

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



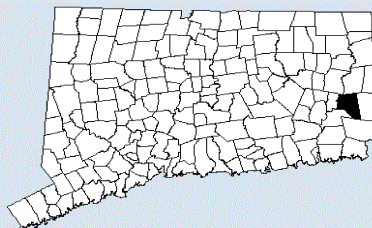
Griswold School District

Mr. Sean McKenna, Superintendent • 860-376-7600 • <http://griswold.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,776
Per Pupil Expenditures ¹	\$15,982
Total Expenditures ¹	\$29,167,889

¹Expenditure data reflect the 2017-18 school year.



Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2018-19 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.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, 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.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	872	49.1	48.4
Male	904	50.9	51.6
American Indian or Alaska Native	18	1.0	0.3
Asian	32	1.8	5.2
Black or African American	49	2.8	12.8
Hispanic or Latino of any race	152	8.6	25.8
Native Hawaiian or Other Pacific Islander	6	0.3	0.1
Two or More Races	115	6.5	3.6
White	1,404	79.1	52.4
English Learners	20	1.1	7.6
Eligible for Free or Reduced-Price Meals	838	47.2	42.1
Students with Disabilities ³	319	18.0	15.4

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

³Students 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.

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	90	10.8	36	4.0
Male	89	10.6	98	10.5
Black or African American	6	14.0	*	*
Hispanic or Latino of any race	20	14.2	13	8.2
White	128	9.6	106	7.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	118	15.0	86	9.3
Students with Disabilities	58	19.7	38	10.4
District	179	10.7	134	7.3
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 142

Number of school-based arrests: 16

⁴A 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.

⁵This 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 2018-19

Griswold School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	116.2
Paraprofessional Instructional Assistants	5.0
Special Education	
Teachers and Instructors	21.7
Paraprofessional Instructional Assistants	70.5
Administrators, Coordinators and Department Chairs	
District Central Office	4.7
School Level	6.5
Library/Media	
Specialists (Certified)	3.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	7.8
Counselors, Social Workers and School Psychologists	11.8
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	107.4

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	0	0.0	1.1
Black or African American	1	0.6	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	174	98.9	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.7	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	9	*	10	*
White	92	91.1	101	95.3
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	41	87.2	50	96.2
Students with Disabilities	24	96.0	32	91.4
District	120	92.3	128	96.2
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	16	35.6
Emotional Disturbance	12	54.5
Intellectual Disability	*	*
Learning Disability	45	54.2
Other Health Impairment	31	51.7
Other Disabilities	*	*
Speech/Language Impairment	16	72.7
District	124	49.4
State		67.6

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

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	47	2.9	1.9
Emotional Disturbance	22	1.3	1.1
Intellectual Disability	9	0.6	0.5
Learning Disability	83	5.1	5.5
Other Health Impairment	61	3.7	3.2
Other Disabilities	20	1.2	1.1
Speech/Language Impairment	30	1.8	1.8
All Disabilities	272	16.7	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$18,905,909	\$10,359	\$10,545
Support services - students	\$1,089,163	\$616	\$1,373
Support services - instruction	\$237,571	\$134	\$644
Support services - general administration	\$490	\$0	\$462
Support services - school based administration	\$2,158,453	\$1,221	\$1,007
Central and other support services	\$2,925,806	\$1,655	\$671
Operation and maintenance of plant	\$1,944,801	\$1,100	\$1,629
Student transportation services	\$1,841,095	\$953	\$1,231
Food services	\$64,601	\$37	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$29,167,889	\$15,982	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$2,083,187	28.8	29.7
Instructional Aide Salaries	\$1,310,653	18.1	9.6
Other Salaries	\$860,410	11.9	10.4
Employee Benefits	\$698,665	9.7	13.0
Purchased Services Other Than Transportation	\$316,258	4.4	5.5
Special Education Tuition	\$1,255,532	17.4	22.6
Supplies	\$12,037	0.2	0.6
Property Services	\$9,178	0.1	0.4
Purchased Services For Transportation	\$659,872	9.1	8.0
Equipment	\$16,160	0.2	0.2
All Other Expenditures	\$2,012	0.0	0.1
Total	\$7,223,963	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.8	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	53.9
State	34.4
Federal	5.2
Tuition & Other	6.5

