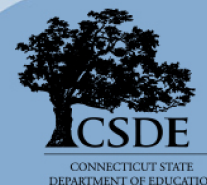


# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020-21



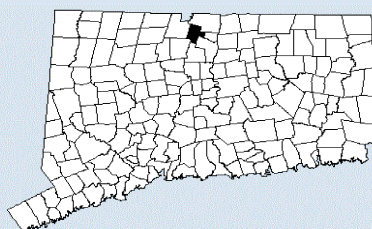
## East Granby School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	834
Per Pupil Expenditures <sup>1</sup>	\$20,193
Total Expenditures <sup>1</sup>	\$17,830,322

<sup>1</sup> Expenditure data reflect the 2019-20 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 2020-21 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 <https://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, 2020 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	387	46.4	48.4
Male	447	53.6	51.5
American Indian or Alaska Native	*	*	0.3
Asian	57	6.8	5.2
Black or African American	74	8.9	12.7
Hispanic or Latino of any race	57	6.8	27.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.0
White	612	73.4	49.9
English Learners	16	1.9	8.3
Eligible for Free or Reduced-Price Meals	104	12.5	42.7
Students with Disabilities <sup>3</sup>	126	15.1	16.3

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

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

<sup>3</sup> 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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	75	20.0	*	*
Male	74	16.6	*	*
Black or African American	28	38.4	*	*
Hispanic or Latino of any race	*	*	*	*
White	96	15.9	7	1.1
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	43	33.3	*	*
Students with Disabilities	40	32.0	*	*
District	149	18.2	12	1.4
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 29

Number of school-based arrests: Fewer than 6

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

<sup>4</sup> 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.

<sup>5</sup> This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2020-21

## East Granby School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	66.2
Paraprofessional Instructional Assistants	2.5
<b>Special Education</b>	
Teachers and Instructors	12.3
Paraprofessional Instructional Assistants	33.2
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	4.0
<b>Library/Media</b>	
Specialists (Certified)	2.8
Support Staff	0.9
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	7.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	28.2

<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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.3
Black or African American	1	1.0	4.1
Hispanic or Latino of any race	1	1.0	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	98	98.0	89.9

#### Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.1	7.3

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	7	*
Hispanic or Latino of any race	6	*	7	*
White	38	90.5	49	96.1
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	16	80.0	11	*
Students with Disabilities	11	*	9	*
District	58	90.6	68	97.1
State		75.9		85.6

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	9	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	47	97.9
Other Health Impairment	27	93.1
Other Disabilities	*	*
Speech/Language Impairment	10	*
District	102	84.3
State		67.9

<sup>3</sup> 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).

# District Profile and Performance Report for School Year 2020-21

## East Granby School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	15	1.8	2.1
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	48	5.6	5.8
Other Health Impairment	29	3.4	3.3
Other Disabilities	9	1.1	1.2
Speech/Language Impairment	14	1.6	1.9
All Disabilities	126	14.7	15.9

<sup>1</sup> 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 District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	4.8

<sup>2</sup> 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 Expenditures<sup>3</sup>: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$10,617,189	\$12,024	\$11,205
Support services - students	\$1,040,568	\$1,252	\$1,346
Support services - instruction	\$1,358,359	\$1,635	\$698
Support services - general administration	\$470,063	\$566	\$464
Support services - school based administration	\$1,296,183	\$1,560	\$1,037
Central and other support services	\$403,258	\$485	\$691
Operation and maintenance of plant	\$1,271,708	\$1,530	\$1,692
Student transportation services	\$826,742	\$977	\$1,159
Food services	.	.	\$21
Enterprise operations	\$546,252	\$657	\$151
Total	\$17,830,322	\$20,193	\$17,838

<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: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,084,794	31.0	29.6
Instructional Aide Salaries	\$637,745	18.2	11.1
Other Salaries	\$297,167	8.5	9.5
Employee Benefits	\$325,000	9.3	13.5
Purchased Services Other Than Transportation	\$-399	-0.0	5.4
Special Education Tuition	\$709,399	20.3	22.5
Supplies	\$33,944	1.0	0.5
Property Services	\$2,578	0.1	0.3
Purchased Services For Transportation	\$409,793	11.7	7.2
Equipment	\$644	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$3,500,665	100.0	100.0
Percent of Total Expenditures Used for Special Education		19.6	25.1

### Expenditures by Revenue Source<sup>4</sup>: 2019-20

	Percent of Total (%) Excluding School Construction
Local	87.8
State	11.3
Federal	0.9
Tuition & Other	.

<sup>4</sup> 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).

# District Profile and Performance Report for School Year 2020-21

## 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.

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

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

READING	NAEP 2019		NAEP 2013
	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

<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 performance on NAEP by student group, at [https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2019.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf)

#### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

# District Profile and Performance Report for School Year 2020-21

## East Granby School District

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

	2019-20	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	6	*
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	13	*
Students with Disabilities	*	*
District	54	96.3
State		88.8

<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.

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2019-20 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	93.4	39	63.9
Male	91.8	36	49.3
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	93.5	57	61.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	87.1	9	29.0
Students with Disabilities	76.9	*	*
District	92.5	75	56.0
State	85.0		36.0

<sup>3</sup> College 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

<sup>4</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 percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2021 ACT, Inc. [www.act.org](http://www.act.org)

IB® statistics derived from data provided by the International Baccalaureate Organization.

