

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



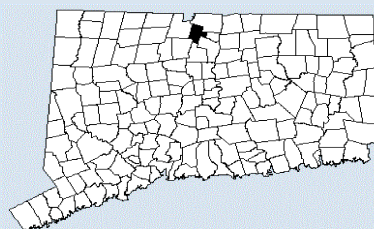
East Granby School District

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

District Information

Grade Range	PK-12
Number of Schools	4
Enrollment	874
Per Pupil Expenditures ¹	\$16,181
Total Expenditures ¹	\$15,064,392

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	413	47.3	48.3
Male	461	52.7	51.6
American Indian	*	*	0.2
Asian	42	4.8	4.6
Black or African American	68	7.8	12.9
Hispanic or Latino	54	6.2	21.2
Pacific Islander	0	0.0	0.0
White	683	78.1	58.4
Two or More Races	*	*	2.3
English Language Learners	12	1.4	5.7
Eligible for Free or Reduced-Price Meals	63	7.2	37.3
Students with Disabilities ¹	95	10.9	12.8

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	23	5.7	6	1.4
Male	25	5.6	26	5.6
Black or African American	10	16.1	6	9.2
Hispanic or Latino	*	*	*	*
White	29	4.3	18	2.6
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	9	14.3	7	11.1
Students with Disabilities	*	*	6	6.1
District	48	5.6	32	3.6
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 7

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	64.7
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	10.0
Paraprofessional Instructional Assistants	29.7
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	6.2
Library/Media	
Specialists (Certified)	3.6
Support Staff	1.1
Instructional Specialists Who Support Teachers	1.4
Counselors, Social Workers and School Psychologists	5.5
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 (%)
Asian	0	0	1.0
Black or African American	1	1.0	3.5
Hispanic	2	2.0	3.6
Native American	0	0	0.1
White	96	97.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.3	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	0	0	0	0
White	*	*	24	42.1
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0	0	0
Students with Disabilities	*	*	0	0
District	16	25.0	26	38.8
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

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	33	100.0
Other Health Impairment	10	*
Other Disabilities	*	*
Speech/Language Impairment	17	*
District	76	92.7
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	10	1.1	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.4
Learning Disability	33	3.7	4.2
Other Health Impairment	12	1.3	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	18	2.0	1.9
All Disabilities	84	9.3	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	8,441,059	9,792	8,769
Instructional Supplies and Equipment	514,514	597	275
Improvement of Instruction and Educational Media Services	640,427	743	487
Student Support Services	838,200	972	965
Administration and Support Services	1,872,780	2,173	1,600
Plant Operation and Maintenance	1,452,538	1,685	1,472
Transportation	564,281	617	786
Costs of Students Tuitioned Out	487,678	N/A	N/A
Other	252,915	293	178
Total	15,064,392	16,181	14,642

Additional Expenditures

Land, Buildings, and Debt Service	3,973,870	4,610	1,434
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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: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,190,753	41.4	35.6
Noncertified Personnel	542,929	18.9	14.5
Purchased Services	174,800	6.1	5.0
Tuition to Other Schools	359,304	12.5	21.4
Special Ed. Transportation	191,868	6.7	8.5
Other Expenditures	418,277	14.5	14.9
Total Expenditures	2,877,931	100.0	100.0

PK-12 Expenditures Used for Special Education	19.1	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	68.5	85.4
State	30.5	13.3
Federal	1.0	1.3
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).

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	74.3	72.3	67.6	62.6	.	.	.	.
Hispanic or Latino	.	.	84.6	78.0	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	.	71.8	70.9	.	.	.	.
Students with Disabilities	64.7	65.7	63.5	53.3	.	.	.	.
High Needs	67.1	69.1	68.2	59.9	.	.	.	.
District	88.7	89.6	90.1	87.2	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	
Hispanic or Latino	
English Language Learners	
Eligible for Free or Reduced-Price Meals	
Students with Disabilities	
High Needs	
District	84.1	84.3	86.4	91.1	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	71.4	68.3	72.1	78.5	249	72.7
Curl Up	96.4	93.3	83.8	92.3	249	91.2
Push Up	71.4	73.3	75.0	63.1	249	70.7
Mile Run/PACER	51.8	91.7	72.1	58.5	249	68.7
All Tests - District	30.4	53.3	42.6	41.5	249	42.2
All Tests - State	50.2	50.7	50.3	53.9		51.1

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.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	71	94.4	94.0	Yes	94.0
State ⁴		85.5			

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 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	87.7	39	68.4
Male	68.9	38	51.4
Black or African American	*	*	*
Hispanic or Latino	*	0	*
White	79.5	73	62.4
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	*	*
District	77.1	77	58.8
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	71.9	87.5
Male	66.7	91.7
Black or African American	*	*
Hispanic or Latino	*	*
White	70.7	88.1
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	69.1	89.6
State	72.7	88.5

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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Narratives

