

Connecticut State Department of Education  
**DISTRICT PROFILE AND PERFORMANCE REPORT  
 FOR SCHOOL YEAR 2021–22**



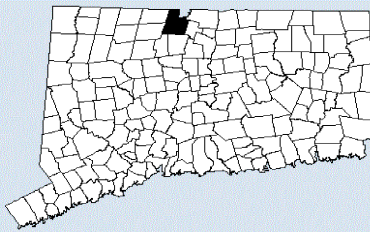
**Granby School District**

Dr. Jordan Grossman, Superintendent • 860-844-5250 • <http://www.granbyschools.org>

**District Information**

Grade Range	<b>PK-12</b>
Number of Schools/Programs	<b>4</b>
Enrollment	<b>1,765</b>
Per Pupil Expenditures <sup>1</sup>	<b>\$19,026</b>
Total Expenditures <sup>1</sup>	<b>\$34,131,996</b>

<sup>1</sup> Expenditure data reflect the 2020-21 school year.



**Community Information**

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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**Notes**

Unless otherwise noted, all data are for 2021-22 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 <https://edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

\* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

**Students**

**October 1, 2021 Enrollment<sup>2</sup>**

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	854	48.4	48.5
Male	911	51.6	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.3
Asian	35	2.0	5.1
Black or African American	104	5.9	12.6
Hispanic or Latino of any race	86	4.9	29.0
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	52	2.9	4.3
White	1,482	84.0	48.6
English Learners/Multilingual Learners	8	0.5	8.8
Eligible for Free or Reduced-Price Meals	262	14.8	40.6
Students with Disabilities <sup>3</sup>	278	15.8	16.7

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

**Chronic Absenteeism and Suspension/Expulsion**

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	89	10.7	22	2.5
Male	107	12.0	51	5.5
Non-Binary	0	*	0	*
Black or African American	21	20.0	23	20.9
Hispanic or Latino of any race	12	14.8	*	*
White	142	9.8	44	2.9
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	59	23.5	32	11.3
Students with Disabilities	64	23.9	28	8.6
District	196	11.3	73	4.0
State		23.7		6.5

**Number of students qualified as truant under state statute: 32**

**Number of school-based arrests: Fewer than 6**

<sup>4</sup> A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

<sup>5</sup> This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2021-22

## Granby School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	124.8
Paraprofessional Instructional Assistants	30.6
<b>Special Education</b>	
Teachers and Instructors	20.0
Paraprofessional Instructional Assistants	51.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	7.0
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	10.0
Counselors, Social Workers and School Psychologists	14.5
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	101.2

<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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	4	2.1	1.3
Black or African American	2	1.1	4.3
Hispanic or Latino of any race	5	2.7	4.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	176	94.1	89.2

#### Classroom Teacher Attendance: 2020-21

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.5	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	8	*
Hispanic or Latino of any race	*	*	*	*
White	99	90.0	140	99.3
English Learners/Multilingual Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	14	*	22	100.0
Students with Disabilities	14	60.9	23	95.8
District	112	88.2	158	99.4
State		81.7		87.7

<sup>2</sup> College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	31	68.9
Emotional Disturbance	17	73.9
Intellectual Disability	0	0
Learning Disability	87	92.6
Other Health Impairment	64	94.1
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	217	83.1
State		68.4

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2021-22

## Granby School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	46	2.7	2.3
Emotional Disturbance	23	1.3	1.1
Intellectual Disability	6	0.3	0.6
Learning Disability	94	5.4	6.1
Other Health Impairment	68	3.9	3.3
Other Disabilities	15	0.9	1.1
Speech/Language Impairment	23	1.3	1.9
<b>All Disabilities</b>	<b>275</b>	<b>15.9</b>	<b>16.3</b>

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	13	4.7	8.2
Private Schools or Other Settings	12	4.4	4.6

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2020-21

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$20,086,473	\$11,196	\$12,000
Support services - students	\$3,002,175	\$1,747	\$1,468
Support services - instruction	\$1,253,625	\$730	\$780
Support services - general administration	\$559,665	\$326	\$472
Support services - school based administration	\$2,221,369	\$1,293	\$1,103
Central and other support services	\$618,366	\$360	\$703
Operation and maintenance of plant	\$4,007,414	\$2,333	\$1,910
Student transportation services	\$1,559,556	\$966	\$1,287
Food services	\$110,418	\$64	\$28
Enterprise operations	\$712,936	\$415	\$170
<b>Total</b>	<b>\$34,131,996</b>	<b>\$19,026</b>	<b>\$19,134</b>

