

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



Granby Memorial High School
 Granby School District

860-844-3014 • <http://www.granbyschools.org>

School Information

Grade Range	9-12
Enrollment	574
Per Pupil Expenditures ¹	\$19,327
Total Expenditures ¹	\$10,997,151

¹ 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 school.

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>

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size. 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

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	285	49.7	48.4
Male	289	50.3	51.6
Non-Binary	0	0.0	0.0
American Indian or Alaska Native	*	*	*
Asian	6	1.0	2.0
Black or African American	31	5.4	5.9
Hispanic or Latino of any race	24	4.2	4.9
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	17	3.0	2.9
White	494	86.1	84.0
English Learners/Multilingual Learners	*	*	0.5
Eligible for Free or Reduced-Price Meals	87	15.2	14.8
Students with Disabilities ²	84	14.6	15.8

² 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 ³		Suspension/Expulsion ⁴	
	Count	Rate (%)	Count	Rate (%)
Female	30	10.6	16	5.5
Male	19	6.6	21	7.2
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	13	41.9
Hispanic or Latino of any race	*	*	*	*
White	37	7.5	20	4.0
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	18	23.4	17	18.9
Students with Disabilities	20	23.5	15	16.1
School	49	8.6	37	6.4
District		11.3		4.0

Number of students qualified as truant under state statute: 17

Number of school-based arrests: Fewer than 6

³ 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.

⁴ This column displays the 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	44.7
Paraprofessional Instructional Assistants	5.2
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	14.0
Administrators, Coordinators and Department Chairs	
School Level	3.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.5
Counselors, Social Workers and School Psychologists	6.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	22.5

Educators by Race/Ethnicity

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	1	1.6	2.1
Black or African American	0	0.0	1.1
Hispanic or Latino of any race	2	3.1	2.7
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	61	95.3	94.1

Classroom Teacher Attendance, 2020-21

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	12.9	10.5

¹ 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.

Instruction and Resources

School-Level Expenditures²: 2020-21

	Total (\$)	Per Pupil (\$)
Instruction	\$6,272,410	\$11,024
Support Services - Students	\$1,232,904	\$2,167
Improvement of Instruction	\$267,796	\$471
Library and Media Services	\$136,407	\$240
Support Services - Instruction	\$54,107	\$95
Support Services - School-Based	\$911,120	\$1,601
Operation and Maintenance of Plant	\$1,391,115	\$2,445
Transportation Other Than to/From	\$78,433	\$138
Enterprise Operations	\$652,859	\$1,147
Total	\$10,997,151	\$19,327

Total per pupil expenditures (PPE) including share of district central expenditures is \$21,116.

² Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	8	*
Emotional Disturbance	8	*
Intellectual Disability	0	0.0
Learning Disability	24	92.3
Other Health Impairment	27	90.0
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	73	86.9
District		83.1

³ This table includes students ages 6-21 with an IEP or services plan.

11th and 12th Graders Enrolled in

College-and-Career-Readiness Courses during High School⁴

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	8	*
Hispanic or Latino of any race	*	*	*	*
White	99	90.8	140	100.0
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	63.6	23	100.0
School	112	88.9	158	100.0
District		88.2		99.4

⁴ College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1021
Half/Extended Day Kindergarten	N/A

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Performance and Accountability

School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	6	*	6	*	6	*
White	106	66.3	106	63.2	107	81.9
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	17	*	17	*	17	*
Not Eligible for Free or Reduced-Price Meals	103	66.6	103	63.6	104	82.3
Students with Disabilities	18	*	18	*	19	*
Students without Disabilities	102	67.7	102	64.5	102	84.0
High Needs	29	46.5	29	43.6	30	56.2
Non-High Needs	91	69.6	91	66.7	91	86.4
School	120	64.1	120	61.1	121	78.9

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

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

¹ 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

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	91.9	123	91.9
Curl Up	N/A	N/A	N/A	91.9	123	91.9
Push Up	N/A	N/A	N/A	60.2	123	60.2
Mile Run/PACER	N/A	N/A	N/A	68.3	123	68.3
All Tests - School	N/A	N/A	N/A	52.0	123	52.0
All Tests - District	72.0	65.0	52.2	52.0		60.3

²The 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.

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

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Cohort Graduation: Four-Year¹

	2020-21	
	Cohort Count ²	Rate (%)
Black or African American	9	*
Hispanic or Latino of any race	6	*
White	128	96.9
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	24	91.7
Students with Disabilities	10	*
School	152	96.7
District		96.1

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

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

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.5	109	79.6
Male	100.0	97	66.0
Non-Binary	N/A	N/A	N/A
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	99.6	190	76.3
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	95.6	11	24.4
School	99.3	206	72.5
District	99.3		72.4

³Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark 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
- Earning three or more non-remedial college credits cumulatively during high school.

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2021	Class of 2020
	Entrance ⁵	Persistence ⁶
	Rate (%)	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	*	*
School	82.3	88.1
District	82.3	88.1

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

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

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	64.1	75	128.1	150	85.4	64.2
	High Needs Students	46.5	75	93.1	150	62.0	54.2
Math Performance Index	All Students	61.1	75	122.2	150	81.5	58.6
	High Needs Students	43.6	75	87.2	150	58.2	47.7
Science Performance Index	All Students	78.9	75	100.0	100	100.0	61.4
	High Needs Students	56.2	75	74.9	100	74.9	51.3
ELA Academic Growth	All Students	.	100%	.	.	.	60.4%
	High Needs Students	.	100%	.	.	.	56.2%
Math Academic Growth	All Students	.	100%	.	.	.	65.2%
	High Needs Students	.	100%	.	.	.	59.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	64.9%
	Oral	.	100%	.	.	.	57.4%
Chronic Absenteeism	All Students	8.6%	<=5%	42.8	50	85.7	23.7%
	High Needs Students	23.0%	<=5%	14.0	50	27.9	34.0%
Preparation for CCR	% Taking Courses	95.1%	75%	50.0	50	100.0	84.8%
	% Meeting Benchmark	72.5%	75%	48.4	50	96.7	43.5%
On-track to High School Graduation		93.8%	94%	49.9	50	99.8	82.7%
4-year Graduation All Students (2021 Cohort)		96.7%	94%	100.0	100	100.0	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		98.0%	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)		87.2% 52.0%	75%	17.3	50	34.7	94.0% 45.8%
Arts Access		68.0%	60%	50.0	50	100.0	52.4%
Accountability Index				1177.9	1450	81.2	

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 ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	69.6	46.5	23.1	16.6	
Math Performance Index Gap	66.7	43.6	23.0	18.5	
Science Performance Index Gap	75.0	56.2	18.8	17.9	
Graduation Rate Gap	94.0%	98.0%	-4.0%	4.8%	N

¹ 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.

² 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 (%) ³	
ELA	All Students	97.6
	High Needs Students	91.2
Math	All Students	97.6
	High Needs Students	91.2
Science	All Students	98.4
	High Needs Students	94.1

³Minimum participation standard is 95%.

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