

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

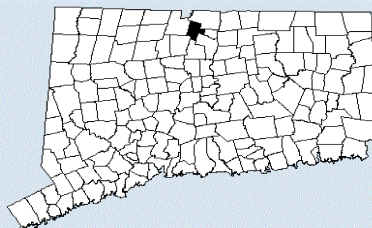


East Granby School District

860-653-6486 • <http://www.eastgranby.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	855
Per Pupil Expenditures ¹	\$20,036
Total Expenditures ¹	\$17,912,113

¹Expenditure data reflect the 2017-18 school year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	415	48.5	48.4
Male	440	51.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	60	7.0	5.2
Black or African American	63	7.4	12.8
Hispanic or Latino of any race	55	6.4	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	25	2.9	3.6
White	647	75.7	52.4
English Learners	10	1.2	7.6
Eligible for Free or Reduced-Price Meals	149	17.4	42.1
Students with Disabilities ³	115	13.5	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	26	6.3	7	1.6
Male	23	5.3	38	8.4
Black or African American	8	12.7	13	20.0
Hispanic or Latino of any race	6	10.2	*	*
White	31	4.9	24	3.6
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	24	16.0	20	12.6
Students with Disabilities	19	16.5	6	4.4
District	49	5.8	45	5.1
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 38

Number of school-based arrests: 0

⁴A student is chronically absent if they miss 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.

⁵This column displays the 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 2018-19

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	69.0
Paraprofessional Instructional Assistants	3.5
Special Education	
Teachers and Instructors	11.3
Paraprofessional Instructional Assistants	35.5
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
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	27.2

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	1	1.0	3.8
Hispanic or Latino of any race	1	1.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	102	98.1	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	10.0

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	6	*	*	*
Hispanic or Latino of any race	*	*	*	*
White	31	83.8	64	95.5
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	11	*	10	*
Students with Disabilities	*	*	10	*
District	46	86.8	75	96.2
State		74.5		85.2

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	7	*
Emotional Disturbance	7	*
Intellectual Disability	*	*
Learning Disability	46	95.8
Other Health Impairment	22	95.7
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	92	86.0
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	8	0.9	1.9
Emotional Disturbance	10	1.1	1.1
Intellectual Disability	6	0.7	0.5
Learning Disability	48	5.5	5.5
Other Health Impairment	23	2.6	3.2
Other Disabilities	6	0.7	1.1
Speech/Language Impairment	9	1.0	1.8
All Disabilities	110	12.6	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$10,558,593	\$11,811	\$10,545
Support services - students	\$1,135,625	\$1,355	\$1,373
Support services - instruction	\$882,857	\$1,054	\$644
Support services - general administration	\$421,510	\$503	\$462
Support services - school based administration	\$1,259,612	\$1,503	\$1,007
Central and other support services	\$987,759	\$1,179	\$671
Operation and maintenance of plant	\$1,403,130	\$1,674	\$1,629
Student transportation services	\$660,392	\$788	\$1,231
Food services	.	.	\$13
Enterprise operations	\$602,636	\$719	\$157
Minor school construction	.	.	\$65
Total	\$17,912,113	\$20,036	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,095,533	28.1	29.7
Instructional Aide Salaries	\$465,866	11.9	9.6
Other Salaries	\$118,645	3.0	10.4
Employee Benefits	\$466,606	12.0	13.0
Purchased Services Other Than Transportation	\$189,535	4.9	5.5
Special Education Tuition	\$1,249,368	32.0	22.6
Supplies	\$22,253	0.6	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$262,727	6.7	8.0
Equipment	\$13,953	0.4	0.2
All Other Expenditures	\$14,818	0.4	0.1
Total	\$3,899,304	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.8	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	88.1
State	10.7
Federal	1.2
Tuition & Other	.

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

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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	*	*	*	*	*	*
Asian	36	86.1	36	85.4	12	*
Black or African American	39	64.9	39	59.0	22	66.7
Hispanic or Latino of any race	30	64.8	30	60.7	8	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	320	78.5	319	74.3	149	80.2
English Learners	17	*	17	*	9	*
Non-English Learners	424	76.9	423	72.7	187	78.0
Eligible for Free or Reduced-Price Meals	85	67.9	85	59.7	32	71.4
Not Eligible for Free or Reduced-Price Meals	356	79.0	355	75.9	164	79.8
Students with Disabilities	60	56.5	59	49.8	18	*
Students without Disabilities	381	80.1	381	76.4	178	80.7
High Needs	132	66.3	131	60.1	50	70.4
Non-High Needs	309	81.4	309	78.2	146	81.2
District	441	76.9	440	72.8	196	78.5

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	92.1	94.4	98.6	84.1	275	92.4
Curl Up	74.6	94.4	90.3	78.3	275	84.7
Push Up	74.6	85.9	80.6	71.0	275	78.2
Mile Run/PACER	92.1	93.0	70.8	43.5	275	74.5
All Tests - District	54.0	85.9	61.1	39.1	275	60.4
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	59	94.9
State		88.3