School District Improvement Plans and Parental Outreach Activities

In 2013-2014, the East Granby Public Schools' Improvement Plans placed district-wide emphasis on Authentic Literacy, technology integration to support improvement of instructional pedagogy and assessment, interventions to increase student performance on a variety of assessments, and increased parent involvement. The district continued to implement Measures of Academic Progress (MAP) to monitor student progress, and used the data to inform the development of intervention strategies following the Scientific Research Based Intervention (SRBI) model. Assessment results informed teachers at each grade level and helped to identify specific objectives and establish new performance expectations for students. Critical support was provided to ensure successful implementation of interventions and provide advanced training for teachers and paraprofessionals. There were significant changes in the curriculum and instructional at each school. The elementary schools shifted to Readers Writers Workshop to increase student learning in Reading, writing and communication. The faculty realigned curriculum to the new Common Core Standards, examined and re-vamped the curricular program to emphasize 21st century skills, and increased academic opportunities for students. The district launched the first high school Fifth Year Associates in Science degree in Advanced Manufacturing Technology in partnership with Asnuntuck Community College and East Granby manufacturers.

In Special Education, we focused our efforts on moving students with disabilities to higher levels of performance. Students demonstrated a higher level of achievement on CMT, CAPT and on local measures of learning. The professional development program that included paraprofessionals was focused discussion on developing strategies to expand a collaborative model of service for students with autism and other special needs. Specialized training and additional opportunities enabled personnel to enhance their ability to support the implementation of tiered interventions. The pre-school program continued to implement the early literacy program involving parents as partners. At all grade levels, the integration and effective use of technology supported instruction and contributed to the increase in academic performance of special needs and at-risk students. The implementation of the SRBI process and developmental guidance programs helped to improve academic performance. At the secondary level, transition planning to prepare students for the 21st Century engaged the business community in meaningful partnerships.

Parents of pre-school children were involved in workshops about the Connecticut benchmarks for pre-school and literacy, autism, behavior management, and transitional planning. Parent Advisory and Parent Teacher Organizations were active in the schools. Parents participated in annual open house, academic nights, conferences, forums, and in discussions about goals, learning expectations, and school improvement. Parent Booster organizations supported the academic, co- and extra-curricular programs. The district continued to use Edline to increase parent participation and communication. Grant funded training sessions engaged students, teachers, administrators and parents in honing their skills in the use of new and emerging technology. The schools also broadcast events to parents.

Efforts to Reduce Racial, Ethnic and Economic Isolation

In 2013-2014, the East Granby Public Schools provided many opportunities and experiences to reduce racial, ethnic, and economic isolation. There was a combined enrollment of 890 students, including 55 students from the CHOICE program, in the Carl Allgrove Elementary School, R. Dudley Seymour Elementary School, East Granby Middle School, and East Granby High School. There were 25 students enrolled at the Wintonbury Early Childhood Magnet School (Pre-K and K), and fifty three students were enrolled in vocational and magnet schools in Hartford, Bloomfield, Suffield, and other magnet schools. Participation in the CHOICE program has enriched the cultural diversity in the four district schools. The schools also sponsored a Spring dinner in Hartford for CHOICE students and families, full school assembly programs and activities to address diversity issues and school climate.

Grant funding enabled the East Granby Public Schools to provide services to our growing English Language Learner population. Students continued to participate in inter-district initiatives and programs, curricular units of study that emphasized history and multi-cultural perspectives, and co- and extra-curricular activities. District Schools continued the Responsive Classroom model, expanded Differentiated Instruction approaches and the Scientific Research Based Interventions to better meet the needs of diverse learners. In addition, grades 4 and 5 students participated in the ESTEEM program to build interpersonal relationships and an understanding of self and culture.

East Granby students participated in the performing arts and agri-science inter-district programs in Hartford and Bloomfield, and the Holcomb Farm project in East Granby. Students and teachers in World Language classes in the high school implemented an intra-district program focused on the language and culture of Mexico. High school students attended cultural programs sponsored by the Connecticut Council of Language Teachers, and participated in the North Central Connecticut Conference (NCCC) academic and athletic contests. Students also participated in the Career Pathways, and "College Now" program, learning and interacting within the diverse community college and university campuses.

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Equitable Allocation of Resources among District Schools

East Granby is a small district of approximately 890 students, Pre-K-12, in four administratively and programmatically distinct schools. Each school is supported by an operating budget, and Federal and state grants providing additional resources to sustain educational programs. The community approved a \$14,671,000 budget for 2013-2014. Non-recurring capital fund appropriations also address facility infrastructure and technology throughout the district. The elementary schools were renovated and expanded to better support implementation of a 21st century educational program. Grant funds supported academic tutorial programs as well as after school extra-curricular activities in all schools.

Budget development begins at the school level. Each school receives funds to support initiatives, address identified needs, and improve student performance. The district budget is developed collaboratively, and then amended and approved by the Board of Education. Decisions are influenced by projected enrollment, assessment results, student needs, new initiatives, ongoing need for instructional materials and consumables, school accreditation requirements, and curriculum revision.