

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



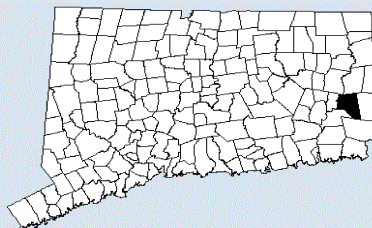
Griswold School District

Mr. Paul Smith, Jr., Superintendent • 860-376-7600 • <http://griswold.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools	4
Enrollment	1,981
Per Pupil Expenditures ¹	\$13,067
Total Expenditures ¹	\$26,043,157

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)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

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	958	48.4	48.3
Male	1,023	51.6	51.6
American Indian	*	*	0.2
Asian	31	1.6	4.6
Black or African American	60	3.0	12.9
Hispanic or Latino	109	5.5	21.2
Pacific Islander	*	*	0.0
White	1,655	83.5	58.4
Two or More Races	103	5.2	2.3
English Language Learners	12	0.6	5.7
Eligible for Free or Reduced-Price Meals	748	37.8	37.3
Students with Disabilities ¹	284	14.3	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	88	9.6	57	5.9
Male	110	11.5	108	10.4
Black or African American	*	*	*	*
Hispanic or Latino	17	15.2	12	10.7
White	161	10.3	138	8.3
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	129	18.5	96	12.1
Students with Disabilities	66	24.3	40	12.7
District	198	10.6	165	8.2
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 218

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.

District Profile and Performance Report for School Year 2013-14

Griswold School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	117.9
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	26.3
Paraprofessional Instructional Assistants	51.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	10.2
Library/Media	
Specialists (Certified)	3.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	5.8
Counselors, Social Workers and School Psychologists	12.1
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	105.6

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	1	0.5	1.0
Black or African American	0	0	3.5
Hispanic	3	1.6	3.6
Native American	0	0	0.1
White	180	97.8	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.0
District Poverty Quartile: Middle	
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	9.6	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	0	0	*	*
White	0	0	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	0	0
District	0	0	20	12.5
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	13	52.0
Emotional Disturbance	11	32.4
Intellectual Disability	*	*
Learning Disability	52	76.5
Other Health Impairment	44	71.0
Other Disabilities	*	*
Speech/Language Impairment	22	75.9
District	145	62.2
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

Griswold School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	26	1.5	1.4
Emotional Disturbance	34	1.9	1.0
Intellectual Disability	7	0.4	0.4
Learning Disability	68	3.8	4.2
Other Health Impairment	63	3.5	2.5
Other Disabilities	14	0.8	1.0
Speech/Language Impairment	42	2.3	1.9
All Disabilities	254	14.2	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	14,899,071	7,609	8,769
Instructional Supplies and Equipment	173,010	88	275
Improvement of Instruction and Educational Media Services	231,285	118	487
Student Support Services	1,051,401	537	965
Administration and Support Services	3,968,546	2,027	1,600
Plant Operation and Maintenance	2,760,997	1,410	1,472
Transportation	1,565,423	806	786
Costs of Students Tuitioned Out	1,095,576	N/A	N/A
Other	297,848	152	178
Total	26,043,157	13,067	14,642

Additional Expenditures

Land, Buildings, and Debt Service	1,564,439	799	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	2,659,205	42.5	35.6
Noncertified Personnel	1,089,633	17.4	14.5
Purchased Services	138,261	2.2	5.0
Tuition to Other Schools	1,038,009	16.6	21.4
Special Ed. Transportation	478,067	7.6	8.5
Other Expenditures	854,644	13.7	14.9
Total Expenditures	6,257,819	100.0	100.0

PK-12 Expenditures Used for Special Education	24.0	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	54.7	51.5
State	42.2	45.1
Federal	2.8	3.0
Tuition & Other	0.3	0.3

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

Griswold School District

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	58.4	78.9	72.9	68.7	.	.	.	.
Hispanic or Latino	65.3	69.9	68.2	65.8	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	69.6	74.2	70.3	70.9	.	.	.	.
Students with Disabilities	48.6	53.3	51.4	44.2	.	.	.	.
High Needs	67.0	72.3	68.3	67.0	.	.	.	.
District	79.0	81.8	80.1	78.9	.	.	.	.

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	61.7	70.2	62.1	65.4	.	.	.	.
Students with Disabilities	36.6	.	24.0	42.8	.	.	.	.
High Needs	54.6	64.7	54.5	60.6	.	.	.	.
District	74.0	76.6	69.3	75.1	.	.	.	.

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	86.8	72.8	73.4	80.6	535	77.9
Curl Up	83.5	75.0	77.3	87.1	535	80.4
Push Up	70.2	69.9	69.5	83.1	535	72.9
Mile Run/PACER	52.9	62.5	54.5	63.7	535	58.3
All Tests - District	38.0	41.2	42.9	59.7	535	45.2
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.

