

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

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Location: 33 Turkey Hills Road
East 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: \$30,805
Town Population in 2000: 4,745	Percent of Adults without a High School Diploma in 2000*: 8.1%
1990-2000 Population Growth: 10.3%	Percent of Adults Who Were Not Fluent in English in 2000*: 0.4%
Number of Public Schools: 4	District Enrollment as % of Estimated. Student Population: 94.3%

*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, 2007 911
5-Year Enrollment Change 2.6%

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	10	1.1	10.5	28.7
K-12 Students Who Are Not Fluent in English	7	0.8	2.4	5.4
Students Identified as Gifted and/or Talented*	25	2.7	4.5	4.0
PK-12 Students Receiving Special Education Services in District	111	12.2	10.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	56	96.6	84.1	79.2
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	25	19.7	22.2	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	5	0.5
Asian American	27	3.0
Black	35	3.8
Hispanic	30	3.3
White	814	89.4
Total Minority	97	10.6

Percent of Minority Professional Staff: 2.2%

Open Choice: 15 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: 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 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.

The East Granby Public Schools provided a variety of opportunities and experiences to reduce racial, ethnic, and economic isolation. The opportunities revolved around the school's participation in inter-district initiatives and programs, curricular units of study that emphasize history and multi-cultural themes and perspectives, as well as student participation in co- and extra- curricular activities. Students participated in the River-to-the Sea inter-district program of scientific study, the inter-district PATHWAYS program, the ESTEEM program, and the Greater Hartford Academy of Performing Arts. Elementary schools' staff and students continued a collaborative effort with other communities such as Windsor and Hartford. East Granby students 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 also annually attend cultural programs sponsored by statewide organizations such as the Connecticut Council of Language Teachers and other inter-district programs at the University of Hartford. Several students are also participating in the "College Now" program, and interact within the diverse learning environment on the college campus.

In 2007-2008, there were 18 students from the Project Open CHOICE enrolled in our district. Twenty seven students are expected in 2008-2009. East Granby High School is annually involved in exchange programs and student trips abroad. In 2007-2008, the school district hosted two students from Germany, and elementary students participated in a technology-based pen-pal program with students in Hartford. East Granby students also engaged in philanthropic activities to support families in Hartford, and the countries of Monrovia and Liberia. Students in the elementary and middle grades also maintain an ongoing relationship with community agencies in Hartford.

East Granby schools implemented the Responsive Classroom model, instituted Differentiated Instruction approaches, and literacy interventions to better meet the needs of diverse learners. Other extra-curricular clubs in the upper grades also addressed diversity. East Granby community organizations such as the Creative Arts Council sponsored events and activities to enhance the diverse learning experiences of our students through their participation in school-wide assembly programs during the year.

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	66.7	52.0	68.1
Writing	82.5	63.4	88.3
Mathematics	71.4	60.0	62.6
Grade 4 Reading	63.3	55.9	50.6
Writing	68.4	62.9	47.8
Mathematics	71.3	60.3	58.5
Grade 5 Reading	76.9	62.2	71.0
Writing	71.9	64.5	50.0
Mathematics	73.8	65.9	51.9
Science	73.8	54.9	71.0
Grade 6 Reading	76.0	66.3	56.5
Writing	66.7	61.9	48.2
Mathematics	84.0	66.4	76.8
Grade 7 Reading	88.5	71.1	81.3
Writing	69.6	62.0	51.0
Mathematics	89.9	63.0	95.5
Grade 8 Reading	77.8	64.8	62.9
Writing	77.8	63.4	64.8
Mathematics	79.4	60.8	74.2
Science	76.2	58.6	64.8

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	59.2	45.5	62.3
Writing Across the Disciplines	83.7	57.9	88.5
Mathematics	79.6	50.1	92.3
Science	65.3	46.3	70.0

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
	32.5	36.1	33.7

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		76.7	77.6	
Average Score	Mathematics	561	504	90.8
	Critical Reading	533	502	77.7
	Writing	526	503	74.6

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	96.8	92.6	57.7
Cumulative Four-Year Dropout Rate for Class of 2007	2.8	6.2	56.4
2006-07 Annual Dropout Rate for Grade 9 through 12	1.2	1.7	43.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	86.7	83.4
% Employed (Civilian Employment and in Armed Services)	1.7	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	61.00
Paraprofessional Instructional Assistants	7.72
Special Education	
Teachers and Instructors	8.10
Paraprofessional Instructional Assistants	29.00
Library/Media Specialists and Assistants	3.70
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	5.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	4.30
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	27.49

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	15.2	14.1	13.6
% with Master's Degree or Above	76.7	74.9	75.6

Average Class Size	District	DRG	State
Grade K	14.5	17.4	18.1
Grade 2	17.5	19.1	19.3
Grade 5	20.7	20.6	20.9
Grade 7	19.8	21.0	20.5
High School	17.7	20.2	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	989	987	987
Middle School	1,063	1,023	1,017
High School	1,028	1,001	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*	4.4	3.7	3.4
Middle School	2.3	3.0	2.7
High School	2.3	3.1	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	\$6,527	\$6,995	\$7,153	\$6,689	\$7,159
Instructional Supplies and Equipment	\$253	\$272	\$262	\$257	\$266
Improvement of Instruction and Educational Media Services	\$504	\$540	\$443	\$364	\$429
Student Support Services	\$680	\$729	\$764	\$705	\$761
Administration and Support Services	\$1,538	\$1,649	\$1,256	\$1,201	\$1,271
Plant Operation and Maintenance	\$1,138	\$1,220	\$1,329	\$1,202	\$1,322
Transportation	\$485	\$492	\$605	\$552	\$601
Costs for Students Tuitioned Out	\$396	N/A	N/A	N/A	N/A
Other	\$173	\$185	\$147	\$139	\$145
Total	\$11,693	\$12,335	\$12,203	\$11,370	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$787	\$844	\$1,875	\$1,149	\$1,882

