

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



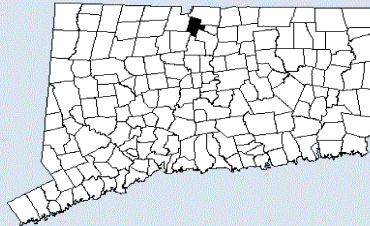
## East Granby School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	886
Per Pupil Expenditures <sup>1</sup>	\$16,461
Total Expenditures <sup>1</sup>	\$15,539,610

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
(2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](#). 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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	435	49.1	48.3
Male	451	50.9	51.6
American Indian or Alaska Native	*	*	0.2
Asian	52	5.9	4.7
Black or African American	68	7.7	12.9
Hispanic or Latino	55	6.2	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	687	77.5	57.2
English Language Learners	10	1.1	6.3
Eligible for Free or Reduced-Price Meals	82	9.3	37.6
Students with Disabilities <sup>1</sup>	93	10.5	13.3

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	25	5.9	8	1.8
Male	37	8.4	29	6.4
Black or African American	10	15.4	*	*
Hispanic or Latino	*	*	6	11.1
White	41	6.0	25	3.6
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	19	18.4	10	8.9
Students with Disabilities	9	9.3	*	*
District	62	7.1	37	4.1
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 20**

<sup>2</sup>A 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.

<sup>3</sup>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 2014-15

## East Granby School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	62.4
Paraprofessional Instructional Assistants	3.5
<b>Special Education</b>	
Teachers and Instructors	10.1
Paraprofessional Instructional Assistants	34.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	6.2
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	0.9
Instructional Specialists Who Support Teachers	1.4
Counselors, Social Workers and School Psychologists	4.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	27.2

<sup>1</sup>In 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	1	1.1	3.5
Hispanic or Latino	2	2.2	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	90	96.8	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.2	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	50	86.2	58	93.5
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	7	*	*	*
Students with Disabilities	6	*	*	*
District	64	88.9	62	92.5
State		58.4		73.8

<sup>3</sup>College-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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	31	91.2
Other Health Impairment	13	*
Other Disabilities	*	*
Speech/Language Impairment	21	100.0
District	77	82.8
State		69.7

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2014-15

## East Granby School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	10	1.1	1.5
Emotional Disturbance	6	0.7	1.0
Intellectual Disability	*	*	0.5
Learning Disability	34	3.7	4.4
Other Health Impairment	15	1.7	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	21	2.3	1.9
All Disabilities	93	10.2	13.0

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	10	10.8	8.1
Private Schools or Other Settings	9	9.7	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	8,196,034	9,442	9,134
Instructional Supplies and Equipment	568,585	655	334
Improvement of Instruction and Educational Media Services	910,033	1,048	498
Student Support Services	842,316	970	1,001
Administration and Support Services	1,878,144	2,164	1,694
Plant Operation and Maintenance	1,579,102	1,819	1,572
Transportation	637,775	688	813
Costs of Students Tuitioned Out	665,852	N/A	N/A
Other	261,769	302	186
<b>Total</b>	<b>15,539,610</b>	<b>16,461</b>	<b>15,289</b>

#### Additional Expenditures

Land, Buildings, and Debt Service	675,213	778	1,272
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,203,740	37.0	35.1
Noncertified Personnel	574,852	17.7	14.2
Purchased Services	183,016	5.6	5.2
Tuition to Other Schools	518,091	15.9	22.0
Special Ed. Transportation	267,103	8.2	8.6
Other Expenditures	509,969	15.7	14.9
<b>Total Expenditures</b>	<b>3,256,771</b>	<b>100.0</b>	<b>100.0</b>

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	80.6	84.8
State	18.2	14.0
Federal	1.2	1.2
Tuition & Other	0.0	0.0

<sup>4</sup>Revenue 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 2014-15

