

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



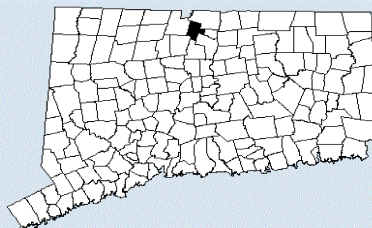
East Granby School District

Dr. Christine Mahoney, Superintendent • 860-653-6486 • www.eastgranby.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	866
Per Pupil Expenditures ¹	\$18,981
Total Expenditures ¹	\$17,595,596

¹Expenditure data reflect the 2015-16 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	430	49.7	48.4
Male	436	50.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	46	5.3	5.1
Black or African American	77	8.9	12.9
Hispanic or Latino	56	6.5	24.0
Pacific Islander	*	*	0.1
Two or More Races	26	3.0	2.9
White	658	76.0	54.8
English Learners	7	0.8	6.8
Eligible for Free or Reduced-Price Meals	123	14.2	35.9
Students with Disabilities ¹	112	12.9	14.3

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ² Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	23	5.4	6	1.4
Male	26	6.1	34	7.7
Black or African American	13	19.4	14	20.3
Hispanic or Latino	*	*	*	*
White	29	4.4	17	2.5
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	24	21.1	21	18.3
Students with Disabilities	11	10.7	10	8.3
District	49	5.8	40	4.6
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 45

Number of school-based arrests: 0

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	71.7
Paraprofessional Instructional Assistants	5.0
Special Education	
Teachers and Instructors	10.6
Paraprofessional Instructional Assistants	36.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	5.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	0.9
Instructional Specialists Who Support Teachers	1.4
Counselors, Social Workers and School Psychologists	6.5
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	27.0

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	2	1.9	3.6
Hispanic or Latino	2	1.9	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	102	96.2	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.7	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	45	95.7	49	92.5
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	8	*
Students with Disabilities	*	*	*	*
District	54	94.7	57	91.9
State		63.6		77.5

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	8	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	43	93.5
Other Health Impairment	17	*
Other Disabilities	0	0
Speech/Language Impairment	9	*
District	85	84.2
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	12	1.4
Emotional Disturbance	8	0.9
Intellectual Disability	*	*
Learning Disability	46	5.2
Other Health Impairment	19	2.1
Other Disabilities	*	*
Speech/Language Impairment	10	1.1
All Disabilities	105	11.9

²Grades K-12

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil
		District (\$) State (\$)
Instructional Staff and Services	9,943,673	11,456 9,663
Instructional Supplies and Equipment	722,910	833 321
Improvement of Instruction and Educational Media Services	958,549	1,104 578
Student Support Services	314,441	362 1,103
Administration and Support Services	1,910,506	2,201 1,861
Plant Operation and Maintenance	1,852,797	2,135 1,637
Transportation	684,447	758 877
Costs of Students Tuitioned Out	1,022,082	N/A N/A
Other	186,191	215 201
Total	17,595,596	18,981 16,236

Additional Expenditures

Land, Buildings, and Debt Service	675,263	778 1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	1,079,934	31.6
Noncertified Personnel	617,171	18.1
Purchased Services	187,872	5.5
Tuition to Other Schools	878,094	25.7
Special Ed. Transportation	262,704	7.7
Other Expenditures	392,445	11.5
Total Expenditures	3,418,220	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	Percent of Total (%)
	Including School Construction	Excluding School Construction
Local	84.6	84.0
State	12.9	13.4
Federal	1.5	1.5
Tuition & Other	1.1	1.1

⁴Revenue 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 Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	*	*
Asian	30	84.6	30	86.0	9	*
Black or African American	44	60.9	43	59.4	16	*
Hispanic or Latino	26	62.6	26	60.5	11	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	14	*	13	*	*	*
White	348	76.9	346	73.1	161	65.5
English Learners	18	*	18	*	*	*
Non-English Learners	444	74.6	440	71.4	200	63.6
Eligible for Free or Reduced-Price Meals	57	62.4	54	57.6	26	51.1
Not Eligible for Free or Reduced-Price Meals	405	76.6	404	73.7	177	65.4
Students with Disabilities	59	56.4	58	53.1	29	52.0
Students without Disabilities	403	77.5	400	74.5	174	65.5
High Needs	116	63.8	112	60.7	50	52.1
Non-High Needs	346	78.5	346	75.4	153	67.3
District	462	74.8	458	71.8	203	63.5