Special Education Expenditures	
Total Expenditures	\$2,230,653
Percent of Total PK-12 Expenditures Used for Special Education	19.1%

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	88.9	9.7	1.2	0.2
Excluding School Construction	89.1	9.4	1.3	0.2

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.

East Granby is a small district of approximately 940 students, in four schools. Each school is administratively and programmatically distinct. Decisions regarding allocation of district resources are based upon building level needs using a process that involves input from building faculty and administration, review by the Superintendent, and finally reviewed and approved by the Board of Education. A per pupil expenditure is assigned to each building, and decisions are influenced by factors such as projected enrollment, school program, new district and school level initiatives, ongoing needs for consumables, school accreditation requirements, assessment results, curriculum revisions, age of materials, and the needs of school facilities.

The East Granby Public Schools budget provided resources that met funding requirements at an appropriate level to sustain educational programs. Despite the challenges of recent economic times, the community supported and approved a \$12,016,000 budget which represented a 7.19% increase for the 2007-2008 school year. The budget for the 2008-2009 school year was set at \$12,738,000. Infrastructure capital appropriations were approved to address school buildings infrastructure, technology, and the elementary school project architectural study in pursuit of the goal of improving the elementary school facilities in East Granby.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	114
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.5%

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	6	0.7	0.8	0.7
Learning Disability	61	6.7	3.3	4.0
Intellectual Disability	5	0.5	0.4	0.5
Emotional Disturbance	5	0.5	0.9	1.0
Speech Impairment	20	2.2	2.5	2.4
Other Health Impairment*	14	1.5	2.2	2.1
Other Disabilities**	3	0.3	0.8	0.9
Total	114	12.5	10.9	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	100.0	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	29.5	20.4	74.9	62.1
	Writing	18.0	19.3	72.3	63.0
	Mathematics	32.3	22.6	78.6	62.7
	Science	40.0	22.2	75.0	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	59.2	45.5
	Writing Across the Disciplines	N/A	N/A	83.7	57.9
	Mathematics	N/A	N/A	79.6	50.1
	Science	N/A	N/A	65.3	46.3

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	12.3
	% With Accommodations	87.7
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		4.2

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	0	0.0
Private Schools or Other Settings	6	5.3

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	105	92.1	73.4	71.6
40.1 to 79.0 Percent of Time	3	2.6	16.6	16.6
0.0 to 40.0 Percent of Time	6	5.3	10.0	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The East Granby Public Schools developed and implemented many initiatives to improve student and school performance. In 2007–2008, there was district-wide emphasis on technology integration and application, improvement of instructional pedagogy, literacy, and increased parent involvement. At the elementary level, administrators and teachers worked on the fourth year of a literacy initiative and documented significant student progress on critical measures of student achievement. The initiatives allowed teachers at each grade level to identify specific objectives based on student performance results and establish academic learning expectations. Reading was emphasized at each grade level and in every content area. Critical staff was added to support implementation of classroom interventions, elementary teachers participated in advanced training with a literacy consultant, and training continued in the Wilson Reading model.

In the area of Special Education, efforts were focused on moving students with disabilities to higher levels of performance as outlined in the Individual Education Plans, and measures such as the C MT and CAPT. An inclusive professional development program focused discussions to develop strategies and initiatives to successfully implement a collaborative model of service for students with autism and other special needs. Specialized training was also provided for paraprofessionals to enhance their ability to support the full implementation of initiatives. The pre-school program forged ahead with its efforts to implement the early literacy program involving parents as partners. At the elementary levels, literacy initiatives continued to be developed with data indicating early identification and implementation of specialized reading and math interventions. At the middle and high school levels, the training initiative addressing Differentiated Instruction continued at advanced levels, and more programs were developed to involve at-risk students in a hands-on interactive model integrating the curriculum within community, college and employment settings.

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. A strong collaborative model was established with area community pre-school service providers and the Family Resource Center. The district also sponsored 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 Organizations in the elementary and middle schools. Parents gave constructive input in discussions about school goals, and identification of school improvement efforts. Active Parent Booster organizations supported the academic, co- and extra-curricular programs.

Edline was successfully implemented district wide as a tool to further the goal of increased parent participation and communication. Additional technology was introduced in each school and 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. The district thus achieved its goal of expanded technology integration.

Parents also served in the schools as volunteers and chaperones. District and school administrators communicate regularly with parents via school newsletters and other informational mailings. A school district brochure describes each school, and parents attend and participate in annual open house/academic nights, and collaborative conferences. Parents also access electronic communication through the school district website. In 2007 – 2008, parents will be able to access a broader range of information via EDLINE, and will be able to monitor their child's academic progress.
