

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



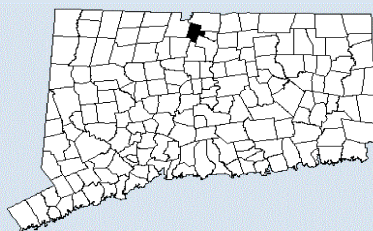
East Granby School District

Dr. Christine Mahoney, Superintendent • 860-653-6486 • <http://www.eastgranby.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	848
Per Pupil Expenditures ¹	\$19,290
Total Expenditures ¹	\$17,650,161

¹Expenditure data reflect the 2016-17 year.



Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	413	48.7	48.4
Male	435	51.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	54	6.4	5.1
Black or African American	62	7.3	12.8
Hispanic or Latino	54	6.4	24.8
Pacific Islander	*	*	0.1
Two or More Races	22	2.6	3.3
White	651	76.8	53.6
English Learners	11	1.3	7.2
Eligible for Free or Reduced-Price Meals	107	12.6	36.7
Students with Disabilities ¹	110	13.0	14.8

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		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	18	4.4	15	3.6
Male	24	5.7	28	6.5
Black or African American	6	10.5	15	26.8
Hispanic or Latino	*	*	*	*
White	28	4.4	18	2.8
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	12	11.9	21	20.4
Students with Disabilities	14	13.5	*	*
District	42	5.0	43	5.1
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 35

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.

District Profile and Performance Report for School Year 2017-18

East Granby School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	70.2
Paraprofessional Instructional Assistants	4.5
Special Education	
Teachers and Instructors	11.3
Paraprofessional Instructional Assistants	36.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	5.0
Library/Media	
Specialists (Certified)	3.7
Support Staff	0.9
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	7.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	26.7

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	1.1
Black or African American	2	1.9	3.7
Hispanic or Latino	2	1.9	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	101	96.2	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.7	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	58	90.6	47	95.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	6	*	*	*
Students with Disabilities	*	*	*	*
District	69	92.0	56	94.9
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	8	*
Emotional Disturbance	6	*
Intellectual Disability	*	*
Learning Disability	39	92.9
Other Health Impairment	15	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	78	83.9
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

East Granby School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	12	1.4	1.8
Emotional Disturbance	9	1.0	1.1
Intellectual Disability	*	*	0.5
Learning Disability	42	4.8	5.2
Other Health Impairment	16	1.8	3.1
Other Disabilities	11	1.3	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	102	11.7	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	9,865,784	11,525	9,847
Instructional Supplies and Equipment	367,906	430	287
Improvement of Instruction and Educational Media Services	948,641	1,108	589
Student Support Services	657,938	769	1,120
Administration and Support Services	1,974,494	2,307	1,905
Plant Operation and Maintenance	1,662,478	1,942	1,648
Transportation	671,093	761	904
Costs of Students Tuitioned Out	1,323,451	N/A	N/A
Other	178,376	208	208
Total	17,650,161	19,290	16,535

Additional Expenditures

Land, Buildings, and Debt Service	659,513	770	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,092,693	28.9	33.8
Noncertified Personnel	592,983	15.7	14.5
Purchased Services	166,867	4.4	5.5
Tuition to Other Schools	1,187,121	31.4	23.4
Special Ed. Transportation	275,940	7.3	8.7
Other Expenditures	463,913	12.3	14.1
Total Expenditures	3,779,517	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	86.9	86.4
State	11.7	12.1
Federal	1.4	1.4
Tuition & Other	0.0	0.0

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).

District Profile and Performance Report for School Year 2017-18

East Granby School District

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	32	83.1	32	84.1
Black or African American	40	61.9	39	56.3
Hispanic or Latino	29	62.2	29	61.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	9	*	9	*
White	358	75.6	357	73.0
English Learners	18	*	18	*
Non-English Learners	451	73.9	449	71.4
Eligible for Free or Reduced-Price Meals	58	63.1	57	58.1
Not Eligible for Free or Reduced-Price Meals	411	75.5	410	73.5
Students with Disabilities	64	54.3	63	51.1
Students without Disabilities	405	77.1	404	74.8
High Needs	122	61.1	120	57.8
Non-High Needs	347	78.5	347	76.4
District	469	74.0	467	71.6

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Grade 4			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	91.8	78.4	96.5	83.0	234	88.0
Curl Up	74.0	88.2	96.5	86.8	234	85.5
Push Up	71.2	78.4	91.2	62.3	234	75.6
Mile Run/PACER	94.5	72.5	61.4	54.7	234	72.6
All Tests - District	54.8	56.9	57.9	34.0	234	51.3
All Tests - State	53.2	51.4	50.5	45.6		50.1

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.

