

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



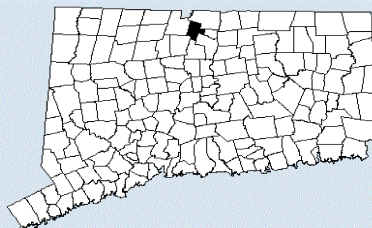
East Granby School District

Ms. Melissa Bavaro-Grande, Superintendent – Acting • 860-653-6486 • <http://www.eastgranby.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	836
Per Pupil Expenditures ¹	\$20,001
Total Expenditures ¹	\$17,940,468

¹ Expenditure data reflect the 2018-19 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 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	409	48.9	48.4
Male	427	51.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	60	7.2	5.2
Black or African American	67	8.0	12.7
Hispanic or Latino of any race	59	7.1	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	32	3.8	3.8
White	614	73.4	51.1
English Learners	15	1.8	8.3
Eligible for Free or Reduced-Price Meals	134	16.0	43.3
Students with Disabilities ³	125	15.0	16.0

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	26	6.5	*	*
Male	28	6.6	*	*
Black or African American	9	13.2	*	*
Hispanic or Latino of any race	*	*	6	9.8
White	33	5.4	17	2.7
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	17	13.1	12	9.0
Students with Disabilities	17	14.3	9	6.6
District	54	6.5	29	3.4
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 42

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A 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.

⁵ This column displays the 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	67.0
Paraprofessional Instructional Assistants	3.5
Special Education	
Teachers and Instructors	11.3
Paraprofessional Instructional Assistants	35.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.7
School Level	5.0
Library/Media	
Specialists (Certified)	3.7
Support Staff	0.9
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	6.4
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	26.2

¹ 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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	1	1.0	4.0
Hispanic or Latino of any race	1	1.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	101	98.1	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.0	10.4

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	*	7	*
Hispanic or Latino of any race	7	*	*	*
White	47	94.0	34	91.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	14	*	11	*
Students with Disabilities	7	*	6	*
District	65	95.6	51	94.4
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	8	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	44	95.7
Other Health Impairment	29	93.5
Other Disabilities	*	*
Speech/Language Impairment	8	*
District	96	82.1
State		67.8

³ This 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	12	1.4	2.0
Emotional Disturbance	6	0.7	1.1
Intellectual Disability	6	0.7	0.5
Learning Disability	46	5.4	5.7
Other Health Impairment	31	3.6	3.3
Other Disabilities	9	1.1	1.1
Speech/Language Impairment	11	1.3	1.8
All Disabilities	121	14.2	15.6

¹ This 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

² This 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$10,895,337	\$12,146	\$10,923
Support services - students	\$1,186,126	\$1,399	\$1,277
Support services - instruction	\$1,021,790	\$1,205	\$682
Support services - general administration	\$536,946	\$633	\$467
Support services - school based administration	\$1,213,550	\$1,431	\$1,021
Central and other support services	\$387,040	\$456	\$679
Operation and maintenance of plant	\$1,281,232	\$1,511	\$1,718
Student transportation services	\$739,504	\$872	\$1,288
Food services	.	.	\$12
Enterprise operations	\$678,945	\$801	\$163
Minor school construction	.	.	\$59
Total	\$17,940,468	\$20,001	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$915,158	25.5	28.5
Instructional Aide Salaries	\$510,208	14.2	10.1
Other Salaries	\$291,983	8.1	11.1
Employee Benefits	\$412,913	11.5	13.0
Purchased Services Other Than Transportation	\$259,582	7.2	5.7
Special Education Tuition	\$870,849	24.3	22.5
Supplies	\$21,295	0.6	0.6
Property Services	\$2,440	0.1	0.3
Purchased Services For Transportation	\$290,072	8.1	8.0
Equipment	\$9,008	0.3	0.2
All Other Expenditures	\$428	0.0	0.1
Total	\$3,583,936	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.0	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	87.3
State	11.2
Federal	1.5
Tuition & Other	.

⁴ Revenue 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).

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	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	13	*
Students with Disabilities	11	*
District	72	100.0
State		88.5

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	91.2	89.7
Male	70.0	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	81.0	85.4
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	79.7	85.4
State	71.5	87.5

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	6.5%	<=5%	12.2%
	High Needs Students	11.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	95.1%	75%	80.4%
On-track to High School Graduation		100.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		100.0%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		79.7%	75%	71.5%
Arts Access		56.0%	60%	51.8%

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
Graduation Rate Gap	.	.	.	10.9%	N

¹ If 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.

