

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



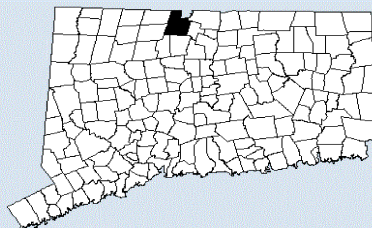
## Granby School District

Mr. Mark Winzler, Superintendent - Interim • 860-844-5250 • <http://www.granbyschools.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,799
Per Pupil Expenditures <sup>1</sup>	\$16,297
Total Expenditures <sup>1</sup>	\$31,713,128

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### 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](http://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 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	892	49.6	48.4
Male	907	50.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	34	1.9	5.2
Black or African American	101	5.6	12.7
Hispanic or Latino of any race	70	3.9	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	60	3.3	3.8
White	1,526	84.8	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	244	13.6	43.3
Students with Disabilities <sup>3</sup>	266	14.8	16.0

*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	45	5.2	*	*
Male	57	6.5	*	*
Black or African American	14	14.4	*	*
Hispanic or Latino of any race	*	*	0	0.0
White	74	5.0	31	2.0
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	35	16.0	14	5.1
Students with Disabilities	30	11.9	18	6.0
District	102	5.8	44	2.4
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 48**

**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.*

<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 2019-20

## Granby School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	118.5
Paraprofessional Instructional Assistants	23.8
<b>Special Education</b>	
Teachers and Instructors	21.0
Paraprofessional Instructional Assistants	41.8
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	7.0
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	11.8
Counselors, Social Workers and School Psychologists	14.0
School Nurses	4.2
Other Staff Providing Non-Instructional Services/Support	87.8

<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	4	2.2	1.2
Black or African American	2	1.1	4.0
Hispanic or Latino of any race	4	2.2	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	172	94.5	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.7	10.4

### 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	9	*	6	*
Hispanic or Latino of any race	*	*	6	*
White	121	96.8	132	99.2
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	16	*	10	*
Students with Disabilities	8	*	16	*
District	141	95.9	158	98.8
State		75.8		84.8

<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	27	75.0
Emotional Disturbance	17	68.0
Intellectual Disability	*	*
Learning Disability	74	82.2
Other Health Impairment	50	87.7
Other Disabilities	*	*
Speech/Language Impairment	21	87.5
District	197	80.1
State		67.8

<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 2019-20

## Granby School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	38	2.2	2.0
Emotional Disturbance	25	1.4	1.1
Intellectual Disability	8	0.5	0.5
Learning Disability	90	5.1	5.7
Other Health Impairment	57	3.2	3.3
Other Disabilities	6	0.3	1.1
Speech/Language Impairment	35	2.0	1.8
All Disabilities	259	14.7	15.6

<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	7	2.7	8.2
Private Schools or Other Settings	9	3.5	5.0

<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>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$18,861,500	\$9,692	\$10,923
Support services - students	\$2,922,526	\$1,562	\$1,277
Support services - instruction	\$1,214,893	\$649	\$682
Support services - general administration	\$644,786	\$345	\$467
Support services - school based administration	\$2,132,296	\$1,140	\$1,021
Central and other support services	\$555,766	\$297	\$679
Operation and maintenance of plant	\$2,949,020	\$1,576	\$1,718
Student transportation services	\$1,596,955	\$915	\$1,288
Food services	\$2,495	\$1	\$12
Enterprise operations	\$832,890	\$445	\$163
Minor school construction	.	.	\$59
Total	\$31,713,128	\$16,297	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,484,564	35.7	28.5
Instructional Aide Salaries	\$1,016,693	14.6	10.1
Other Salaries	\$83,295	1.2	11.1
Employee Benefits	\$777,958	11.2	13.0
Purchased Services Other Than Transportation	\$145,568	2.1	5.7
Special Education Tuition	\$1,821,867	26.2	22.5
Supplies	\$19,672	0.3	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$583,367	8.4	8.0
Equipment	\$20,277	0.3	0.2
All Other Expenditures	\$1,433	0.0	0.1
Total	\$6,954,694	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.9	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	74.2
State	21.4
Federal	1.4
Tuition & Other	3.0

<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 2019-20

## 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: 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 Proficient<sup>1</sup>

	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

<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, [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>*

# District Profile and Performance Report for School Year 2019-20

## Granby School District

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

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	8	*
Hispanic or Latino of any race	8	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	33	93.9
Students with Disabilities	28	92.9
District	172	98.3
State		88.5

<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 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 <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	86.2	93.7
Male	83.5	86.2
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	87.5	92.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	71.0	*
Students with Disabilities	60.0	*
District	84.9	89.8
State	71.5	87.5

<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 2019-20

## 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: 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	5.8%	<=5%	12.2%
	High Needs Students	13.0%	<=5%	18.0%
Preparation for CCR	% Taking Courses	97.4%	75%	80.4%
On-track to High School Graduation		98.4%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		98.3%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		95.1%	94%	84.5%
Postsecondary Entrance (Class of 2019)		84.9%	75%	71.5%
Arts Access		62.9%	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 <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	94.0%	95.1%	-1.1%	10.9%	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: 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](#)

# District Profile and Performance Report for School Year 2019-20

## Granby School District

### 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; expansion of the Collaborative and Proactive Solutions (Dr. Ross Green) model of classroom management; 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 intermediate 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, Granby Equity Team, 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, 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 20 students at Kelly Lane Primary School; 14 students at Wells Road Intermediate School; and 40 students at Granby Middle and High Schools during 2019-20. Extracurricular activities such as band and chorus are scheduled to ensure participation for Open Choice students. A Choice Intervention Specialist and School Social Worker help support the program. Staff members participate in an Open Choice Book Club. 35 students attended inter-district and Hartford host magnet schools and 22 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 and, this year, was expanded to Grade 8 students. Subsequently, the district 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 is in a partnership with the Connecticut Center for School Change to address inequities and reduce achievement gaps which resulted in the establishment of the Granby Equity Task Force comprised of teachers, administrators, parents, students, and a BOE representative.

# District Profile and Performance Report for School Year 2019-20

## Granby School District

### **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.