

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



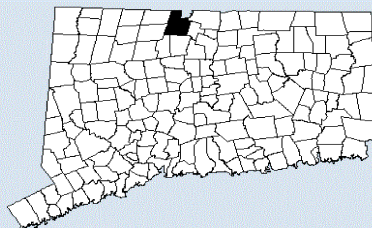
Granby School District

Dr. Alan Addley, Superintendent • 860-844-5250 • <http://www.granbyschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,877
Per Pupil Expenditures ¹	\$15,511
Total Expenditures ¹	\$30,075,085

¹Expenditure data reflect the 2017-18 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 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	941	50.1	48.4
Male	936	49.9	51.6
American Indian or Alaska Native	7	0.4	0.3
Asian	31	1.7	5.2
Black or African American	98	5.2	12.8
Hispanic or Latino of any race	74	3.9	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	62	3.3	3.6
White	1,605	85.5	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	248	13.2	42.1
Students with Disabilities ³	266	14.2	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	44	4.8	8	0.8
Male	50	5.5	38	4.0
Black or African American	13	14.0	8	7.9
Hispanic or Latino of any race	*	*	*	*
White	67	4.3	33	2.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	37	15.1	15	5.2
Students with Disabilities	28	10.4	19	6.0
District	94	5.2	46	2.4
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 32

Number of school-based arrests: Fewer than 6

⁴A 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.

⁵This 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	123.2
Paraprofessional Instructional Assistants	17.3
Special Education	
Teachers and Instructors	17.8
Paraprofessional Instructional Assistants	39.5
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	8.6
Library/Media	
Specialists (Certified)	4.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	9.9
Counselors, Social Workers and School Psychologists	14.5
School Nurses	4.2
Other Staff Providing Non-Instructional Services/Support	84.8

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	1.6	1.1
Black or African American	1	0.5	3.8
Hispanic or Latino of any race	4	2.2	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	176	95.7	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	10.0

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	*	8	*
Hispanic or Latino of any race	7	*	8	*
White	128	97.7	148	98.7
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	13	*	24	96.0
Students with Disabilities	17	*	27	96.4
District	156	96.9	170	98.3
State		74.5		85.2

²College-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	28	77.8
Emotional Disturbance	20	76.9
Intellectual Disability	*	*
Learning Disability	76	83.5
Other Health Impairment	40	76.9
Other Disabilities	*	*
Speech/Language Impairment	21	91.3
District	191	78.6
State		67.6

³This 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	38	2.1	1.9
Emotional Disturbance	26	1.4	1.1
Intellectual Disability	9	0.5	0.5
Learning Disability	91	5.0	5.5
Other Health Impairment	52	2.8	3.2
Other Disabilities	11	0.6	1.1
Speech/Language Impairment	29	1.6	1.8
All Disabilities	256	14.0	15.0

¹This 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

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$18,254,770	\$9,415	\$10,545
Support services - students	\$2,524,415	\$1,353	\$1,373
Support services - instruction	\$1,172,125	\$628	\$644
Support services - general administration	\$560,853	\$301	\$462
Support services - school based administration	\$2,017,105	\$1,081	\$1,007
Central and other support services	\$502,443	\$269	\$671
Operation and maintenance of plant	\$2,794,646	\$1,498	\$1,629
Student transportation services	\$1,460,446	\$766	\$1,231
Food services	\$8,464	\$5	\$13
Enterprise operations	\$779,817	\$418	\$157
Minor school construction	.	.	\$65
Total	\$30,075,085	\$15,511	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,474,951	39.6	29.7
Instructional Aide Salaries	\$837,652	13.4	9.6
Other Salaries	\$80,814	1.3	10.4
Employee Benefits	\$771,331	12.3	13.0
Purchased Services Other Than Transportation	\$96,256	1.5	5.5
Special Education Tuition	\$1,571,504	25.1	22.6
Supplies	\$21,789	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$374,017	6.0	8.0
Equipment	\$21,695	0.3	0.2
All Other Expenditures	\$1,854	0.0	0.1
Total	\$6,251,862	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.8	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	75.7
State	20.3
Federal	1.5
Tuition & Other	2.5