## 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	23	78.2	23	74.5	6	*
Black or African American	36	57.1	36	44.2	14	*
Hispanic or Latino	26	67.2	26	57.8	9	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	366	78.4	364	71.9	163	65.1
English Language Learners	*	*	*	*	*	*
Non-English Language Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	39	60.6	38	52.1	17	*
Not Eligible for Free or Reduced-Price Meals	425	77.4	424	70.6	181	64.9
Students with Disabilities	69	56.5	67	49.0	31	50.3
Students without Disabilities	395	79.4	395	72.5	167	66.0
High Needs	104	59.2	102	51.6	46	51.7
Non-High Needs	360	80.9	360	74.0	152	67.1
District	464	76.0	462	69.1	198	63.5

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

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

<sup>1</sup>NAEP 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 Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	78.9	73.2	58.1	74.6	280	71.1
Curl Up	93.4	81.7	89.2	81.4	280	86.8
Push Up	77.6	76.1	67.6	69.5	280	72.9
Mile Run/PACER	73.7	85.9	71.6	49.2	280	71.1
All Tests - District	47.4	54.9	36.5	35.6	280	43.9
All Tests - State	50.8	51.0	50.3	51.9		51.0

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2014-15

## East Granby School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
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	66	90.9	94.0	No	94.0
State <sup>4</sup>		87.0			

<sup>1</sup>The 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](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	85.5	39	62.9
Male	64.9	39	50.6
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	74.2	69	57.5
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	*	*
District	74.1	78	56.1
State	67.2		37.3

<sup>5</sup>College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>Participation 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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	83.3	100.0
Male	77.8	78.3
Black or African American	*	*
Hispanic or Latino	*	*
White	81.1	90.0
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	80.0	89.1
State	72.6	88.8

<sup>7</sup>College 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.

<sup>8</sup>College 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 2014-15

## East Granby School District

### Next Generation Accountability Results

These statistics are the first 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	76.0	75	100.0	100	100.0	67.9
	High Needs Students	59.2	75	79.0	100	79.0	56.7
Math Performance Index	All Students	69.1	75	92.1	100	92.1	59.3
	High Needs Students	51.6	75	68.9	100	68.9	47.8
Science Performance Index	All Students	63.5	75	84.7	100	84.7	56.5
	High Needs Students	51.7	75	68.9	100	68.9	45.9
Chronic Absenteeism	All Students	7.1%	<=5%	45.7	50	91.4	10.6%
	High Needs Students	14.6%	<=5%	30.8	50	61.7	17.3%
Preparation for CCR	% Taking Courses	90.6%	75%	50.0	50	100.0	66.1%
	% Passing Exams	56.1%	75%	37.4	50	74.8	37.3%
On-track to High School Graduation		97.6%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		90.9%	94%	96.7	100	96.7	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		80.0%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		97.2%   43.9%	75%	29.3	50	58.6	87.6%   51.0%
Arts Access		53.8%	60%	44.8	50	89.7	45.7%
<b>Accountability Index</b>				<b>978.3</b>	<b>1150</b>	<b>85.1</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	59.2	15.8	17.3	
Math Performance Index Gap	74.0	51.6	22.4	19.6	
Science Performance Index Gap	67.1	51.7	15.5	17.2	
Graduation Rate Gap	.	.	.	15.2%	N

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

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup	Participation Rate (%)	
ELA	All Students	99.4
	High Needs Students	98.2
Math	All Students	99.2
	High Needs Students	97.3
Science	All Students	100.0
	High Needs Students	100.0

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

**District: \***      **State: 50.1**

#### 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 2014-15

## East Granby School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

East Granby is a small high performing district with four schools in a supportive and engaged community. Each year the schools engaged the community in the development of a strategic plan that responds to identified student need and school vision and mission. Our attendance protocol includes supports to ensure regular attendance and participation of students.

The needs of our students with disabilities are met through the use of specialized instruction and supports to help them to achieve at high levels.

Professional learning programs focus on reading and strategies to expand the collaborative model of service for students with autism and other special needs parents attended focused workshops and regularly used the parent lending library.

The Allgrove Elementary School improvement plan focused on improving student achievement in Reading. Through the SRBI process students in need received additional instruction. The Measures of Academic Progress (MAP) was administered three times during the year.

The integration of technology into instruction was emphasized as an essential strategy for enhancing the curriculum, increasing student engagement, and enhancing student learning. Various events foster community connections with our parents: "Meet & Greet" at the start of the school year, Parent Orientation in early fall, and Open House in the spring. Parent conferences are held in the fall and in the spring. Edline was used to communicate with parents electronically.