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\* The data are suppressed to ensure confidentiality.

### College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	79.4	87.1
Male	*	78.6
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	83.8	86.3
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	75.5	83.1
State	67.4	84.9

<sup>3</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>4</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 2020-21

## East Granby School District

### 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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	18.2%	<=5%	19.0%
	High Needs Students	31.0%	<=5%	30.2%
Preparation for CCR	% Taking Courses	94.0%	75%	80.6%
	% Passing Exams	56.0%	75%	36.0%
On-track to High School Graduation		95.3%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		96.3%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		.	94%	85.2%
Postsecondary Entrance (Class of 2020)		75.4%	75%	67.4%
Arts Access		24.4%	60%	50.7%

*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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	.	.	.	9.8%	N

<sup>1</sup> 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.

<sup>2</sup> 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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

#### Supporting Resources:

Two-page FAQ at [http://edsight.ct.gov/relatedreports/nextgenFAQ\\_revisedDec2018.pdf](http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf)

Detailed Presentation at [https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System\\_Detailed%20Presentation\\_Jan\\_2020.pdf](https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf)

Using Accountability Results to Guide Improvement at [https://edsight.ct.gov/relatedreports/Using\\_Accountability\\_Results\\_to\\_Guide\\_Improvement.pdf](https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf)

# District Profile and Performance Report for School Year 2020-21

## East Granby School District

### Narratives

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

East Granby Public Schools (EGPS) engaged the community in the development of a District Improvement Plan that responds to identified student need, school vision, mission, and goals. EGPS employs a continuous improvement cycle using student data to guide decision-making. Across the district, EGPS utilized standardized assessment, such as Fountas and Pinnel, Measurement of Academic Progress (MAP), and PSATs, to identify student deficiencies in reading comprehension of complex texts. For mathematics, results were garnered from ALEKS, MAPs, PSATs, and departmental assessments to gauge students' levels of mastery. Through the SRBI process, schools were able to determine which students needed additional support and pinpoint areas for growth. Instruction was designed, implemented and reviewed to ensure all students achieved success. Our school counseling team worked closely with administrators, teachers, and families to help students who struggled and provided dedicated support according to the students' needs. Teachers and staff participated in professional development and PLC teams across the district to further enhance their instructional strategies. Curriculum was reviewed and revised regularly to improve student outcomes. Our attendance protocol included supports to ensure 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. Several years ago, EGPS launched a revision of the Mission and Vision Statements by seeking input from stakeholders, which included administrators, faculty, students, parents/guardians, community members, business partners, and the Board of Education. In addition, the district designed numerous pathways of success for our students.

East Granby High School's Portrait of a Graduate embraces the five "C's" which include: critical thinker, creator, communicator, collaborator, empowered citizen. The district continues the work to identify outcomes of the five "C's" at each district schools. School Staff provided parents with suggestions to support their child at home. Various information was disseminated using our website, social media, parental advisory meetings, surveys, virtual parent classrooms, listserv emails, newsletters, blogs, the Town's newsletter, orientations, parent conferences, School Messenger, and including parents and guardians on committees were also practiced. PowerSchool was implemented allowing parents to have access to student grades and attendance data. Additionally, parents were invited to virtually attend school events such as the Art Show, Family Math Night, Open Houses, Meet and Greets, Field Day, concerts, Poetry Cafe, and Invention Convention.

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

The district is committed to the belief that equity, diversity and the social and emotional well-being of our students is paramount to their success. We began the process to develop a continuous improvement plan designed to enhance climate and culture, including social emotional learning, equity, diversity, anti-bias and social justice. With these goals in mind, we established a Climate and Culture Advisory who initiated the district's Climate and Culture Plan. The plan included three critical components: teaching and learning, community engagement, and student centered opportunities for growth. Teachers participated in professional learning on culturally sensitive teaching and Mastery Based Education. Advisory group sessions provided students with opportunities to interact and focused on social emotional learning and use of mindfulness and self-resiliency curriculums. We participated in the Open Choice Program and the Choice Social and Academic Support Grant which helped us provide afterschool enrichment clubs that 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. Global and local community interaction included participating in CREC's Greater Hartford Academy of the Performing Arts program, Asnuntuck Community College's Partnership Program, and partnering with CREC for racial equality planning. World Language classes exposed students to music, food, and art and culture from around the world. Our ELL teacher worked with ELL students to develop their English skills and provide academic support. We celebrated heritage months and our music program explored multi-national genres. Students held fundraising events in conjunction with our local food pantry and national organizations to address poverty and hunger. In conclusion, our 98 teachers were dedicated to educating our 846 students on the diversity of individuals and culture by highlighting their ethnically and racially diverse society through daily lessons, activities, and community projects.

# District Profile and Performance Report for School Year 2020-21

## East Granby School District

### **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 school's budget plan. The district's operating budget supported the educational program. Grant funding supported initiatives and programs to increase student, school, and district performance and allowed us to offer after school activities. Technology funding continued 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 money 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.