

STRATEGIC SCHOOL PROFILE 2008-09**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: 94.9% |

*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, 2008 | 898 |
| 5-Year Enrollment Change | 2.2% |

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 | 11 | 1.2 | 11.7 | 30.3 |
| K-12 Students Who Are Not Fluent in English | 6 | 0.7 | 2.3 | 5.2 |
| Students Identified as Gifted and/or Talented* | 21 | 2.3 | 4.9 | 4.0 |
| PK-12 Students Receiving Special Education Services in District | 101 | 11.2 | 11.2 | 11.4 |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 53 | 84.1 | 85.8 | 79.7 |
| Homeless | 0 | 0.0 | 0.1 | 0.2 |
| Juniors and Seniors Working 16 or More Hours Per Week | 20 | 17.9 | 22.8 | 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 | 6 | 0.7 |
| Asian American | 33 | 3.7 |
| Black | 41 | 4.6 |
| Hispanic | 23 | 2.6 |
| White | 795 | 88.5 |
| Total Minority | 103 | 11.5 |

Percent of Minority Professional Staff: 2.3%

Open Choice: 23 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: 4.2% 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.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The East Granby Public Schools provided a variety of opportunities and experiences to reduce racial, ethnic, and economic isolation. The opportunities revolved around the participation in inter-district initiatives and programs, implementation of curricular units of study that emphasize history and multi-cultural themes and perspectives, and student participation in co- and extra- curricular activities. All East Granby personnel and students participated in workshops presented by the Anti Defamation League. Schools implemented the Responsive Classroom model, and expanded Differentiated Instruction approaches to better meet the needs of diverse learners. Students participated in the Rivers-to-the Sea inter-district program of scientific study, 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. 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.

In 2008-2009, there were 26 OPEN CHOICE students enrolled in the district. East Granby High School is annually involved in programs and student trips abroad. In 2008-2009, high school students visited Quebec, Canada, and 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 Tab For Kids. East Granby Creative Arts Council also sponsored assembly programs and activities to enhance the diverse learning experiences of our students.

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 | 73.6 | 54.6 | 78.6 |
| Writing | 79.2 | 62.5 | 78.6 |
| Mathematics | 77.8 | 62.8 | 69.8 |
| Grade 4 Reading | 74.6 | 60.7 | 68.7 |
| Writing | 81.2 | 64.2 | 83.6 |
| Mathematics | 73.0 | 63.6 | 59.1 |
| Grade 5 Reading | 71.6 | 66.0 | 45.3 |
| Writing | 63.4 | 66.5 | 28.4 |
| Mathematics | 76.5 | 68.8 | 55.6 |
| Science | 67.1 | 58.1 | 45.1 |
| Grade 6 Reading | 82.1 | 68.9 | 62.6 |
| Writing | 55.9 | 62.2 | 25.2 |
| Mathematics | 77.3 | 68.8 | 51.5 |
| Grade 7 Reading | 87.5 | 74.9 | 73.2 |
| Writing | 68.5 | 62.9 | 47.8 |
| Mathematics | 84.9 | 66.0 | 80.9 |
| Grade 8 Reading | 82.2 | 68.4 | 66.5 |
| Writing | 83.8 | 66.5 | 78.7 |
| Mathematics | 86.5 | 64.5 | 83.9 |
| Science | 91.9 | 60.6 | 98.7 |

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 | 57.3 | 47.4 | 59.8 |
| Writing Across the Disciplines | 76.1 | 55.0 | 81.7 |
| Mathematics | 64.8 | 47.8 | 70.2 |
| Science | 51.7 | 42.8 | 58.8 |

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 |
|--|----------|-------|---|
| | 30.2 | 36.2 | 31.1 |

| SAT® I: Reasoning Test Class of 2008 | | District | State | % of Districts in State with Equal or Lower Scores |
|---|------------------|----------|-------|--|
| % of Graduates Tested | | 81.3 | 74.5 | |
| Average Score | Mathematics | 562 | 507 | 89.1 |
| | Critical Reading | 534 | 503 | 79.8 |
| | Writing | 523 | 506 | 65.9 |

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 | 97.0 | 92.1 | 70.2 |
| Cumulative Four-Year Dropout Rate for Class of 2008 | 2.7 | 6.6 | 65.7 |
| 2007-08 Annual Dropout Rate for Grade 9 through 12 | 0.8 | 2.5 | 63.5 |

| Activities of Graduates | District | State |
|--|----------|-------|
| % Pursuing Higher Education (Degree and Non-Degree Programs) | 87.5 | 84.1 |
| % Employed (Civilian Employment and in Armed Services) | 12.5 | 11.0 |

RESOURCES AND EXPENDITURES

DISTRICT STAFF

| Full-Time Equivalent Count of District Staff | |
|---|-------|
| General Education | |
| Teachers and Instructors | 59.40 |
| Paraprofessional Instructional Assistants | 4.40 |
| Special Education | |
| Teachers and Instructors | 8.50 |
| Paraprofessional Instructional Assistants | 31.30 |
| 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 | 4.30 |
| School Nurses | 3.00 |
| Other Staff Providing Non-Instructional Services and Support | 28.45 |