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	87.3	93.3	79.7	84.8	286	86.4
Curl Up	76.1	93.3	87.8	87.9	286	86.4
Push Up	71.8	84.0	68.9	66.7	286	73.1
Mile Run/PACER	76.1	88.0	63.5	45.5	286	68.9
All Tests - District	40.8	72.0	45.9	31.8	286	48.3
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	0	0
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	72	98.6
State		87.4

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.4	46	73.0
Male	98.2	33	58.9
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	99.0	71	71.0
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	*	*
District	98.3	79	66.4
State	96.1		43.5

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	93.5	100.0
Male	77.5	87.0
Black or African American	*	*
Hispanic or Latino	*	*
White	82.1	93.6
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	84.5	94.0
State	72.0	88.5

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.8	75	49.9	50	99.8	67.1
	High Needs Students	63.8	75	42.5	50	85.0	55.9
Math Performance Index	All Students	71.8	75	47.9	50	95.7	62.2
	High Needs Students	60.7	75	40.5	50	80.9	50.5
Science Performance	All Students	63.5	75	42.4	50	84.7	55.3
	High Needs Students	52.1	75	34.8	50	69.5	45.2
ELA Academic Growth	All Students	68.5%	100%	68.5	100	68.5	55.4%
	High Needs Students	63.4%	100%	63.4	100	63.4	49.8%
Math Academic Growth	All Students	62.2%	100%	62.2	100	62.2	61.7%
	High Needs Students	60.0%	100%	60.0	100	60.0	53.7%
Chronic Absenteeism	All Students	5.8%	<=5%	48.5	50	97.0	9.9%
	High Needs Students	14.1%	<=5%	31.7	50	63.4	15.8%
Preparation for CCR	% Taking Courses	93.3%	75%	50.0	50	100.0	70.7%
	% Passing Exams	66.4%	75%	44.3	50	88.5	43.5%
On-track to High School Graduation		94.8%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		98.6%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		84.5%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		94.4% 48.3%	75%	32.2	50	64.3	92.0% 51.6%
Arts Access		54.7%	60%	45.6	50	91.2	50.5%
Accountability Index				1014.2	1250	81.1	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	63.8	11.2	16.7	
Math Performance Index Gap	75.0	60.7	14.3	18.7	
Science Performance Index Gap	67.3	52.1	15.1	16.6	
Graduation Rate Gap	.	.	.	12.0%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.3
	High Needs Students	98.3
Math	All Students	97.5
	High Needs Students	95.0
Science	All Students	99.5
	High Needs Students	98.0

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2016-17

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Narratives

School District Improvement Plans and Parental Outreach Activities

East Granby is a small high performing district with four schools. Each year the schools engage the community in development of a School Improvement Plan that responds to identified student need, school vision, mission, and goals. Our attendance protocol includes supports to ensure regular attendance and participation of students. The district is committed to providing high quality instruction of an accelerated nature, and of sufficient intensity so that each learner will have the opportunity to achieve to a high standard within an inclusive setting. The district's collaborative model includes professional learning opportunities for teachers and paraprofessionals that focus on reading strategies, assistive technology, autism, and workshops to empower parents. Carl Allgrove Elementary School hosted the annual Allgrove/Seymour Art Show that displayed over 1,000 pieces of student artwork and a "Family Math Night" held in the spring. Teachers shared strategy sheets to help parents support their child's learning at home. The SRBI process supported students requiring additional targeted instruction in order to remediate skill areas. The Measures of Academic Progress was administered three times during the year. Fostering student leadership was also addressed as part of the school climate goal. The integration of technology as an instructional tool was emphasized as an essential strategy for enhancing the curriculum, student engagement, independence and learning.

