

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



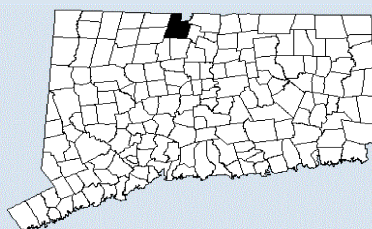
Granby School District

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

District Information

| | |
|-------------------------------------|--------------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 5 |
| Enrollment | 1,970 |
| Per Pupil Expenditures ¹ | \$13,645 |
| Total Expenditures ¹ | \$28,927,288 |

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

| | District | | State |
|--|----------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 962 | 48.8 | 48.3 |
| Male | 1,008 | 51.2 | 51.6 |
| American Indian or Alaska Native | 7 | 0.4 | 0.2 |
| Asian | 29 | 1.5 | 4.7 |
| Black or African American | 93 | 4.7 | 12.9 |
| Hispanic or Latino | 69 | 3.5 | 22.1 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 55 | 2.8 | 2.5 |
| White | 1,717 | 87.2 | 57.2 |
| English Language Learners | 10 | 0.5 | 6.3 |
| Eligible for Free or Reduced-Price Meals | 192 | 9.7 | 37.6 |
| Students with Disabilities ¹ | 200 | 10.2 | 13.3 |

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 | 55 | 5.8 | 9 | 0.9 |
| Male | 37 | 3.7 | 44 | 4.3 |
| Black or African American | 16 | 18.0 | 13 | 14.4 |
| Hispanic or Latino | 7 | 9.6 | * | * |
| White | 60 | 3.5 | 33 | 1.9 |
| English Language Learners | 0 | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 27 | 14.2 | 18 | 8.6 |
| Students with Disabilities | 21 | 10.3 | 21 | 9.1 |
| District | 92 | 4.7 | 53 | 2.6 |
| State | | 10.6 | | 7.2 |

Number of students in 2013-14 qualified as truant under state statute: 19

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 | 129.6 |
| Paraprofessional Instructional Assistants | 14.0 |
| Special Education | |
| Teachers and Instructors | 21.0 |
| Paraprofessional Instructional Assistants | 36.6 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 5.0 |
| School Level | 8.1 |
| Library/Media | |
| Specialists (Certified) | 4.0 |
| Support Staff | 5.7 |
| Instructional Specialists Who Support Teachers | 10.7 |
| Counselors, Social Workers and School Psychologists | 13.0 |
| School Nurses | 5.0 |
| Other Staff Providing Non-Instructional Services/Support | 83.9 |

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

Educators by Race/Ethnicity

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|----------------------------------|-------|-------------------------------------|----------------------------------|
| American Indian or Alaska Native | 0 | 0.0 | 0.1 |
| Asian | 3 | 1.6 | 1.0 |
| Black or African American | 1 | 0.5 | 3.5 |
| Hispanic or Latino | 2 | 1.0 | 3.5 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.0 |
| White | 188 | 96.9 | 91.8 |

Classes Taught by Highly Qualified Teachers²

| | Percent of Total (%) |
|-------------------------------------|----------------------|
| District | 100.0 |
| District Poverty Quartile: Low | |
| State High Poverty Quartile Schools | 97.9 |
| State Low Poverty Quartile Schools | 99.6 |

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

Classroom Teacher Attendance: 2013-14

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 8.2 | 9.2 |

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 | 7 | * | * | * |
| Hispanic or Latino | * | * | 7 | * |
| White | 162 | 92.6 | 135 | 90.6 |
| English Language Learners | N/A | N/A | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | 9 | * | * | * |
| Students with Disabilities | 13 | * | 7 | * |
| District | 179 | 92.3 | 149 | 90.9 |
| State | | 58.4 | | 73.8 |

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 | 85.7 |
| Emotional Disturbance | 9 | * |
| Intellectual Disability | * | * |
| Learning Disability | 49 | 75.4 |
| Other Health Impairment | 51 | 87.9 |
| Other Disabilities | * | * |
| Speech/Language Impairment | 17 | * |
| District | 151 | 79.1 |
| State | | 69.7 |

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 21 | 1.1 | 1.5 |
| Emotional Disturbance | 18 | 0.9 | 1.0 |
| Intellectual Disability | * | * | 0.5 |
| Learning Disability | 65 | 3.3 | 4.4 |
| Other Health Impairment | 59 | 3.0 | 2.6 |
| Other Disabilities | * | * | 1.0 |
| Speech/Language Impairment | 22 | 1.1 | 1.9 |
| All Disabilities | 199 | 10.2 | 13.0 |

