

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



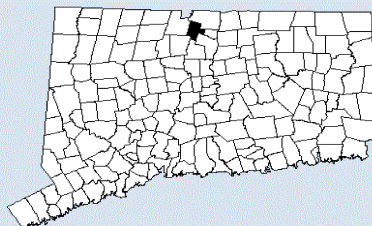
East Granby School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	878
Per Pupil Expenditures ¹	\$17,677
Total Expenditures ¹	\$16,616,037

¹Expenditure data reflect the 2014-15 year.



Community Information

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

Related Reports/Publications

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

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)

(2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	433	49.3	48.3
Male	445	50.7	51.6
American Indian or Alaska Native	*	*	0.2
Asian	50	5.7	4.9
Black or African American	71	8.1	12.8
Hispanic or Latino	57	6.5	23.0
Pacific Islander	*	*	0.0
Two or More Races	23	2.6	2.7
White	674	76.8	55.9
English Learners	11	1.3	6.4
Eligible for Free or Reduced-Price Meals	121	13.8	38.0
Students with Disabilities ¹	111	12.6	13.7

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	5.5	14	3.2
Male	28	6.5	44	9.8
Black or African American	13	18.3	13	17.8
Hispanic or Latino	*	*	*	*
White	31	4.7	33	4.9
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	21	19.4	19	16.0
Students with Disabilities	13	12.7	10	8.1
District	51	6.0	58	6.6
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 54

Number of school-based arrests: Fewer than 6

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	66.9
Paraprofessional Instructional Assistants	5.5
Special Education	
Teachers and Instructors	10.6
Paraprofessional Instructional Assistants	35.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	6.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	0.9
Instructional Specialists Who Support Teachers	1.4
Counselors, Social Workers and School Psychologists	6.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	28.0

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	2.0	3.5
Hispanic or Latino	2	2.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	97	96.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.6
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.3	9.4

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	0	0.0	*	*
White	47	87.0	54	93.1
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	7	*	8	*
Students with Disabilities	*	*	8	*
District	54	85.7	67	91.8
State		61.2		73.9

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	7	*
Emotional Disturbance	6	*
Intellectual Disability	*	*
Learning Disability	37	92.5
Other Health Impairment	13	*
Other Disabilities	*	*
Speech/Language Impairment	18	*
District	83	83.8
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	11	1.2	1.6
Emotional Disturbance	8	0.9	1.0
Intellectual Disability	*	*	0.5
Learning Disability	40	4.5	4.6
Other Health Impairment	15	1.7	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	19	2.1	1.9
All Disabilities	100	11.2	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	8,583,773	9,810	9,387
Instructional Supplies and Equipment	586,829	671	318
Improvement of Instruction and Educational Media Services	903,314	1,032	541
Student Support Services	851,489	973	1,048
Administration and Support Services	1,870,662	2,138	1,790
Plant Operation and Maintenance	1,670,948	1,910	1,608
Transportation	801,507	874	845
Costs of Students Tuitioned Out	1,147,267	N/A	N/A
Other	200,248	229	194
Total	16,616,037	17,677	15,762

Additional Expenditures

Land, Buildings, and Debt Service	738,691	844	1,524
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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: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,238,902	31.2	35.1
Noncertified Personnel	608,541	15.3	14.5
Purchased Services	184,728	4.7	5.5
Tuition to Other Schools	1,009,234	25.4	21.6
Special Ed. Transportation	402,619	10.1	8.3
Other Expenditures	528,052	13.3	15.0
Total Expenditures	3,972,076	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	85.1	84.5
State	13.4	13.9
Federal	1.3	1.4
Tuition & Other	0.1	0.1

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	*	*	*	*	*	*
Asian	29	77.7	29	80.6	7	*
Black or African American	37	59.6	37	51.8	16	*
Hispanic or Latino	28	64.3	28	56.2	12	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	348	75.9	348	72.9	148	69.2
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	189	66.7
Eligible for Free or Reduced-Price Meals	68	59.3	68	53.4	25	53.4
Not Eligible for Free or Reduced-Price Meals	386	76.3	386	73.5	164	68.7
Students with Disabilities	73	54.2	73	51.0	18	*
Students without Disabilities	381	77.5	381	74.2	171	68.2
High Needs	123	58.3	123	54.2	36	53.6
Non-High Needs	331	79.5	331	76.5	153	69.7
District	454	73.8	454	70.5	189	66.7

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	83.0	82.8	79.3	78.8	221	81.0
Curl Up	90.6	84.5	86.2	90.4	221	87.8
Push Up	79.2	82.8	74.1	80.8	221	79.2
Mile Run/PACER	58.5	79.3	55.2	73.1	221	66.5
All Tests - District	45.3	62.1	37.9	55.8	221	50.2
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	0	0	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	61	100.0	94.0	Yes	94.0
State ⁴		87.2			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.4	34	54.0
Male	98.6	40	54.8
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	99.1	68	60.7
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	0	*
District	98.5	74	54.4
State	95.6		40.7

⁵College 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

⁶Participation 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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	90.0	95.0
Male	71.9	75.0
Black or African American	*	*
Hispanic or Latino	*	*
White	79.7	86.0
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	80.6	83.3
State	71.9	88.3

⁷College 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.

