

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



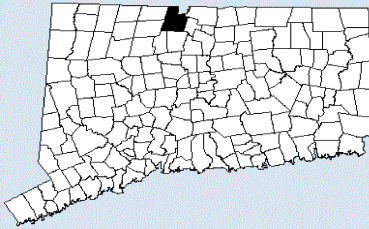
## Granby School District

Mr. Alan Addley, Superintendent • 860-844-5250 • [www.granby.k12.ct.us](http://www.granby.k12.ct.us)

### District Information

Grade Range	PK-12
Number of Schools/Programs	5
Enrollment	1,961
Per Pupil Expenditures <sup>1</sup>	\$14,656
Total Expenditures <sup>1</sup>	\$29,766,600

<sup>1</sup>Expenditure data reflect the 2014-15 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

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

## Students

### October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	959	48.9	48.3
Male	1,002	51.1	51.6
American Indian or Alaska Native	8	0.4	0.2
Asian	26	1.3	4.9
Black or African American	95	4.8	12.8
Hispanic or Latino	69	3.5	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	63	3.2	2.7
White	1,700	86.7	55.9
English Learners	9	0.5	6.4
Eligible for Free or Reduced-Price Meals	194	9.9	38.0
Students with Disabilities <sup>1</sup>	222	11.3	13.7

<sup>1</sup>Students 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 <sup>2</sup>	Suspension/ Expulsion <sup>3</sup>
	Count Rate (%)	Count Rate (%)
Female	49 5.2	10 1.0
Male	50 5.1	54 5.4
Black or African American	20 20.6	18 18.8
Hispanic or Latino	* *	* *
White	70 4.2	38 2.2
English Learners	0 *	0 *
Eligible for Free or Reduced-Price Meals	32 17.8	29 14.5
Students with Disabilities	28 12.3	26 10.1
District	99 5.1	64 3.2
State	9.6	7.0

Number of students in 2014-15 qualified as truant under state statute: 19

Number of school-based arrests: Fewer than 6

<sup>2</sup>A 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.

<sup>3</sup>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 2015-16

## Granby School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	125.9
Paraprofessional Instructional Assistants	13.8
<b>Special Education</b>	
Teachers and Instructors	21.0
Paraprofessional Instructional Assistants	39.2
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	5.0
School Level	8.1
<b>Library/Media</b>	
Specialists (Certified)	5.0
Support Staff	5.7
Instructional Specialists Who Support Teachers	11.3
Counselors, Social Workers and School Psychologists	12.5
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	84.5

<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	2	1.1	1.0
Black or African American	1	0.5	3.5
Hispanic or Latino	2	1.1	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	186	97.4	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.0	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0.0	7	*
Hispanic or Latino	*	*	6	*
White	65	48.1	163	94.2
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	10	*
Students with Disabilities	*	*	12	*
District	69	43.7	181	94.3
State		61.2		73.9

<sup>3</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>4</sup>

	Count	Rate (%)
Autism	16	72.7
Emotional Disturbance	9	*
Intellectual Disability	*	*
Learning Disability	53	81.5
Other Health Impairment	57	85.1
Other Disabilities	*	*
Speech/Language Impairment	19	86.4
District	159	77.9
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Granby School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	25	1.3	1.6
Emotional Disturbance	18	0.9	1.0
Intellectual Disability	7	0.4	0.5
Learning Disability	65	3.4	4.6
Other Health Impairment	67	3.5	2.8
Other Disabilities	7	0.4	1.0
Speech/Language Impairment	26	1.3	1.9
All Disabilities	215	11.1	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	15,852,576	8,113	9,387
Instructional Supplies and Equipment	987,884	506	318
Improvement of Instruction and Educational Media Services	1,063,566	544	541
Student Support Services	2,201,090	1,126	1,048
Administration and Support Services	3,100,786	1,587	1,790
Plant Operation and Maintenance	3,266,047	1,671	1,608
Transportation	1,234,580	705	845
Costs of Students Tuitioned Out	1,414,461	N/A	N/A
Other	645,610	330	194
Total	29,766,600	14,656	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	2,829,238	1,448	1,524
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<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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,210,691	40.3	35.1
Noncertified Personnel	822,381	15.0	14.5
Purchased Services	206,966	3.8	5.5
Tuition to Other Schools	1,186,617	21.6	21.6
Special Ed. Transportation	334,343	6.1	8.3
Other Expenditures	729,589	13.3	15.0
Total Expenditures	5,490,587	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	75.4	73.1
State	20.2	22.2
Federal	1.5	1.6
Tuition & Other	2.9	3.2

<sup>4</sup>Revenue 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 2015-16

## 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	47	63.8	47	52.9	20	57.2
Hispanic or Latino	37	68.9	37	60.1	16	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	37	78.0	37	71.8	26	64.1
White	843	79.1	843	73.1	376	72.5
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	103	66.4	103	60.5	48	61.9
Not Eligible for Free or Reduced-Price Meals	873	79.4	873	73.0	399	72.1
Students with Disabilities	142	61.8	142	56.9	60	56.9
Students without Disabilities	834	80.8	834	74.2	387	73.2
High Needs	223	64.5	223	59.4	96	59.7
Non-High Needs	753	82.0	753	75.3	351	74.1
District	976	78.0	976	71.7	447	71.0

