

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



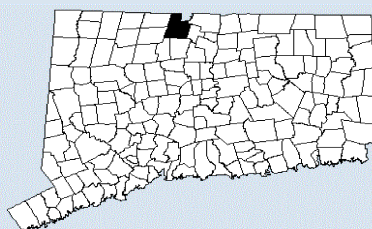
Granby School District

Mr. Alan Addley, Superintendent • 860-844-5250 • www.granby.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools	5
Enrollment	2,065
Per Pupil Expenditures ¹	\$13,205
Total Expenditures ¹	\$28,746,300

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,010	48.9	48.3
Male	1,055	51.1	51.6
American Indian	6	0.3	0.2
Asian	30	1.5	4.6
Black or African American	90	4.4	12.9
Hispanic or Latino	74	3.6	21.2
Pacific Islander	0	0.0	0.0
White	1,808	87.6	58.4
Two or More Races	57	2.8	2.3
English Language Learners	11	0.5	5.7
Eligible for Free or Reduced-Price Meals	177	8.6	37.3
Students with Disabilities ¹	199	9.6	12.8

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	50	5.0	9	0.8
Male	52	5.0	39	3.6
Black or African American	18	20.0	12	13.0
Hispanic or Latino	7	9.3	*	*
White	72	4.0	28	1.5
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	29	15.8	14	7.5
Students with Disabilities	25	12.3	11	4.6
District	102	5.0	48	2.3
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 8

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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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	129.0
Paraprofessional Instructional Assistants	16.0
Special Education	
Teachers and Instructors	19.8
Paraprofessional Instructional Assistants	34.2
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	7.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	5.6
Instructional Specialists Who Support Teachers	10.3
Counselors, Social Workers and School Psychologists	12.5
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	95.0

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 (%)
Asian	3	1.6	1.0
Black or African American	1	0.5	3.5
Hispanic	2	1.0	3.6
Native American	0	0	0.1
White	185	96.9	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.7	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	*	*	*	*
White	49	34.3	89	46.1
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	0	0
District	51	31.7	94	45.2
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	16	*
Emotional Disturbance	11	*
Intellectual Disability	*	*
Learning Disability	50	80.6
Other Health Impairment	44	86.3
Other Disabilities	*	*
Speech/Language Impairment	21	91.3
District	149	81.0
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	18	0.9	1.4
Emotional Disturbance	19	0.9	1.0
Intellectual Disability	*	*	0.4
Learning Disability	62	3.1	4.2
Other Health Impairment	51	2.5	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	28	1.4	1.9
All Disabilities	192	9.4	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	15,769,566	7,495	8,769
Instructional Supplies and Equipment	838,474	399	275
Improvement of Instruction and Educational Media Services	970,106	461	487
Student Support Services	1,971,261	937	965
Administration and Support Services	3,001,208	1,426	1,600
Plant Operation and Maintenance	3,354,401	1,594	1,472
Transportation	1,230,087	646	786
Costs of Students Tuitioned Out	1,032,305	N/A	N/A
Other	578,892	275	178
Total	28,746,300	13,205	14,642

Additional Expenditures

Land, Buildings, and Debt Service	2,603,674	1,237	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	1,979,899	41.3	35.6
Noncertified Personnel	893,393	18.7	14.5
Purchased Services	134,335	2.8	5.0
Tuition to Other Schools	777,717	16.2	21.4
Special Ed. Transportation	343,835	7.2	8.5
Other Expenditures	659,694	13.8	14.9
Total Expenditures	4,788,873	100.0	100.0

PK-12 Expenditures Used for Special Education	16.7	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	77.2	75.9
State	21.2	22.3
Federal	1.6	1.8
Tuition & Other	0.0	0.0

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 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	71.2	77.9	80.4	73.6	.	.	.	.
Hispanic or Latino	96.3	87.6	93.2	88.6	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	79.3	82.7	85.6	81.2	.	.	.	.
Students with Disabilities	82.6	83.8	78.7	69.7	.	.	.	.
High Needs	82.7	83.7	83.5	78.6	.	.	.	.
District	93.8	92.9	93.6	92.5	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	
Hispanic or Latino	
English Language Learners	
Eligible for Free or Reduced-Price Meals	
Students with Disabilities	
High Needs	.	72.1	65.7	.	.	.	.	.
District	90.7	91.6	88.8	90.8	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	89.0	87.5	75.8	97.8	657	87.8
Curl Up	88.3	87.5	86.3	96.7	657	90.0
Push Up	65.6	76.9	74.5	88.5	657	76.9
Mile Run/PACER	89.6	91.9	83.2	79.7	657	85.8
All Tests - District	55.8	66.9	54.7	73.6	657	63.2
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	197	97.5	94.0	Yes	94.0
State ⁴		85.5			

¹The 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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	89.0	116	60.7
Male	82.6	104	58.4
Black or African American	*	*	*
Hispanic or Latino	*	7	*
White	87.2	207	61.6
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	63.6	6	27.3
Students with Disabilities	*	*	*
District	85.9	220	59.6
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	88.4	92.2
Male	92.6	87.0
Black or African American	*	*
Hispanic or Latino	*	*
White	89.9	89.9
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	90.5	89.9
State	72.7	88.5

⁷College 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.

⁸College 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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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 new 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 developed a blueprint of priorities which guides the direction of the school system. The three strategic initiatives that will frame the work are: (a) a focus on student learning; (b) implementation of professional learning communities (PLC) within the schools; and, (c) 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; 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 that promote 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 a newly developed annual satisfaction survey. Parents raise funds to help support 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, standards-based report cards, 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 a variety of regional parental choice initiatives. Granby has participated in the Open Choice Program since its inception over 30 years ago and has been one of the highest participating districts in the state. 27 students attended the F.M. Kearns Primary School; 24 students attended the Wells Road and Kelly Lane Intermediate Schools; and 34 students attended the Granby Middle and High Schools during 2014-15. Extracurricular and co-curricular activities such as band and chorus have been scheduled to ensure participation for students in Open Choice. Approximately 30 students from Open Choice participated in one of the school's 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 students participating in Open Choice by assisting staff in addressing policies, programs and practices that promote equity. Examples include Integrated Pre-School, 1-to-1 computing, Full Day-Kindergarten, extended summer school programs, heterogeneous classes, open enrollment for classes, K-12 Languages, and Algebra for all students in 8th grade. SERC also provides professional development for staff on SRBI and on-site equity coaching for principals. 94 students attended inter-district and Hartford/Bloomfield host magnet schools and 13 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 is enhanced by 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 include attendance at local recruitment fairs.

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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. There is a 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 in Granby Public Schools.