<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: 2020-21

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,749,765	37.7	29.7
Instructional Aide Salaries	\$1,079,400	14.8	10.8
Other Salaries	\$92,316	1.3	9.8
Employee Benefits	\$1,049,101	14.4	13.8
Purchased Services Other Than Transportation	\$119,282	1.6	5.7
Special Education Tuition	\$1,658,522	22.7	22.6
Supplies	\$27,316	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$503,150	6.9	6.3
Equipment	\$23,479	0.3	0.2
All Other Expenditures	\$1,154	0.0	0.1
<b>Total</b>	<b>\$7,303,486</b>	<b>100.0</b>	<b>100.0</b>
Percent of Total Expenditures Used for Special Education		21.4	24.5

### Expenditures by Revenue Source<sup>4</sup>: 2020-21

	Percent of Total (%) Excluding School Construction
Local	74.5
State	19.1
Federal	3.2
Tuition & Other	3.2

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2021-22

## 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	48	54.2	48	48.0	17	*
Hispanic or Latino of any race	47	65.1	47	57.8	14	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	29	61.6	29	60.2	12	*
White	738	73.7	738	67.0	312	79.9
English Learners/Multilingual Learners	11	*	11	*	*	*
Non-English Learners/Non-Multilingual Learners	874	72.0	874	65.4	*	*
Eligible for Free or Reduced-Price Meals	123	59.8	123	52.3	51	62.8
Not Eligible for Free or Reduced-Price Meals	762	73.8	762	67.4	313	80.7
Students with Disabilities	147	51.4	146	45.8	61	58.4
Students without Disabilities	738	75.9	739	69.2	303	82.1
High Needs	240	56.7	239	50.7	97	61.6
Non-High Needs	645	77.5	646	70.7	267	84.2
District	885	71.8	885	65.3	364	78.2

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	35	35	50
National Public	32	29	36
<b>MATH</b>			
Connecticut	37	30	32
National Public	35	26	25

<sup>1</sup> NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at [https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2022.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf)

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

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	87.9	78.0	75.7	91.9	514	83.3
Curl Up	83.3	94.3	91.2	91.9	514	90.1
Push Up	78.0	88.6	85.3	60.2	514	78.2
Mile Run/PACER	85.6	91.1	77.2	68.3	514	80.5
All Tests - District	72.0	65.0	52.2	52.0	514	60.3
All Tests - State	48.9	46.7	44.3	43.3		45.8

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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 2021-22

## Granby School District

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

	2020-21	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	9	*
Hispanic or Latino of any race	6	*
White	129	96.1
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	24	91.7
Students with Disabilities	11	*
District	153	96.1
State		89.6

<sup>1</sup> The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2020-21 school year.

### 11th and 12th Graders Demonstrating Postsecondary Readiness<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.6	109	79.0
Male	100.0	98	66.2
Non-Binary	N/A	N/A	N/A
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	99.6	191	76.1
English Learners/ Multilingual Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	100.0	16	40.0
Students with Disabilities	95.7	12	25.5
District	99.3	207	72.4
State	95.0		43.5

<sup>3</sup> Students demonstrate postsecondary readiness through at least one of the following:

- SAT<sup>®</sup> - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT<sup>®</sup> - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP<sup>®</sup> - 3 or higher on any one AP<sup>®</sup> exam
- IB<sup>®</sup> - 4 or higher on any one IB<sup>®</sup> exam
- Earning three or more non-remedial college credits cumulatively during high school.

<sup>4</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 percentage.

Sources:

SAT<sup>®</sup> and AP<sup>®</sup> statistics derived from data provided by the College Board.

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IB<sup>®</sup> statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2021	Class of 2020
	Entrance <sup>5</sup> Rate (%)	Persistence <sup>6</sup> Rate (%)
Female	83.3	92.6
Male	81.5	83.6
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	85.5	90.1
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	54.5	*
Students with Disabilities	*	*
District	82.3	88.1
State	66.1	84.9

<sup>5</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>6</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 2021-22