District Profile and Performance Report for School Year 2017-18

East Granby School District

Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	11	*
Students with Disabilities	8	*
District	58	96.6
State		87.9

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 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.6	50	71.4
Male	96.9	36	56.3
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	97.3	75	66.4
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	0	*
District	97.8	86	64.2
State	96.3		44.8

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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	76.7	96.6
Male	76.7	83.9
Black or African American	*	*
Hispanic or Latino	*	*
White	76.9	97.8
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	76.7	90.0
State	70.9	88.3

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

District Profile and Performance Report for School Year 2017-18

East Granby School District

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.0	75	49.3	50	98.7	67.6
	High Needs Students	61.1	75	40.7	50	81.5	57.5
Math Performance Index	All Students	71.6	75	47.7	50	95.5	62.7
	High Needs Students	57.8	75	38.5	50	77.0	52.0
ELA Academic Growth	All Students	61.5%	100%	61.5	100	61.5	60.7%
	High Needs Students	51.6%	100%	51.6	100	51.6	55.6%
Math Academic Growth	All Students	66.4%	100%	66.4	100	66.4	61.9%
	High Needs Students	51.7%	100%	51.7	100	51.7	55.4%
Chronic Absenteeism	All Students	5.0%	<=5%	49.9	50	99.9	10.7%
	High Needs Students	11.6%	<=5%	36.7	50	73.4	16.6%
Preparation for CCR	% Taking Courses	93.3%	75%	50.0	50	100.0	74.8%
	% Passing Exams	64.2%	75%	42.8	50	85.6	44.8%
On-track to High School Graduation		96.5%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		96.6%	94%	100.0	100	100.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		76.7%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.7% 51.3%	75%	34.2	50	68.4	96.6% 50.1%
Arts Access		52.9%	60%	44.1	50	88.2	51.2%
Accountability Index				915.2	1150	79.6	

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	61.1	13.9	15.9	
Math Performance Index Gap	75.0	57.8	17.2	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	.	.	12.7%	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	99.8
	High Needs Students	100.0
Math	All Students	99.6
	High Needs Students	99.2
Science	All Students	99.1
	High Needs Students	96.3

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: 51.5**

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 2017-18

East Granby School District

Narratives

School District Improvement Plans and Parental Outreach Activities

East Granby is a small high performing district. Our four 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. Parental outreach is achieved through a dedicated use of the district's Plus Portals platform.

Carl Allgrove School implemented Teacher's College Reading and Writing Workshop model and the Everyday Math Program. The SRBI process provides students with additional instruction to remediate foundational skill areas. Teachers provide parents with strategy suggestions to use in supporting their child at home. Technology is emphasized as an essential strategy for enhancing the curriculum, student engagement, and individualized learning. Fostering student leadership is part of the school climate. Parent Outreach includes newsletters, Parent Orientation, parent conferences, the ART SHOW, Family Math Night, Spring Open House, Meet and Greet, Field Day, Allgrove Blooms Readers and PTO sponsored events.

The core reading curriculum at R.D. Seymour Elementary School is the Teacher's College Reading and Writing Project; for mathematics it is Everyday Math. The focus for instruction and assessment is student mastery and student-centered learning. The RTI team implemented the LLI program to provide guided reading intervention and the Great Leaps Program for reading fluency. FAST Math for fact fluency, Pinpoint Math and Everyday Math for concepts and problem solving is used to support mathematics. The School Climate Committee, along with the National School Climate Center, conducted a school climate survey. They also have a Parent Teacher Organization that is highly supportive.

East Granby Middle School teachers collaborate and align lessons to the CT Core and content standards and analyze data from summative and formative measures. Teachers employed instructional strategies that support teaching for mastery and a growth mindset. They support the partnership with Asnuntuck Community College Manufacturing by offering foundational courses. Social Emotional security was addressed through Second Step lessons. They have ongoing education regarding social networking sites, and a new partnership with Resilience Grows Here. EGMS has strong family support, examples to include Poetry CafA , Invention Convention, musical concerts, Open House, Grade 6 Orientation, and ongoing parent conferences.

East Granby High School focuses on student achievement and SRBI incorporation, mastery based curriculum-instruction-assessment, 21st digital learning through technology integration, school climate and parent communication. Parental outreach includes constant and strategic communication by teachers, information dissemination, Open House, New Student Orientation, parent-teacher conferences, and parental advisory meetings.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The East Granby Public School (EGPS) district participated in the OPEN CHOICE program and the Choice Social and Academic Support Grant which enabled us to provide afterschool enrichment clubs for students. Opportunities for global and local community interaction included participating in CREC's Greater Hartford Academy of the Performing Arts program, Asnuntuck Community College's Partnership Program, and international travel opportunities.

At Carl Allgrove School, the ELL teacher worked with ELL students to develop their English skills as well as providing academic support. Black History Month was recognized and a collection of library books reflect a diversity of characters and cultures.

R.D. Seymour School implemented the Responsive Classroom and Zones of Regulation and students held fundraising events that addressed poverty and hunger, creating a positive school climate. The following clubs and activities were offered: 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. Students participated in several fundraising events that.

East Granby Middle School teachers highlighted their ethnically and racially diverse society through daily lessons, activities and community projects. After school clubs support and are open to all students. World Language classes expose students to music, food, art and culture of different regions of the world. Intervention Specialist worked with all struggling students. Students fundraise for many national and local organizations and to support our local food pantry.

East Granby High School teachers participated in professional development on culturally sensitive teaching, and in Mastery Based Education. Guest speakers presented to both students and staff. Students interacted during their "Making Connections" advisory periods and participated in NCCC athletics, debates, music festivals and academic competitions like the Academic Bowl, Math League and "As Schools Match Wits" .

District Profile and Performance Report for School Year 2017-18

East Granby School District

Equitable Allocation of Resources among District Schools

The EGPS district 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. Grant funding supported initiatives and programs to increase student, school, and district performance and allowed us to offer afterschool activities. Technology funding continues to enhance transformational learning for all students. 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 to increase school safety and security in all schools. Educators carefully and purposefully planned and allocated 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.