The core curriculum for reading and mathematics at R.D. Seymour Elementary School is Teachers College Reading and Writing and Everyday Math respectively. For interventions, our RTI team used FASTT Math for fact fluency, Pinpoint Math and Everyday Math for math concepts and problem solving. The RTI team implemented the LLI program to provide guided reading interventions as well as Great Leaps for fluency. The School Climate Committee developed a Leadership program to develop student leadership skills.

East Granby Middle School teachers collaborated and aligned lessons to the CT Core and content standards and analyzed data from standardized test scores. Teachers identified instructional strategies that supported teaching for mastery and supported a growth mindset. EGMS supported the partnership with Asnuntuck Community College Manufacturing by offering foundational courses. Social Emotional security was addressed through Second Step lessons. EGMS had social and support groups, and ongoing education about social networking sites. EGMS held evening events, such as Poetry Cafe, Invention Convention, and musical concerts. East Granby High School focused on student achievement and integration of SRBI, mastery based curriculum/instruction/assessment, 21st century digital learning through technology integration, school climate and parent communication.

In the East Granby Public Schools, faculty and staff utilized a variety of methods to communicate with parents. We organized orientation sessions, open houses, parent-teacher conference, new student orientation, faculty meet and greet, and parent advisories. All school related information, updates and documents are available on the school and district websites. Parental outreach is achieved through a dedicated use of the district's Plus Portals platform, and constant and strategic communication by teachers, administrators, and parents.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Carl Allgrove School participated in the OPEN CHOICE Social and Academic Support Grant program. These funds enabled us to provide afterschool enrichment learning opportunities for all our students. An ELL teacher worked with ELL learners to develop their English skills as well as provided academic support. East Granby hosted a dinner in the late fall for our Hartford and East Granby families.

The following Clubs/Activities were offered at R.D. Seymour School: Drawing Club, Math Fact Fluency Club, Odyssey of the Mind, Invention Convention, Kids Crocheting, Scrapbooking, Homework Club, Fit Club, Chess Club, Yearbook and Student Council. Student jobs include: Newspaper, Announcement Team, Technology Team, Photography Team, Flag Team, Office Assistants, School Beautification Committee, Equipment Managers and Bookroom Librarians.

East Granby Middle School teachers highlighted our ethnically and racially diverse society through daily lessons, activities and community projects. After school clubs were open to all students. World Language classes exposed students to music, food, art and culture of different regions of the world. Our intervention specialist worked with all struggling students. Students held fundraisers for many national and local organizations and supported our local food pantry.

East Granby High School teachers participated in training sessions and activities led by the Anti-Defamation League, professional development on culturally sensitive teaching, and in Mastery Based Education. The district participated in the OPEN CHOICE program and also provided multiple opportunities for students to collaborate and strategically interact during their "Making Connections" advisory periods, programs like "Looking in Theater" as well as participating in NCCC athletics, debates, music festivals and academic competitions like the Academic Bowl, Math League and "As Schools Match Wits".

Additional opportunities for global and local community interaction included participating in CREC's Greater Hartford Academy of the Performing Arts program, Bloomfield and Suffield's Agri-Science programs, Asnuntuck Community College's Partnership Program, as well as international travel opportunities through the world language department.

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Equitable Allocation of Resources among District Schools

In the East Granby Public Schools, we ensured equitable allocation of resources by engaging stakeholders in the budget development process at the school and program level. School priorities and instructional resources required for effectively implementing new initiatives and recurring curriculum materials were identified and incorporated into each 'schools' budget plan. The district's operating budget supported the educational program in all schools. Grant funding from a variety of sources supported initiatives and programs to increase student, school, and district performance and allowed us to offer after school activities. The PTO supported our students and programs with funds. The town of East Granby provided capital infrastructure funds to support acquisition of technology and School Safety grants supported the purchase and installation of apparatus to increase school safety and security in all schools. Educators utilized funds to ensure that all students received equal educational opportunities by insisting on deep rigor in all classes, provided layered interventions for all students, and made sure that all students had access to 21st century learning opportunities.