District Profile and Performance Report for School Year 2013-14

Griswold School District

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	60	76.7	65.6	Yes	68.5
Students with Disabilities	21	61.9	42.1	Yes	47.3
District	170	87.1	83.1	Yes	84.2
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	71.5	35	23.2
Male	51.3	32	21.3
Black or African American	*	*	*
Hispanic or Latino	*	0	*
White	60.8	63	23.1
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	47.9	10	10.4
Students with Disabilities	*	0	*
District	61.5	67	22.3
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	70.1	83.7
Male	69.1	91.5
Black or African American	*	*
Hispanic or Latino	*	*
White	69.8	90.0
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	56.9	84.6
Students with Disabilities	*	*
District	69.7	87.5
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

District Profile and Performance Report for School Year 2013-14

Griswold School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Griswold Board of Education annually develops an ambitious set of district goals for the improvement of its instructional programs and a set of multi-year Board of Education initiatives to improve the operational directions of the district. The process to develop goals and initiatives includes a review of previous goals and progress with an eye toward the district's own ambitious expectations of improvement, along with state initiatives. The new teacher evaluation model in Griswold includes a district-designed teaching framework and rubrics that are representative of the district goals and promote instructional improvement at every level. The district goals and initiatives are widely distributed through web access and newsletters. They are also shared and discussed with parents and the community at the monthly Superintendent's Advisory Council meetings. Communicating with parents and the community is one of the highest priorities and the Superintendent's office prepares a weekly update that is forwarded to the entire school community. The schools provide a weekly digital folder of relevant school and community information. Each school has an active parents' organization and active booster groups have provided funding during budget shortfalls for extracurricular programming. There is a monthly opportunity for Special Education parents to meet directly with the supervisor of Special Education for the district. The Griswold Children First Collaborative and PTOs provide family events that are very well attended. During these events there is information available to families and service providers who share information on their programming. The school has worked with the Parks and Recreation Department to provide after school opportunities for student and parents and in 2015 presented an educational program for parents on Internet Safety. Each school has presented evening presentations on the new Connecticut Core Standards and the accompanying testing. In 2013, the district developed a vision for the future, Griswold 2022, which included ambitious student outcomes. The vision has been updated and Griswold 2025 includes rigorous student outcomes focused on high academic standards, the acquisition of 21st Century skills, and character development. Teachers at each grade level, Pre K -12, is developing assessments to measure students' progress in each of these skills. In addition, resources and links to educational sites are shared with parents to promote a strong home connection with learning activities that appropriately support school initiatives.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Students participate in various regional, state, and national activities designed to connect students of all cultures and interests in music, drama, student council, and athletics. Tremendous efforts are made to connect students at every grade level with educational opportunities within the state and out of state. The GHS Student Council participates in overnight leadership conferences and exchanges each year sponsored by the Connecticut Association of Schools. The world language department sponsors annual trips abroad over the summer that exposes students to various European cities and cultures. The music department participates in state festivals, New England festivals, and national festivals that provide students a rich opportunity to meet and work with students from diverse populations. The high school welcomes international exchange students each year. Student enrollment in the Virtual High School has increased in the last several years connecting students with learners from all over the United States and the world. There is a growing diversity within the schools and community as is beginning to be reflected in the staff. Each school continues to integrate multi-cultural strands into its curriculum and invites guest authors, musicians, and performers on a regular basis. Teachers are sensitive and aware of the importance of using daily curriculum to promote broadening understandings and the increased use of technology to present students with a global view. The school district has established a relationship with the Shandong Provincial Education Department in Jinan, China and has hosted several school leaders and teachers from China who have visited classrooms and interviewed students. In addition, families have hosted visiting Chinese students from schools in the Shandong Province and the Jilin Province. In June of 2014, students, teachers, and community members traveled to China for a two-week cultural exchange.

District Profile and Performance Report for School Year 2013-14

Griswold School District

Equitable Allocation of Resources among District Schools

The budget development and management processes in the Griswold Public Schools help to ensure that there is an equitable allocation of resources among district schools. Any identifiable inequities that have emerged naturally in the system are addressed and corrections outlined. An annual staffing proposal is developed by administration and approved by the Board of Education. It includes adjustments based on enrollments or special needs. Even during difficult budget years, class sizes are very advantageous to student learning representing the commitment that the community has made to education. With all three buildings on one campus, staff can be shared easily. The Board of Education welcomes budgeting suggestions from staff, parents, and the community at several of the fall meetings, public hearings, and informal meetings such as the monthly Superintendent's Advisory Council. A great deal of attention is paid to communicating new and existing programs in the budget with the public to make sure there is complete transparency. With only one school at each grade level all on the same campus, equitable distribution of our limited resources has not been a great concern.