

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



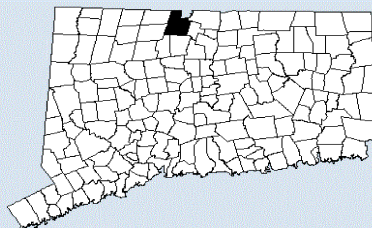
Granby School District

Mr. Alan Addley, Superintendent • 860-844-5250 • <http://www.granby.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,880
Per Pupil Expenditures ¹	\$14,888
Total Expenditures ¹	\$29,895,477

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	936	49.8	48.4
Male	944	50.2	51.6
American Indian or Alaska Native	7	0.4	0.3
Asian	28	1.5	5.1
Black or African American	95	5.1	12.9
Hispanic or Latino	65	3.5	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	59	3.1	2.9
White	1,626	86.5	54.8
English Learners	7	0.4	6.8
Eligible for Free or Reduced-Price Meals	179	9.5	35.9
Students with Disabilities ¹	229	12.2	14.3

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	47	5.2	10	1.1
Male	52	5.7	66	7.0
Black or African American	19	21.1	17	18.1
Hispanic or Latino	7	11.5	*	*
White	66	4.2	50	3.1
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	35	20.8	28	14.7
Students with Disabilities	32	14.1	27	10.2
District	99	5.4	76	4.1
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 26

Number of school-based arrests: Fewer than 6

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Granby School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	127.8
Paraprofessional Instructional Assistants	16.3
Special Education	
Teachers and Instructors	21.0
Paraprofessional Instructional Assistants	35.1
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	7.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	4.4
Instructional Specialists Who Support Teachers	10.3
Counselors, Social Workers and School Psychologists	14.5
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	78.4

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	4	2.1	1.0
Black or African American	1	0.5	3.6
Hispanic or Latino	3	1.6	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	185	95.9	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.8	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	6	*
Hispanic or Latino	0	0.0	10	*
White	99	74.4	128	94.8
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	*	*	16	*
Students with Disabilities	*	*	20	87.0
District	106	68.8	150	94.9
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	18	72.0
Emotional Disturbance	15	71.4
Intellectual Disability	*	*
Learning Disability	62	81.6
Other Health Impairment	51	86.4
Other Disabilities	*	*
Speech/Language Impairment	18	90.0
District	170	79.8
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	25	1.3
Emotional Disturbance	21	1.1
Intellectual Disability	7	0.4
Learning Disability	76	4.1
Other Health Impairment	59	3.2
Other Disabilities	7	0.4
Speech/Language Impairment	23	1.2
All Disabilities	218	11.8

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	16,210,711	8,330	9,663
Instructional Supplies and Equipment	477,999	246	321
Improvement of Instruction and Educational Media Services	1,036,024	532	578
Student Support Services	2,593,138	1,333	1,103
Administration and Support Services	2,864,188	1,472	1,861
Plant Operation and Maintenance	3,401,024	1,748	1,637
Transportation	1,337,934	756	877
Costs of Students Tuitioned Out	1,313,611	N/A	N/A
Other	660,848	340	201
Total	29,895,477	14,888	16,236

Additional Expenditures

Land, Buildings, and Debt Service	2,949,511	1,516	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	2,276,156	41.1
Noncertified Personnel	866,610	15.7
Purchased Services	199,434	3.6
Tuition to Other Schools	1,123,843	20.3
Special Ed. Transportation	357,576	6.5
Other Expenditures	712,190	12.9
Total Expenditures	5,535,809	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	75.2	72.7
State	20.5	22.5
Federal	1.3	1.4
Tuition & Other	3.0	3.3

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2016-17

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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	*	*	*	*	*	*
Asian	14	*	14	*	*	*
Black or African American	48	57.6	48	50.0	22	52.2
Hispanic or Latino	24	70.7	24	61.4	16	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	32	73.6	32	70.1	9	*
White	842	78.0	840	72.6	403	69.3
English Learners	14	*	14	*	*	*
Non-English Learners	948	76.7	946	71.3	452	68.5
Eligible for Free or Reduced-Price Meals	104	62.4	104	56.0	50	57.1
Not Eligible for Free or Reduced-Price Meals	858	78.3	856	72.9	407	69.8
Students with Disabilities	118	59.9	118	52.3	51	53.2
Students without Disabilities	844	78.9	842	73.7	406	70.3
High Needs	205	62.9	205	56.0	92	56.3
Non-High Needs	757	80.3	755	75.2	365	71.4
District	962	76.6	960	71.1	457	68.4