¹Grades K-12

Students with Disabilities Placed Outside of the District²

| | District | | State |
|-----------------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 18 | 9.0 | 8.1 |
| Private Schools or Other Settings | 9 | 4.5 | 5.4 |

²Grades K-12

Overall Expenditures:³ 2013-14

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 15,776,568 | 7,696 | 9,134 |
| Instructional Supplies and Equipment | 835,105 | 407 | 334 |
| Improvement of Instruction and Educational Media Services | 951,397 | 464 | 498 |
| Student Support Services | 2,021,106 | 986 | 1,001 |
| Administration and Support Services | 2,952,726 | 1,440 | 1,694 |
| Plant Operation and Maintenance | 3,368,594 | 1,643 | 1,572 |
| Transportation | 1,173,925 | 658 | 813 |
| Costs of Students Tuitioned Out | 1,219,975 | N/A | N/A |
| Other | 627,892 | 306 | 186 |
| Total | 28,927,288 | 13,645 | 15,289 |

Additional Expenditures

| | | | |
|-----------------------------------|-----------|-------|-------|
| Land, Buildings, and Debt Service | 2,505,475 | 1,222 | 1,272 |
|-----------------------------------|-----------|-------|-------|

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

Special Education Expenditures: 2013-14

| | District | | State |
|----------------------------|------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel | 2,094,605 | 41.6 | 35.1 |
| Noncertified Personnel | 738,670 | 14.7 | 14.2 |
| Purchased Services | 245,949 | 4.9 | 5.2 |
| Tuition to Other Schools | 977,225 | 19.4 | 22.0 |
| Special Ed. Transportation | 307,235 | 6.1 | 8.6 |
| Other Expenditures | 667,264 | 13.3 | 14.9 |
| Total Expenditures | 5,030,948 | 100.0 | 100.0 |

Expenditures by Revenue Source:⁴ 2013-14

| | Percent of Total (%) | |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 73.1 | 71.6 |
| State | 21.7 | 22.8 |
| Federal | 1.4 | 1.5 |
| Tuition & Other | 3.9 | 4.2 |

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).

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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 | * | * | * | * | * | * |
| Black or African American | 45 | 61.1 | 46 | 51.0 | 18 | * |
| Hispanic or Latino | 39 | 74.5 | 39 | 64.9 | 17 | * |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A |
| Two or More Races | 33 | 76.8 | 33 | 69.6 | 8 | * |
| White | 879 | 78.0 | 873 | 71.7 | 426 | 71.5 |
| English Language Learners | 7 | * | 7 | * | * | * |
| Non-English Language Learners | 1001 | 77.2 | 997 | 70.5 | * | * |
| Eligible for Free or Reduced-Price Meals | 107 | 68.3 | 108 | 61.5 | 54 | 61.9 |
| Not Eligible for Free or Reduced-Price Meals | 901 | 78.1 | 896 | 71.5 | 422 | 71.9 |
| Students with Disabilities | 135 | 59.3 | 132 | 53.5 | 68 | 56.2 |
| Students without Disabilities | 873 | 79.8 | 872 | 73.0 | 408 | 73.2 |
| High Needs | 220 | 64.1 | 218 | 58.1 | 109 | 59.4 |
| Non-High Needs | 788 | 80.7 | 786 | 73.9 | 367 | 74.1 |
| District | 1008 | 77.0 | 1004 | 70.4 | 476 | 70.7 |

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 | 93.1 | 87.0 | 74.8 | 90.0 | 579 | 85.7 |
| Curl Up | 86.2 | 93.8 | 79.1 | 92.9 | 579 | 87.7 |
| Push Up | 70.0 | 77.4 | 75.5 | 76.4 | 579 | 75.0 |
| Mile Run/PACER | 89.2 | 93.8 | 82.8 | 75.0 | 579 | 85.1 |
| All Tests - District | 60.8 | 68.5 | 49.1 | 60.7 | 579 | 59.4 |
| All Tests - State | 50.8 | 51.0 | 50.3 | 51.9 | | 51.0 |

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

| | 2013-14 | | | | 2014-15 |
|--|---------------------------|----------|-------------------------|-----------------|-------------------------|
| | Cohort Count ² | Rate (%) | Target ³ (%) | Target Achieved | Target ³ (%) |
| Black or African American | * | * | . | | . |
| Hispanic or Latino | * | * | . | | . |
| English Language Learners | * | * | . | | . |
| Eligible for Free or Reduced-Price Meals | * | * | . | | . |
| Students with Disabilities | 25 | 72.0 | . | | . |
| District | 205 | 94.6 | 94.0 | Yes | 94.0 |
| State ⁴ | | 87.0 | | | |

