At the middle and high school 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 Best Buddies program continued to grow. 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 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. Parent Booster organizations supported the academic, co- and extra-curricular programs. School Messenger, a mass communication systems was implemented district wide as a tool to further the goal of increased parent participation and communication. In 2010-2011, parents continued to take advantage of the opportunity to access a broad range of information, continued to monitor their child's academic progress, and communicated 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 in honing their technology. Teachers expanded their use of technology utilizing SMART boards, mobile computer labs, SENTEOS, ALPHASMARTS, document cameras 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. This year, the East Granby community started a major construction and renovation project at the two elementary schools, that when completed will better 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.