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 | 15.9 | 14.1 | 13.6 |
| % with Master's Degree or Above | 77.5 | 75.1 | 76.1 |

| Average Class Size | District | DRG | State |
|--------------------|----------|------|-------|
| Grade K | 15.8 | 17.5 | 18.3 |
| Grade 2 | 19.5 | 19.0 | 19.3 |
| Grade 5 | 20.0 | 20.9 | 21.0 |
| Grade 7 | 18.5 | 20.7 | 20.5 |
| High School | 16.4 | 20.0 | 19.3 |

| Hours of Instruction Per Year* | Dist | DRG | State |
|--------------------------------|-------|-------|-------|
| Elementary School | 958 | 986 | 988 |
| Middle School | 1,063 | 1,026 | 1,016 |
| High School | 1,099 | 1,008 | 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* | 5.8 | 3.7 | 3.3 |
| Middle School | 1.7 | 3.0 | 2.6 |
| High School | 2.2 | 3.0 | 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 | \$7,219 | \$7,924 | \$7,521 | \$7,079 | \$7,522 |
| Instructional Supplies and Equipment | \$333 | \$365 | \$267 | \$266 | \$271 |
| Improvement of Instruction and Educational Media Services | \$592 | \$649 | \$461 | \$372 | \$446 |
| Student Support Services | \$607 | \$666 | \$808 | \$754 | \$806 |
| Administration and Support Services | \$1,637 | \$1,797 | \$1,351 | \$1,261 | \$1,369 |
| Plant Operation and Maintenance | \$1,176 | \$1,291 | \$1,382 | \$1,261 | \$1,377 |
| Transportation | \$507 | \$530 | \$649 | \$590 | \$644 |
| Costs for Students Tuitioned Out | \$426 | N/A | N/A | N/A | N/A |
| Other | \$179 | \$196 | \$152 | \$151 | \$151 |
| Total | \$12,675 | \$13,688 | \$12,869 | \$12,042 | \$12,805 |
| Additional Expenditures | | | | | |
| Land, Buildings, and Debt Service | \$685 | \$752 | \$1,791 | \$1,047 | \$1,759 |

| Special Education Expenditures | District Total | Percent of PK-12 Expenditures Used for Special Education | | |
|--------------------------------|----------------|--|------|-------|
| | | District | DRG | State |
| | \$2,277,087 | 18.0 | 20.6 | 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 | 84.8 | 13.7 | 1.3 | 0.2 |
| Excluding School Construction | 84.8 | 13.6 | 1.3 | 0.3 |

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.

Equitable Allocation of Resources Among District Schools

East Granby is a small district of approximately 929 students, K-12, in four schools. Each school is administratively and programmatically distinct. The East Granby Public Schools budget provided 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 \$12,738,000 budget which represented a 6.00% increase for school year, 2008-2009. Non-recurring capital fund appropriations were approved to address school facility infrastructure, technology, and 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 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 collaboratively by the Superintendent, and approved by the BOE. Decisions are influenced by factors such as projected enrollment, school program, new district and school level initiatives, ongoing need for consumables, school accreditation requirements, assessment results, curriculum revisions, 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 | 102 |
| Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities | 11.3% |

| 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 | 1.0 | 0.8 |
| Learning Disability | 53 | 5.9 | 3.3 | 3.9 |
| Intellectual Disability | 3 | 0.3 | 0.4 | 0.5 |
| Emotional Disturbance | 3 | 0.3 | 0.9 | 1.0 |
| Speech Impairment | 17 | 1.9 | 2.5 | 2.3 |
| Other Health Impairment* | 16 | 1.8 | 2.2 | 2.1 |
| Other Disabilities** | 3 | 0.3 | 0.9 | 0.9 |
| Total | 102 | 11.3 | 11.2 | 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 | N/A | 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 | 28.8 | 30.2 | 78.5 | 65.7 |
| | Writing | 15.8 | 19.5 | 71.8 | 64.1 |
| | Mathematics | 37.7 | 30.7 | 79.5 | 65.7 |
| | Science | 50.0 | 23.8 | 78.8 | 59.4 |
| CAPT | Reading Across the Disciplines | N/A | N/A | 57.3 | 47.4 |
| | Writing Across the Disciplines | N/A | N/A | 76.1 | 55.0 |
| | Mathematics | N/A | N/A | 64.8 | 47.8 |
| | Science | N/A | N/A | 51.7 | 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 | 14.3 |
| | % With Accommodations | 85.7 |
| CAPT | % Without Accommodations | 20.0 |
| | % With Accommodations | 80.0 |
| % Assessed Using Skills Checklist | | 5.8 |

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 | 3 | 2.9 |

| 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 | 98 | 96.1 | 75.5 | 72.7 |
| 40.1 to 79.0 Percent of Time | 0 | 0.0 | 15.2 | 16.1 |
| 0.0 to 40.0 Percent of Time | 4 | 3.9 | 9.3 | 11.2 |

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

School District Improvement Plans and Activities

The East Granby Public Schools, in 2008–2009, placed district-wide emphasis on technology integration and application, improvement of instructional pedagogy and student performance, the Response to Intervention (RTI) model, and increased parent involvement. The initiatives and data analysis results 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, elementary teachers participated in advanced training with a literacy consultant, and training continued in the integration of technology.

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. 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 provided for paraprofessionals to enhance their ability to support the full implementation of initiatives. The pre-school program continued its efforts to implement the early literacy program involving parents as partners. At the elementary levels, literacy initiatives continued to be developed using 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.

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. The district 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 participated in annual open house/academic nights, and 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 was successfully implemented district wide as a tool to further the goal of increased parent participation and communication. In 2008 – 2009, parents gained access to a broader range of information via EDLINE, and were able to monitor their child's academic progress. 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 communicate regularly with parents via the website, school newsletters, and other informational mailings. A district brochure describes each school, and the district Ed-lines publication communicates school district news and events to the broader community.

In 2008-2009, the East Granby community pledged continued support and 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.