⁴Revenue 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 2018-19

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	6	*	6	*	*	*
Asian	16	*	16	*	*	*
Black or African American	50	61.8	50	53.5	18	*
Hispanic or Latino of any race	39	75.8	39	63.9	17	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	37	67.5	36	62.3	20	68.9
White	816	78.6	814	72.6	345	79.7
English Learners	16	*	16	*	*	*
Non-English Learners	948	77.2	945	70.9	*	*
Eligible for Free or Reduced-Price Meals	119	68.9	119	59.8	51	63.8
Not Eligible for Free or Reduced-Price Meals	845	78.4	842	72.6	360	79.8
Students with Disabilities	155	61.3	153	53.4	62	58.2
Students without Disabilities	809	80.2	808	74.3	349	81.3
High Needs	251	66.1	249	58.4	99	63.1
Non-High Needs	713	81.1	712	75.4	312	82.5
District	964	77.2	961	71.0	411	77.9

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

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

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	93.5	75.9	78.3	96.4	550	86.5
Curl Up	93.5	80.3	84.2	95.7	550	88.7
Push Up	88.9	68.6	72.5	82.9	550	78.7
Mile Run/PACER	94.8	93.4	85.8	75.0	550	87.5
All Tests - District	83.0	51.8	55.8	67.1	550	65.3
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	7	*
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	19	*
Students with Disabilities	16	*
District	162	96.9
State		88.3

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

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	100.0	120	71.0
Male	98.2	98	59.4
Black or African American	*	*	*
Hispanic or Latino of any race	*	7	*
White	98.9	193	68.7
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	18	46.2
Students with Disabilities	93.3	9	20.0
District	99.1	218	65.3
State	95.9		42.6

³College 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

⁴Participation 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.

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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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	82.7	93.8
Male	76.8	94.1
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	81.5	95.6
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	60.0	*
Students with Disabilities	*	*
District	79.6	93.9
State	71.0	87.8

⁵College 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.

⁶College 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	77.2	75	50.0	50	100.0	67.7
	High Needs Students	66.1	75	44.1	50	88.1	58.1
Math Performance Index	All Students	71.0	75	47.3	50	94.6	63.1
	High Needs Students	58.4	75	38.9	50	77.9	52.7
Science Performance Index	All Students	77.9	75	50.0	50	100.0	63.8
	High Needs Students	63.1	75	42.1	50	84.2	54.2
ELA Academic Growth	All Students	68.6%	100%	68.6	100	68.6	59.9%
	High Needs Students	59.1%	100%	59.1	100	59.1	55.1%
Math Academic Growth	All Students	67.4%	100%	67.4	100	67.4	62.5%
	High Needs Students	58.8%	100%	58.8	100	58.8	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	5.2%	<=5%	49.5	50	99.1	10.4%
	High Needs Students	11.5%	<=5%	37.0	50	74.1	16.1%
Preparation for CCR	% Taking Courses	97.6%	75%	50.0	50	100.0	80.0%
	% Passing Exams	65.3%	75%	43.5	50	87.0	42.6%
On-track to High School Graduation		98.7%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		96.9%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		97.2%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		79.6%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.7% 65.3%	75%	43.5	50	87.0	96.4% 52.9%
Arts Access		54.7%	60%	45.6	50	91.2	51.9%
Accountability Index				1145.5	1350	84.8	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	66.1	8.9	15.4	
Math Performance Index Gap	75.0	58.4	16.6	17.6	
Science Performance Index Gap	75.0	63.1	11.9	16.1	
Graduation Rate Gap	94.0%	97.2%	-3.2%	11.1%	N

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

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.4
	High Needs Students	98.5
Math	All Students	99.1
	High Needs Students	97.7
Science	All Students	98.3
	High Needs Students	96.2

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

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Narratives

School District Improvement Plans and Parental Outreach Activities

The Granby Board of Education (BOE) has a 21st Century vision, values, mission and five-year goals for the district (Goals 2020). All Granby schools have developed data-driven school improvement plans to guide continuous improvement efforts around the mission, student achievement and instruction. The Board Goals and District Improvement Plan guide the work of the school system. The strategic initiatives that frame the work are: (a) the focus on student learning; (b) the implementation of Professional Learning Communities (PLC) within the schools; and, (c) the promotion of fiscal accountability and community involvement. The district is committed to the structures and culture of PLC as its process for district improvement and the work of the district is characterized by students and adults learning together. The mission calls for students to be powerful thinkers, effective collaborators and compassionate contributors.