⁴Revenue 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 2018-19

Griswold 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	16	*	16	*	10	*
Black or African American	25	56.6	25	52.0	15	*
Hispanic or Latino of any race	79	63.6	79	60.9	30	59.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	62	66.5	62	64.7	19	*
White	695	67.9	695	66.0	310	67.3
English Learners	20	59.4	20	63.7	9	*
Non-English Learners	866	67.0	866	64.9	380	65.5
Eligible for Free or Reduced-Price Meals	408	61.4	408	58.8	173	59.1
Not Eligible for Free or Reduced-Price Meals	478	71.5	478	70.0	216	70.6
Students with Disabilities	140	46.3	140	42.0	72	43.7
Students without Disabilities	746	70.7	746	69.1	317	70.4
High Needs	455	60.3	455	57.8	206	57.6
Non-High Needs	431	73.8	431	72.3	183	74.3
District	886	66.9	886	64.9	389	65.5

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	89.6	77.8	84.6	82.9	497	83.7
Curl Up	96.8	83.3	79.5	86.8	497	86.7
Push Up	88.0	80.2	74.4	86.0	497	82.3
Mile Run/PACER	65.6	87.3	72.6	70.5	497	74.0
All Tests - District	60.0	64.3	58.1	59.7	497	60.6
All Tests - State	56.1	53.5	50.9	51.4		52.9

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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	6	*
Hispanic or Latino of any race	10	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	46	73.9
Students with Disabilities	23	56.5
District	154	87.0
State		88.3

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

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.7	36	29.3
Male	92.9	39	27.9
Black or African American	*	*	*
Hispanic or Latino of any race	100.0	*	*
White	94.7	66	31.9
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.9	20	20.2
Students with Disabilities	76.7	0	0.0
District	94.7	75	28.5
State	95.9		42.6

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score 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

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	72.6	92.6
Male	55.9	58.6
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	70.0	83.1
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	47.1	85.2
Students with Disabilities	*	*
District	65.2	80.7
State	71.0	87.8

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	66.9	75	44.6	50	89.2	67.7
	High Needs Students	60.3	75	40.2	50	80.4	58.1
Math Performance Index	All Students	64.9	75	43.2	50	86.5	63.1
	High Needs Students	57.8	75	38.6	50	77.1	52.7
Science Performance Index	All Students	65.5	75	43.6	50	87.3	63.8
	High Needs Students	57.6	75	38.4	50	76.7	54.2
ELA Academic Growth	All Students	57.2%	100%	57.2	100	57.2	59.9%
	High Needs Students	55.7%	100%	55.7	100	55.7	55.1%
Math Academic Growth	All Students	62.5%	100%	62.5	100	62.5	62.5%
	High Needs Students	62.2%	100%	62.2	100	62.2	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	10.7%	<=5%	38.6	50	77.3	10.4%
	High Needs Students	15.1%	<=5%	29.7	50	59.5	16.1%
Preparation for CCR	% Taking Courses	94.3%	75%	50.0	50	100.0	80.0%
	% Passing Exams	28.5%	75%	19.0	50	38.0	42.6%
On-track to High School Graduation		89.8%	94%	47.8	50	95.6	88.0%
4-year Graduation All Students (2018 Cohort)		87.0%	94%	92.6	100	92.6	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		78.6%	94%	83.6	100	83.6	83.3%
Postsecondary Entrance (Class of 2018)		65.2%	75%	86.9	100	86.9	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.7% 60.6%	75%	40.4	50	80.8	96.4% 52.9%
Arts Access		60.6%	60%	50.0	50	100.0	51.9%
Accountability Index				1024.7	1350	75.9	

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	73.8	60.3	13.5	15.4	
Math Performance Index Gap	72.3	57.8	14.5	17.6	
Science Performance Index Gap	74.3	57.6	16.8	16.1	
Graduation Rate Gap	94.0%	78.6%	15.4%	11.1%	Y

¹If 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.