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

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

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	92.2	86.2	75.0	93.4	585	86.5
Curl Up	86.0	88.8	75.0	96.7	585	86.7
Push Up	66.7	78.3	77.6	78.9	585	75.7
Mile Run/PACER	87.6	96.1	82.9	63.2	585	82.2
All Tests - District	60.5	65.1	46.7	59.2	585	57.8
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Granby School District

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

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	165	97.6	94.0	Yes	94.0
State <sup>4</sup>		87.2			

<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. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.4	103	65.6
Male	99.0	124	64.2
Black or African American	*	*	*
Hispanic or Latino	*	8	*
White	99.0	212	68.8
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	10	35.7
Students with Disabilities	*	*	*
District	99.1	227	64.9
State	95.6		40.7

<sup>5</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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</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 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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	89.3	96.8
Male	83.8	97.4
Black or African American	*	*
Hispanic or Latino	*	*
White	86.6	97.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	86.7	97.1
State	71.9	88.3

<sup>7</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>8</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 2015-16

## Granby School District

### Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	78.0	75	50.0	50	100.0	67.7
	High Needs Students	64.5	75	43.0	50	86.0	56.7
Math Performance Index	All Students	71.7	75	47.8	50	95.6	61.4
	High Needs Students	59.4	75	39.6	50	79.2	49.9
Science Performance Index	All Students	71.0	75	47.4	50	94.7	57.5
	High Needs Students	59.7	75	39.8	50	79.6	47.0
ELA Academic Growth	All Students	76.9%	100%	76.9	100	76.9	63.8%
	High Needs Students	64.2%	100%	64.2	100	64.2	58.3%
Math Academic Growth	All Students	72.8%	100%	72.8	100	72.8	65.0%
	High Needs Students	61.4%	100%	61.4	100	61.4	57.4%
Chronic Absenteeism	All Students	5.1%	<=5%	49.7	50	99.4	9.6%
	High Needs Students	13.9%	<=5%	32.3	50	64.5	15.6%
Preparation for CCR	% Taking Courses	71.4%	75%	47.6	50	95.2	67.6%
	% Passing Exams	64.9%	75%	43.2	50	86.5	40.7%
On-track to High School Graduation		96.5%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		97.6%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		96.3%	94%	100.0	100	100.0	78.6%
Postsecondary Entrance (Class of 2015)		86.7%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.8%   57.8%	75%	38.5	50	77.0	89.2%   50.5%
Arts Access		54.6%	60%	45.5	50	91.0	47.5%
<b>Accountability Index</b>				<b>1149.8</b>	<b>1350</b>	<b>85.2</b>	

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>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	64.5	10.5	16.5	
Math Performance Index Gap	75.0	59.4	15.6	18.9	
Science Performance Index Gap	74.1	59.7	14.4	17.2	
Graduation Rate Gap	94.0%	96.3%	-2.3%	15.3%	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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.6
	High Needs Students	97.9
Math	All Students	98.6
	High Needs Students	97.9
Science	All Students	99.1
	High Needs Students	99.0

<sup>3</sup>Minimum 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: 62.3**

**State: 51.4**

#### 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 2015-16

## Granby School District

### Narratives

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

The Granby Board of Education 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 will 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. Truancy prevention is addressed through Board policies, a K-12 comprehension SRBI plan and on-site coaching from SERC.

The BOE has also adopted 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, and the Board of Selectmen to address the social and behavioral needs of students in grades 7-12. This includes the use of a district-wide student survey on behaviors and attitudes, community conversations and the development of a town-wide follow-up action plan.

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 district 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. 26 students attended F.M. Kearns Primary School; 23 students attended Wells Road and Kelly Lane Intermediate Schools; and 38 students attended Granby Middle and High Schools during 2015-16. Extracurricular/co-curricular activities such as band and chorus have been scheduled to ensure participation for Open Choice students. Approximately 38 students from Open Choice participated in summer school programs. A Choice Intervention Specialist and School Social Worker help support the program. SERC assists the district to realize equity of outcomes for Open Choice students by assisting staff in addressing policies, programs and practices promoting equity; provides professional development for staff on SRBI; and, on-site equity coaching for principals. Staff members participate in an Open Choice Book Club. 74 students attended inter-district and Hartford host magnet schools and 8 high school students attend 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. Teachers and students benefit from participating in a variety of diversity workshops and experiences. Other experiences designed to increase students' awareness of diversity include a capstone project in grades 2, 6, 8 and 12 that helps students 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 a district equity report. The equity report is shared annually to reflect efforts of reducing the achievement gap between regular education and special education as well as resident students and non-resident students.

# District Profile and Performance Report for School Year 2015-16

## 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.