² If 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

East Granby Public Schools engaged the community in the development of a District Improvement Plan that responds to identified student need, school vision, mission, and goals. Our attendance protocol ensured regular attendance and participation of students. Student Support Services focused on reducing the achievement gap of our most challenged learners by training additional staff in specialized reading strategies and extensive professional development (PD) to improve programming and outcomes for students. Collaborative models were established with general education teachers to support students within an inclusive and co-teaching environment. The district's collaborative model included PD opportunities for teachers and paraprofessionals that focus on reading strategies, assistive technology, autism, and workshops to empower parents. Technology was emphasized as an essential strategy for enhancing the curriculum, student engagement, and individualized learning during COVID19. Google Classroom hosted remote learning goals and provided a mixture of synchronous and asynchronous learning so all students moved forward together. Live-classroom and pre-recorded instructional videos were added.

The core reading curriculum for grades K-5 was Teacher's College Reading and Writing Workshop model. FAST Math for fact fluency, Pinpoint Math and Everyday Math for concepts and problem solving were used to support mathematics. The SRBI process provided students with additional instruction to remediate foundational skill areas. The focus for instruction and assessment was student mastery and student-centered learning. The SRBI team implemented the LLI program to provide guided reading intervention and the Great Leaps Program to support reading fluency. Fostering student leadership was part of the school climate.

The secondary level teachers collaborated and aligned lessons to the Connecticut Core and content standards and analyzed data from summative and formative measures. Teachers employed instructional strategies that support teaching for mastery and a growth mindset. Foundational courses were offered to support our partnership with the Asnuntuck Community College Manufacturing program. Social Emotional learning was addressed through Second Step lessons. The middle school had ongoing education regarding social networking sites, and a new partnership with Resilience Grows Here. Secondary schools focused on student achievement and SRBI incorporation, mastery based curriculum-instruction-assessment, 21st digital learning through technology integration, and school climate.

Parental and community outreach was achieved through specific activities and communications such as the dedicated use of the district's Plus Portals platform, constant strategic communication by teachers who provided parents with strategy suggestions to use in supporting their child at home, information dissemination using our website, social media, parental advisory meetings, surveys, virtual parent classrooms, the Town's newsletter, orientations, parent conferences, the Art Show, Family Math Night, Open House, Meet and Greets, Field Day, concerts, Poetry CafA, Invention Convention, and PTO sponsored events. Additionally, the superintendent hosted Coffee & Conversation events to foster dialogue with the community.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The district participated in the OPEN CHOICE program with 50 students registered and the Choice Social and Academic Support Grant which helped us provide after-school enrichment clubs for students. Opportunities for global and local community interaction included participating in CREC's Greater Hartford Academy of the Performing Arts program and Asnuntuck Community College's Partnership Program. World Language classes exposed students to music, food, art and culture from around the world and international travel opportunities. Responsive Classroom and Zones of Regulation created an environment where students can do their best. Our ELL teacher worked with ELL students to develop their English skills and provide academic support. We celebrated Black History month and our music program explored diverse multinational genres. Students held fundraising events in conjunction with our local food pantry and national organizations to address poverty and hunger. Teachers highlighted their ethnically and racially diverse society through daily lessons, activities, and community projects. Intervention Specialist worked with all struggling students. Teachers participated in professional development on culturally sensitive teaching and in Mastery Based Education. Advisory group sessions focus on social emotional learning and Making Connections allowed students to interact during the sessions. Resiliency Grows Here workshops included all grade levels. We are partnering with CREC for racial equality planning. An extensive list of resources, including how to talk about racism at home with children, can be found on our website. After school clubs are open to all students. The elementary schools offers Student Activity Council, Math Fact Fluency Club, Invention Convention, and Morning Athletic Club. Secondary level students participate in NCCC athletics, debates, music festivals and academic competitions like the Academic Bowl, Math League and As Schools Match Wits. In conclusion, a total of 98 teachers were dedicated on increasing student awareness of the diversity of individuals and culture to 864 pupils.

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Equitable Allocation of Resources among District Schools

We ensured equitable allocation of resources by engaging stakeholders in the budget development process at the school and program level. School priorities and instructional resources were identified and incorporated into each 'schools' budget plan. The district's operating budget supported the educational program. Grant funding supported initiatives and programs to increase student, school, and district performance and allowed us to offer after school activities. Technology funding continues to enhance transformational learning for all students. Our one to one technology initiative connected each student with a Chromebook or iPad for usage. The town of East Granby provided capital infrastructure funds to support acquisition of technology and school safety, maintenance, and enhancements in all schools. The PTO supported our students and programs with funds. Educators carefully and purposefully planned and allocated funds to ensure that all students received equal educational opportunities by insisting on deep rigor in all classes, provided layered interventions for all students, and ensured that all students had access to 21st century learning opportunities.