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	94.4	76.6	73.5	95.0	559	85.0
Curl Up	91.9	82.3	93.4	95.0	559	91.1
Push Up	88.7	77.4	76.8	81.9	559	81.0
Mile Run/PACER	90.3	90.3	85.4	78.1	559	85.5
All Tests - District	78.2	61.3	62.3	68.1	559	67.3
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	0	0
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	24	91.7
District	194	98.5
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.6	98	66.2
Male	97.6	121	73.8
Black or African American	*	*	*
Hispanic or Latino	*	7	*
White	98.1	200	74.6
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.3	10	33.3
Students with Disabilities	87.2	6	15.4
District	98.1	219	70.2
State	96.1		43.5

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 percent.

Sources:

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

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

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

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College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	91.7	94.7
Male	76.7	93.5
Black or African American	*	*
Hispanic or Latino	*	*
White	85.1	94.4
English Learners	85.1	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	83.4	94.2
State	72.0	88.5

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	76.6	75	50.0	50	100.0	67.1
	High Needs Students	62.9	75	41.9	50	83.9	55.9
Math Performance Index	All Students	71.1	75	47.4	50	94.8	62.2
	High Needs Students	56.0	75	37.3	50	74.6	50.5
Science Performance	All Students	68.4	75	45.6	50	91.2	55.3
	High Needs Students	56.3	75	37.5	50	75.1	45.2
ELA Academic Growth	All Students	58.4%	100%	58.4	100	58.4	55.4%
	High Needs Students	52.3%	100%	52.3	100	52.3	49.8%
Math Academic Growth	All Students	58.3%	100%	58.3	100	58.3	61.7%
	High Needs Students	48.6%	100%	48.6	100	48.6	53.7%
Chronic Absenteeism	All Students	5.4%	<=5%	49.1	50	98.2	9.9%
	High Needs Students	15.7%	<=5%	28.5	50	57.1	15.8%
Preparation for CCR	% Taking Courses	82.1%	75%	50.0	50	100.0	70.7%
	% Passing Exams	70.2%	75%	46.8	50	93.6	43.5%
On-track to High School Graduation		95.9%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		98.5%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		89.2%	94%	94.9	100	94.9	82.0%
Postsecondary Entrance (Class of 2016)		83.4%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		95.9% 67.3%	75%	44.8	50	89.7	92.0% 51.6%
Arts Access		57.1%	60%	47.6	50	95.1	50.5%
Accountability Index				1089.1	1350	80.7	

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?					Y
ELA Performance Index Gap	75.0	62.9	12.1	16.7	
Math Performance Index Gap	75.0	56.0	19.0	18.7	
Science Performance Index Gap	71.4	56.3	15.1	16.6	
Graduation Rate Gap	94.0%	89.2%	4.8%	12.0%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.9
	High Needs Students	97.7
Math	All Students	98.7
	High Needs Students	97.7
Science	All Students	99.8
	High Needs Students	100.0

³Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2016-17

Granby School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Granby Board of Education (BOE) has a 21st Century vision, mission and achievement goal for the district and has developed 5-year district priorities. All Granby schools have developed data-based school improvement plans to guide continuous improvement efforts around the mission, student achievement and instruction. The Board and community have also developed a blueprint of priorities to guide the direction 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 for students with disabilities consists of an inclusion model of special education; the implementation of the recommendations from a recent 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; and, collaboration with UConn's Center for Talented & Gifted to provide programming for our most high-performing students.

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 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 in grades 7-12.

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 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 22 students at Kelly Lane Primary School; 20 students at Wells Road Intermediate School; and 41 students at Granby Middle and High Schools during 2016-17. Extracurricular activities such as band and chorus are scheduled to ensure participation for Open Choice students. 34 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. 60+ students attended inter-district and Hartford host magnet schools and 4 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 Japan, 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 publically 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 our challenges with equity and the achievement gap. 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.