⁸College 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

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	73.8	75	49.2	50	98.4	67.7
	High Needs Students	58.3	75	38.9	50	77.8	56.7
Math Performance Index	All Students	70.5	75	47.0	50	94.0	61.4
	High Needs Students	54.2	75	36.1	50	72.3	49.9
Science Performance Index	All Students	66.7	75	44.4	50	88.9	57.5
	High Needs Students	53.6	75	35.8	50	71.5	47.0
ELA Academic Growth	All Students	59.8%	100%	59.8	100	59.8	63.8%
	High Needs Students	49.1%	100%	49.1	100	49.1	58.3%
Math Academic Growth	All Students	70.6%	100%	70.6	100	70.6	65.0%
	High Needs Students	61.3%	100%	61.3	100	61.3	57.4%
Chronic Absenteeism	All Students	6.0%	<=5%	48.0	50	96.1	9.6%
	High Needs Students	14.2%	<=5%	31.6	50	63.1	15.6%
Preparation for CCR	% Taking Courses	89.0%	75%	50.0	50	100.0	67.6%
	% Passing Exams	54.4%	75%	36.3	50	72.5	40.7%
On-track to High School Graduation		97.9%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		100.0%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		80.6%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.1% 50.2%	75%	33.5	50	67.0	89.2% 50.5%
Arts Access		53.0%	60%	44.1	50	88.3	47.5%
Accountability Index				985.8	1250	78.9	

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?					Y
ELA Performance Index Gap	75.0	58.3	16.7	16.5	
Math Performance Index Gap	75.0	54.2	20.8	18.9	
Science Performance Index Gap	69.7	53.6	16.1	17.2	
Graduation Rate Gap	.	.	.	15.3%	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	99.6
	High Needs Students	98.4
Math	All Students	99.6
	High Needs Students	98.4
Science	All Students	99.0
	High Needs Students	95.0

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: 57.2

State: 51.4

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 2015-16

East Granby School District

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 (SIP) that responds to identified student need, school vision and mission. 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, and autism.

Carl Allgrove School hosts events to foster community connections with students and families. A "Meet & Greet" is held the day before school begins, a Parent Orientation in the fall, Open House in the spring, and parent conferences each fall and spring. The annual Allgrove-Seymour Art Show displays over 1,000 pieces of student artwork and a "Family Math Night" is held in the spring. The principal and classroom teachers communicate on a weekly basis with parents using the Plus Portals. Additionally, teachers post slide shows of various classroom activities, photographs of students using instructional resources, and shared strategy sheets to help parents support their child's learning at home. The SRBI process supports students requiring additional instruction and intervention as indicated by the Measures of Academic Progress assessment. A comprehensive review of SBAC data at R. D. Seymour School shows strong performance in the areas of ELA and Mathematics. The core curriculum for reading and mathematics is Teachers College Reading and Writing and Everyday Math respectively. Grade level teams set goals and target specific academic and socio-emotional needs to develop personalized learning plans for students. A variety of academic interventions are implemented to improve student performance.

East Granby Middle and High Schools SIP emphasize collaboration, alignment of lessons to the CT Core standards, engage students in manufacturing foundation courses, and analysis of data from standardized test to better serve students. EGPS is working on implementing a new vision of the library media centers - digitized and expanded to include "maker-spaces". The focus areas of the SIP for grades 9-12 include non-fiction reading, formative assessments, SRBI and school climate. Social Emotional security is addressed through Character Ed and social support groups. EGPS has strong family support from parents who volunteer for committees, and support teachers and students. Meetings held in Hartford enable school personnel to communicate directly with parents.

In the East Granby Public Schools, faculty and staff utilize a variety of methods to communicate with parents regarding student achievement. EGPS educators communicate with parents through workshops, meetings, websites, newsletters, and the district's Plus Portal. Across the district, we organize evening orientations, open houses, and parent advisories. All school related information, updates and documents are available on the school website. Student attendance and grades are updated via Plus Portals software.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The East Granby Public Schools provide opportunities and experiences to reduce racial, ethnic, and economic isolation. Our district schools are supported by a budget that enables equal access and opportunities for all students to be engaged in a rigorous curriculum preparing them for success in their future endeavors. Grant funding enable the East Granby Public Schools to provide services to our diverse and growing population of students with special needs and English Language Learners. ELL teachers work with ELL learners to develop their English skills as well as to provide academic support. Academic Intervention Specialists work with all struggling students.

Students in East Granby Schools participated in the Choice Social and Academic Support Grant program. These funds enabled us to provide afterschool enrichment learning opportunities for all our students. We continued our participation in the Connecticut State Invention Convention program. East Granby educators also hosted a dinner in the late fall for our Hartford and East Granby families.

East Granby teachers highlight our 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. Students fundraise for many national and local organizations and support our local food pantry.

East Granby High School students have the option to participate in programs at The Greater Hartford Academy of Performing Arts, the University of Hartford and the "Agri-Science Program" in neighboring Bloomfield. Students also take classes at St. Joseph's University and Asnuntuck Community College where they interact with students from different racial, ethnic, and economic backgrounds. "Looking-In Theater" has also presented a series of mini-vignettes on tolerance and inclusion. Other opportunities to reduce isolation include trips abroad to Italy, France, Spain, Quebec and Eastern Europe. Students also benefit from participation in activities in NYC, UCONN, NCCC music festivals, math leagues, "As Schools Match Wits" and CREC sponsored College tours.

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Equitable Allocation of Resources among District Schools

In the East Granby Public Schools, we ensure 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 are identified and incorporated into each 'schools' budget plan. The district's operating budget supports the educational program in all schools. Grant funding from a variety of sources totaling 1% of the operating budget supports initiatives and programs to increase student, school, and district performance.

The East Granby Schools' PTO support our students and programs with mini grant funds. Grants also support after school activities. The town of East Granby provides capital infrastructure funds for acquisition of technology that support instruction and enhance transformational learning for all students.

Educators in East Granby Schools utilize funds to ensure that all students participate in equal education opportunities and have access to rigorous 21st century learning experiences in safe and secure schools.