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 2017-18 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	46	66.7
Male	91.9	26	41.9
Black or African American	*	*	*
Hispanic or Latino of any race	*	*	*
White	95.2	61	58.7
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	95.5	*	*
Students with Disabilities	*	*	*
District	95.4	72	55.0
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	87.9	78.3
Male	79.2	87.0
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	87.2	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	84.2	82.6
State	71.0	87.8

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	76.9	75	50.0	50	100.0	67.7
	High Needs Students	66.3	75	44.2	50	88.4	58.1
Math Performance Index	All Students	72.8	75	48.5	50	97.1	63.1
	High Needs Students	60.1	75	40.1	50	80.2	52.7
Science Performance Index	All Students	78.5	75	50.0	50	100.0	63.8
	High Needs Students	70.4	75	46.9	50	93.9	54.2
ELA Academic Growth	All Students	72.1%	100%	72.1	100	72.1	59.9%
	High Needs Students	65.6%	100%	65.6	100	65.6	55.1%
Math Academic Growth	All Students	71.5%	100%	71.5	100	71.5	62.5%
	High Needs Students	63.0%	100%	63.0	100	63.0	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	5.8%	<=5%	48.4	50	96.9	10.4%
	High Needs Students	14.2%	<=5%	31.5	50	63.1	16.1%
Preparation for CCR	% Taking Courses	92.4%	75%	50.0	50	100.0	80.0%
	% Passing Exams	55.0%	75%	36.6	50	73.3	42.6%
On-track to High School Graduation		98.4%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		94.9%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		84.2%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.6% 60.4%	75%	40.2	50	80.5	96.4% 52.9%
Arts Access		57.9%	60%	48.2	50	96.5	51.9%
Accountability Index				1057.0	1250	84.6	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	66.3	8.7	15.4	
Math Performance Index Gap	75.0	60.1	14.9	17.6	
Science Performance Index Gap	75.0	70.4	4.6	16.1	
Graduation Rate Gap	.	.	.	11.1%	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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.6
	High Needs Students	100.0
Math	All Students	99.3
	High Needs Students	99.3
Science	All Students	99.0
	High Needs Students	100.0

³Minimum participation standard is 95%.

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

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**

District Profile and Performance Report for School Year 2018-19

East Granby School District

Narratives

School District Improvement Plans and Parental Outreach Activities

East Granby is a small high performing district with four schools. Yearly, schools engage the community in developing of School Improvement Plan, responding to identified student need, school vision, mission, and goals. Our attendance protocol includes supports ensuring regular student attendance and participation. The district provides high-quality instruction so each learner has the opportunity for achieving a high standard within an inclusive setting. The district's collaborative model includes professional learning opportunities for teachers and paraprofessionals, focusing on reading and mathematical strategies, assistive technology, and workshops to empower parents. Parental outreach is achieved through use of the district's Plus Portals platform, principal newsletters, and social networking. All schools addressed the school climate survey results, as collected by the School Climate Committee, with the National School Climate Center.

Both K-5 buildings implemented Teachers College Reading and Writing Workshop model and the Everyday Math Program. For differentiation, fact fluency with FAST Math, and for concepts /problem solving with Pinpoint Math and Everyday Math. Each of the buildings focuses on instruction and assessment, along with mastery and student-centered learning. Technology is emphasized as an essential strategy for enhancing the curriculum, student engagement, and individualized learning. Teachers provide parents with strategy suggestions to use in supporting their child at home. Fostering student leadership is part of the school climate. The SRBI process provides students with additional instruction for remediating foundational skill areas.

Parent Outreach at Carl Allgrove School 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.

At R.D. Seymour Elementary School, the RTI team implemented the LLI program providing guided reading intervention and the Great Leaps Program for reading fluency. They also have a highly supportive Parent Teacher Organization.

East Granby Middle School teachers collaborate and align lessons to CT state standards and analyze data from summative and formative measures. Teachers use instructional strategies that support teaching for mastery and a growth mindset. 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 Cafe, 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. They support the partnership with Asnuntuck Community College Manufacturing by offering foundational courses. 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 district participated in the OPEN CHOICE program and the CHOICE Social and Academic Support Grant, enabling us to provide 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 Partnership Program, and international travel opportunities.

At C. Allgrove School, the ELL teacher worked with students developing English skills, as well as providing academic support. Black History Month was celebrated, a collection of library books reflect a diversity of characters and cultures, while music explored a variety of diverse genres.

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: Math Fact Fluency Club, Odyssey of the Mind, Invention Convention, Morning Athletic Club, Yearbook and Student Activities Council. Student jobs include: Announcement Team, Office Assistants, School Beautification Committee, Equipment Managers and Field Day Committee. Students also participated in several fundraising events to support a variety of local and national organizations.

.East Granby Middle School teachers highlighted their ethnically and racially diverse society through daily lessons, literature, 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 Specialists worked with all struggling students. Students fundraise for local/national organizations, including 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. .

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Equitable Allocation of Resources among District Schools

The 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 school's 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 after school 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, ensuring all students received equal educational opportunities by deep rigor in classes, providing layered interventions, and making sure all have access to 21st century learning opportunities.