## Granby School District

### Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.8	75	47.9	50	95.8	64.2
	High Needs Students	56.7	75	37.8	50	75.6	54.2
Math Performance Index	All Students	65.3	75	43.6	50	87.1	58.6
	High Needs Students	50.7	75	33.8	50	67.7	47.7
Science Performance Index	All Students	78.2	75	50.0	50	100.0	61.4
	High Needs Students	61.6	75	41.0	50	82.1	51.3
ELA Academic Growth	All Students	65.7%	100%	65.7	100	65.7	60.4%
	High Needs Students	54.1%	100%	54.1	100	54.1	56.2%
Math Academic Growth	All Students	69.1%	100%	69.1	100	69.1	65.2%
	High Needs Students	60.8%	100%	60.8	100	60.8	59.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	64.9%
	Oral	.	100%	.	.	.	57.4%
Chronic Absenteeism	All Students	11.3%	<=5%	37.3	50	74.6	23.7%
	High Needs Students	21.7%	<=5%	16.7	50	33.3	34.0%
Preparation for CCR	% Taking Courses	94.4%	75%	50.0	50	100.0	84.8%
	% Meeting Benchmark	72.4%	75%	48.3	50	96.5	43.5%
On-track to High School Graduation		92.7%	94%	49.3	50	98.6	82.7%
4-year Graduation All Students (2021 Cohort)		96.1%	94%	100.0	100	100.0	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		98.1%	94%	100.0	100	100.0	85.2%
Postsecondary Entrance (Class of 2021)		82.3%	75%	100.0	100	100.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		94.3%   60.3%	75%	40.2	50	80.4	94.0%   45.8%
Arts Access		67.5%	60%	50.0	50	100.0	52.4%
<b>Accountability Index</b>				<b>1095.5</b>	<b>1350</b>	<b>81.2</b>	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	56.7	18.3	16.6	
Math Performance Index Gap	70.7	50.7	20.0	18.2	
Science Performance Index Gap	75.0	61.6	13.4	17.4	
Graduation Rate Gap	94.0%	98.1%	-4.1%	10.2%	N

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

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.3
	High Needs Students	98.4
Math	All Students	99.3
	High Needs Students	98.0
Science	All Students	98.9
	High Needs Students	96.2

<sup>3</sup>Minimum participation standard is 95%.

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

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

Grade 3 ELA Performance Index for Students with Disabilities:

**District: \***      **State: 49.7**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

# District Profile and Performance Report for School Year 2021-22

## Granby School District

### Narratives

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

This year, the Granby Board of Education (BOE) adopted the Granby Public Schools: Moving Forward Together Strategic Plan 2021-2025 and the Granby Public Schools Vision of a Graduate. Our school district's focus will continue to be grounded in the six (6) major goal areas of this plan: Student Learning and Achievement, Community Development, Safety and Social Emotional Well-Being, Budget Development and Fiscal Management, Embracing Diversity, and Professional Learning. All Granby schools have developed data-driven continuous improvement plans to guide efforts around student achievement and instruction.

Efforts to improve special education services consists of an inclusion model of special education; the hiring of a K-5 Special Education Instructional Coach, an additional special education resource teacher and special education teaching assistants to meet the increasing demands of students requiring an individualized education plan (IEP); a Wilson Reading Program for students with a dyslexia learning disability; 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, the inclusion of a Unified Sports Program at the high school.

Parents are actively engaged in their child's learning and the planning and improvement of school programs through Parent Advisory Councils, Granby Equity Team, School Climate Committees, curricular and hiring committees, focus groups, Superintendent Community Conversations, volunteerism, parent workshops, curriculum nights, conferences, budget workshops, informational events, and an annual climate survey. Annually, parents raise funds to help support the school projects, extracurricular and sports programs. The Board also works collaboratively with the Town Youth Center, Social Services, Police Department, Board of Finance, and the Board of Selectmen to address the social and behavioral needs of students.

Use of the local community television station, an interactive website, teacher websites, parent portals such as Google Classroom and PowerSchool, access to online grades, the ability to register, sign up and pay for field trips on-line, the use of blogs, social media, Twitter, STOP-IT anti-bullying software, and community forums have all helped to increase school-parent communication. Students are provided online learning and intervention experiences. A full migration over to Google Classroom and Workspace for staff and students ensured success in on-line learning during the pandemic.

#### **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 21 students at Kelly Lane Primary School; 14 students at Wells Road Intermediate School; and 47 students at Granby Middle and High Schools during 2021-22. Extracurricular activities such as band and chorus are scheduled to ensure participation for Open Choice students. Thirty-eight (38) students attended inter-district and Hartford host magnet schools and 11 high school students attended a half-day technical program at Asnuntuck Community College. The district offers Spanish K-12 and French and Mandarin in Grades 6-12. 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 is in a partnership with the Partners for Educational Leadership to implement an Anti-Bias/Anti-Racism Action Plan in conjunction with the Granby Equity Team comprised of teachers, administrators, parents, students, community members, and a BOE representative. Additionally, Granby participated in the Connecticut Teacher Residency Program through CREC where a minority teacher candidate worked with a Granby teacher in a classroom for the 2021-2022 school year and this candidate was offered a full-time position with the district.

# District Profile and Performance Report for School Year 2021-22

## 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.