At R. D. Seymour school, the goals of the school improvement plan reflects a comprehensive review of test data showing strong performance in the areas of ELA and Mathematics in grades 4 and 5. The core instructional model for reading is Teachers College Reading and Writing and Everyday Math supports the mathematics curriculum. The team sets goals that target specific academic and socio-emotional needs in order to develop personalized learning plans for students. Interventionists use FASTT Math for fact fluency, Pinpoint Math and Everyday Math for math concepts and problem solving. The RTI team implements a combination of programs to provide interventions to strengthen Reading and fluency. Parent forums and an active PTO help Seymour School realize its mission.

East Granby Middle School's improvement plan addresses student performance in all content areas. Teachers collaborate and align lessons to the CT Core standards, and participate in Teachers College workshops. Social Emotional security is also addressed through Character Ed lessons, social and support groups, and a strong leadership program. EGMS communicates with and engage parents through ongoing meetings and Edline- our parent portal. Open House and evening programs for parents help to welcome incoming 6th graders. Families support evening events, volunteer and serve on committees. Meetings are also held in Hartford to enable school personnel to reach parents who reside in Hartford.

The EGHS School improvement plan emphasize the following: utilizing effective interventions in our classrooms, increasing rigor in the curriculum and instruction, updating our library media and manufacturing spaces, development of 21st century skills, and improving school climate. EGHS utilizes a variety of methods to involve and communicate with parents, including: evening orientations, open houses, parent advisories, and websites.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

In 2014-2015, the East Granby Public Schools provided many 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 enabled the East Granby Public Schools to provide services to our diverse and growing population of students with special needs and English Language Learners.

Students continued to participate in inter-district initiatives and programs, curricular units of study that emphasized history and multi-cultural themes and perspectives, and enjoyed co- and extra- curricular activities that allowed them to interact with students from varying backgrounds. The Anti-Defamation League provided training for employees and students. Faculty and staff in the district's schools continued to implement best practice in instructional models, use of Responsive Classroom approach, expanded Differentiated Instruction strategies, and the Scientific Research Based Interventions to better meet the needs of diverse learners.

Students participated in Extra- and co-curricular, athletic programs with students in and from other communities. East Granby students have the option to participate in programs at The Greater Hartford Academy of Performing Arts, the University of Hartford, the "Agri-Science Program" in neighboring Bloomfield, the St. Joseph's College, and Asnuntuck Community College. Looking-In Theater has presented a series of mini-vignettes on tolerance and inclusion. Trips near and abroad are organized including tours of Italy, France, Spain, and Quebec. Students also learned from experiences and participation in events in New York, at UCONN, NCCC music festivals, New England Math League, "As Schools Match Wits" and College tours.

East Granby elementary school students engaged in a variety of philanthropic activities. Students fundraised for many national and local organizations and supported our local food pantry. East Granby hosted a dinner in Hartford in the late Fall for our Hartford and East Granby families. Students participated in the CHOICE Grant funded afterschool enrichment learning opportunities.

# District Profile and Performance Report for School Year 2014-15

## East Granby School District

### **Equitable Allocation of Resources among District Schools**

The East Granby Public Schools ensure equitable allocation of resources by engaging all stakeholders in the budget development process at the school and program level.

In the budget development process, school priorities and teacher needs for implementing the curriculum are identified. Each teacher is allocated funds to purchase classroom supplies. Curriculum needs are built into the budget requests.

A designated capital budget is appropriated by the town of East Granby to address infrastructure needs and support the purchase of technology and equipment to enhance student learning. Grant funds support a variety of activities and special programs in each school.

Schools provide many opportunities for students to interact with peers from diverse racial, ethnic and economic backgrounds in a variety of afterschool activities. Funding from the CHOICE program has enabled the district to provide tremendously rewarding co and extra-experiences for students.

The PTO also supported supplemental programs for students through mini-grant funding. Grant funding has also allowed us to secure technology such as chromebooks with carts, and professional development for teachers district wide.