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 2013-14 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 | 87.1 | 110 | 64.3 |
| Male | 79.1 | 103 | 55.1 |
| Black or African American | * | * | * |
| Hispanic or Latino | * | 8 | * |
| White | 83.6 | 197 | 60.8 |
| English Language Learners | N/A | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | * | 10 | * |
| Students with Disabilities | * | * | * |
| District | 83.0 | 213 | 59.5 |
| State | 67.2 | | 37.3 |

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

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 2014 | Class of 2013 |
|--|-----------------------|--------------------------|
| | Entrance ⁷ | Persistence ⁸ |
| | Rate (%) | Rate (%) |
| Female | 92.2 | 94.0 |
| Male | 81.4 | 89.7 |
| Black or African American | * | * |
| Hispanic or Latino | * | * |
| White | 88.6 | 91.9 |
| English Language Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 85.0 | * |
| Students with Disabilities | 66.7 | * |
| District | 86.9 | 91.8 |
| State | 72.6 | 88.8 |

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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Next Generation Accountability Results

These statistics are the first 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 | 77.0 | 75 | 100.0 | 100 | 100.0 | 67.9 |
| | High Needs Students | 64.1 | 75 | 85.4 | 100 | 85.4 | 56.7 |
| Math Performance Index | All Students | 70.4 | 75 | 93.9 | 100 | 93.9 | 59.3 |
| | High Needs Students | 58.1 | 75 | 77.4 | 100 | 77.4 | 47.8 |
| Science Performance Index | All Students | 70.7 | 75 | 94.3 | 100 | 94.3 | 56.5 |
| | High Needs Students | 59.4 | 75 | 79.2 | 100 | 79.2 | 45.9 |
| Chronic Absenteeism | All Students | 4.7% | <=5% | 50.0 | 50 | 100.0 | 10.6% |
| | High Needs Students | 11.2% | <=5% | 37.7 | 50 | 75.3 | 17.3% |
| Preparation for CCR | % Taking Courses | 90.8% | 75% | 50.0 | 50 | 100.0 | 66.1% |
| | % Passing Exams | 59.5% | 75% | 39.7 | 50 | 79.3 | 37.3% |
| On-track to High School Graduation | | 93.5% | 94% | 49.7 | 50 | 99.5 | 85.6% |
| 4-year Graduation All Students (2014 Cohort) | | 94.6% | 94% | 100.0 | 100 | 100.0 | 87.0% |
| 6-year Graduation - High Needs Students (2012 Cohort) | | 96.6% | 94% | 100.0 | 100 | 100.0 | 77.6% |
| Postsecondary Entrance (Class of 2014) | | 86.9% | 75% | 100.0 | 100 | 100.0 | 72.8% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 95.9% 59.4% | 75% | 39.6 | 50 | 79.2 | 87.6% 51.0% |
| Arts Access | | 22.6% | 60% | 18.8 | 50 | 37.7 | 45.7% |
| Accountability Index | | | | 1115.8 | 1250 | 89.3 | |

| Gap Indicators | Non-High Needs Rate ¹ | High Needs Rate | Size of Gap | State Gap Mean + 1 Stdev ² | Is Gap an Outlier? ² |
|-------------------------------|----------------------------------|-----------------|-------------|---------------------------------------|---------------------------------|
| Achievement Gap Size Outlier? | | | | | N |
| ELA Performance Index Gap | 75.0 | 64.1 | 10.9 | 17.3 | |
| Math Performance Index Gap | 73.9 | 58.1 | 15.8 | 19.6 | |
| Science Performance Index Gap | 74.1 | 59.4 | 14.7 | 17.2 | |
| Graduation Rate Gap | 94.0% | 96.6% | -2.6% | 15.2% | N |

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

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

| Subject/Subgroup | | Participation Rate (%) |
|------------------|---------------------|------------------------|
| ELA | All Students | 93.3 |
| | High Needs Students | 95.0 |
| Math | All Students | 92.9 |
| | High Needs Students | 94.1 |
| Science | All Students | 99.6 |
| | High Needs Students | 99.1 |

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: 61.9 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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 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 a variety of regional parental choice initiatives. Granby has participated in Open Choice since its inception 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 35 students attended the Granby Middle and High Schools during 2014-15. Extracurricular/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 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 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 which meets monthly. 98 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.

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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.