Efforts to improve special education services consists of an inclusion model of special education; the implementation of the recommendations from a special education program review designed to improve services and increase the academic performance of students with disabilities; a district theory of action that supports the most highly qualified staff working with the neediest students; a comprehensive K-12 SRBI model for providing interventions; summer programming; an integrated pre-school program; full-day kindergarten; collaboration with UConn's Center for Talented & Gifted to provide programming for our most high-performing students at the intermediate, middle and high schools; and, the hiring of an Enrichment Coach at the middle school.

The BOE has also adopted six strategic goals to promote positive engagement and communication with the community and parents. This is being accomplished through the Board's visibility in the community and through new policies, practices and resources promoting community involvement.

Parents are actively engaged in their child's learning and the planning and improvement of school programs through Parent Advisory Councils, School Start Time Taskforce, Equity Taskforce, School Climate Committees, Leadership Councils, curricular and hiring committees, focus groups, classroom visits, Superintendent Forums, volunteerism, parent workshops, open houses, conferences, budget workshops, informational events, and an annual satisfaction survey. Annually, parents raise funds to help support the school projects, extracurricular and sports programs. The Board also works collaboratively with the Town Youth Center, Social Services, the Police Department, Board of Finance, and the Board of Selectmen to address the social and behavioral needs of students.

Use of the local community television station, an interactive website, teacher websites, parent portals such as Schoology and PowerSchool, access to on-line grades, the ability to register, sign up and pay for field trips on-line, the use of blogs, social media, Twitter, STOP-IT anti-bullying software, and community forums have all helped to increase school-parent communication. Students are provided on-line learning and intervention experiences.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Granby addresses racial, ethnic and economic isolation through curriculum, district and school improvement plans and opportunities for students to participate in parental choice initiatives. Granby has participated in Open Choice since its inception and has been one of the highest participating districts in the state. There were 17 students at Kelly Lane Primary School; 22 students at Wells Road Intermediate School; and 41 students at Granby Middle and High Schools during 2018-19. Extracurricular activities such as band and chorus are scheduled to ensure participation for Open Choice students. Approximately 39 Open Choice students participated in summer school programs. A Choice Intervention Specialist and School Social Worker help support the program. Staff members participate in an Open Choice Book Club. 40+ students attended inter-district and Hartford host magnet schools and 8 high school students attended a half-day technical program at Asnuntuck Community College. Granby schools are committed to international trips and student exchange programs with Spain and France. The introduction of Mandarin Chinese classes was inspired by the district's relationships with a Sister School in the Shandong Province. Subsequently, the district has introduced languages K-12. Teachers and students benefit from participating in a variety of diversity workshops. Other experiences designed to increase students' awareness of diversity include a capstone project in Grades 2, 6, 8 and 12 that helps students to exhibit care and compassion for others and a District Wellness Committee that promotes wellness and healthy food choices. Minority educator recruitment efforts have included attendance at local recruitment fairs. The district publicly prioritizes equity through a presentation of an equity report shared annually to reflect efforts of reducing the achievement gap between regular and special education as well as resident and non-resident students. The district received a grant from the Graustein Memorial Fund in partnership with the Connecticut Center for School Change to address inequities and reduce achievement gaps. This resulted in the establishment of the Granby Equity Task Force comprised of teachers, administrators, parents, students, and a BOE representative.

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Equitable Allocation of Resources among District Schools

The BOE allocates an equitable level of material and financial resources among district schools. A BOE Comparability of Services Policy helps ensure the equity and equivalency of instructional resources allocated to each school. The long-range fiscal plan for large capital projects, small capital expenditures and operating budgets within the Town of Granby, Board of Finance, Board of Selectmen, and BOE often agree on the annual increase for the budget. BOE class size guidelines are used to determine the number of teachers, support personnel, instructional support and instructional supplies for each building. Decisions about new programs and textbooks are made as part of a curriculum review cycle and approved by the BOE. The development of the budget includes an examination of student performance and assessment results, program evaluations, spending per school, state legislation, and accreditation recommendations. A Quality & Diversity fund supports the district's efforts to reduce racial, ethnic and economic isolation and is used to support the needs of our Choice students, magnet school tuitions and various enrichment activities for all students.