²If 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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.1
	High Needs Students	98.5
Math	All Students	99.1
	High Needs Students	98.5
Science	All Students	98.5
	High Needs Students	97.2

³Minimum 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: 51.5**

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Griswold School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Our 3-year District Improvement Plan aligns with our School Improvement plans, which all include strong initiatives to sustain and expand parent and community outreach efforts. At the district-level and school-level, we maintain constant and consistent communication with all families and stakeholders by means of different formats, including weekly mailings, print and electronic; newsletters, print and electronic; and as needed communication notices. All of our schools have active PTO groups that meet frequently throughout the school year; the district has a District Partnership Advisory Council (DPAC) that also meets regularly during the school year. The school PTO and DPAC groups often host a range of guest speakers from the community that address a range of topics, including presentations by local organizations such as the Griswold Youth Center and Griswold Pride, an anti-substance abuse coalition; health assistance programs for families and students, and community support services for all Griswold residents. This past school year, we have offered informational evening sessions to families and caretakers, in conjunction with our partnership with Peace at Home Parenting solutions; topics have included "bullying" and "children and screen time," to name a few. Many of the sessions can be accessed on the Peace at Home Parenting website for archival retrieval. In addition to attending and participating at school-level or district-level meetings, parents are also members of our District Health Safety Committee and high school parents were meaningfully involved in the formation of our district Vision of the Graduate; we inform our parents on all timely topics via our website and Facebook pages, and we survey our families at least once annually on school climate and culture. In implementing and monitoring other components of our District Improvement plan, we have worked closely with our administrators and teachers to re-calibrate our approach to SRBI and thus we have sharpened our implementation of Tier 1 instructional and behavioral supports. Our Special Education Department and Alternative School work closely with students who have exceptionalities to personalize their education programs. In terms of professional development, we can continue to offer in-district professional development sessions to all educators on personalized learning, behavior supports, and socio-emotional supports. All schools collaborate with families and the youth services bureau to address concerns surrounding absenteeism. Our early childhood educators work closely with families, including home visits, to facilitate various learning activities. Our support staff at the middle school and high school level frequently coordinate with UCFS-Griswold to support students and families at home.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Griswold Public Schools draws from students in Griswold, Jewett City and from several surrounding towns who are tuition partners for Griswold High School; these towns include Lisbon, Canterbury, Sprague, and Voluntown. Such a wide-reach into different communities creates ways to reduce any kind of specific isolation and to create more diversity across different groups. The Griswold Board of Education has recently sanctioned pursuing a partnership with Norwich Public Schools as a new high school tuition partner town. To that end, our high school makes a number of efforts to promote healthy bonding among students from various backgrounds. Such efforts include a Diversity Club, a Women & Leadership Group, and hosting a Student Leadership Conference on a professional development day that integrated students and faculty to discuss such topics as inclusion, peer pressure, stress triggers, and cultural awareness. As is the case with other Connecticut districts, Griswold Public Schools honors student requests to attend magnet schools in the region; there are approximately 43 students this school year (2018-'19) who are Griswold residents and attendees of magnet schools in the area, including themed magnets in the New London Public Schools district. In the past three years, we have had foreign exchange students and we plan to host another foreign exchange student for the next school year. We have GSA groups at our high schools and middle schools. We have had a number of our faculty and staff in professional development sessions over the past that address cultural awareness, and sensitivity training. Curriculum development and implementation continue to integrate meaningful content and learning about different cultures, gender and equity, social justice, and historical events that promote discussion, critical thinking and thoughtful reflection on race and justice.

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Griswold School District

Equitable Allocation of Resources among District Schools

Griswold Public Schools believes in educating for excellence for all, and thus our school district anchors our budget in what is best for students. Supported by a three-year district improvement plan in its second year, our budget development and management processes help to ensure that there is an equitable allocation of resources among district schools and programs. Any identifiable inequities that have emerged naturally in the system are addressed and corrective actions are taken. 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 Coffee & Chat sessions and at our DPAC (District Partnership Advisory Council) meetings.