

STRATEGIC SCHOOL PROFILE 2010-11**Griswold School District**

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Griswold,
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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New London

Town Population in 2000: 10,807

1990-2000 Population Growth: 4.1%

Number of Public Schools: 3

Per Capita Income in 2000: \$21,196

Percent of Adults without a High School Diploma in 2000*: 17.3%

Percent of Adults Who Were Not Fluent in English in 2000*: 0.2%

District Enrollment as % of Estimated. Student Population: 97.2%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): F DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2010 2,005
 5-Year Enrollment Change -7.5%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

| Need Indicator | Number in District | Percent | | |
|---|--------------------|----------|------|-------|
| | | District | DRG | State |
| Students Eligible for Free/Reduced-Price Meals | 594 | 29.6 | 27.3 | 34.1 |
| K-12 Students Who Are Not Fluent in English | 18 | 0.9 | 1.9 | 5.6 |
| Students Identified as Gifted and/or Talented* | 68 | 3.4 | 2.9 | 4.0 |
| PK-12 Students Receiving Special Education Services in District | 251 | 12.5 | 11.3 | 11.4 |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 111 | 90.2 | 73.3 | 80.2 |
| Homeless | 6 | 0.3 | 0.2 | 0.3 |
| Juniors and Seniors Working 16 or More Hours Per Week | 29 | 8.7 | 13.4 | 13.2 |

*41.2 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

| Student Race/Ethnicity | | |
|------------------------|--------|---------|
| Race/Ethnicity | Number | Percent |
| American Indian | 31 | 1.5 |
| Asian American | 44 | 2.2 |
| Black | 61 | 3.0 |
| Hispanic | 84 | 4.2 |
| Pacific Islander | 1 | 0.0 |
| White | 1,772 | 88.4 |
| Two or more races | 12 | 0.6 |
| Total Minority | 233 | 11.6 |

Percent of Minority Professional Staff: 1.6%

Non-English Home Language:

2.8% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 14.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Students participated in various options through EASTCONN as well as regionally arranged activities in music, drama and athletics. Student enrollment in the Virtual High School increased this year. We feel fortunate to have some small degree of ethnic diversity in our administrative staff and in our support staff. There is a growing diversity within the schools and community. The casinos have attracted many new families with a variety of first languages and international cultures. The valuing and welcoming of these families has helped to bring comfort to their transition and positive influence to the rest of our community. Meanwhile, each school continues to integrate multi-cultural strands into its curriculum. Teachers are sensitive and aware of the importance of using daily curriculum to promote broadening understandings. Students experience a seamless approach to racial, ethnic and economic diversity.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

| Grade and CMT Subject Area | District | State | % of Districts in State with Equal or Lower Percent Meeting Goal | <p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p> |
|----------------------------|----------|-------|--|--|
| Grade 3 Reading | 57.6 | 58.4 | 30.0 | |
| Writing | 56.3 | 61.1 | 23.0 | |
| Mathematics | 46.5 | 63.0 | 9.3 | |
| Grade 4 Reading | 58.8 | 62.5 | 25.2 | |
| Writing | 61.7 | 65.5 | 25.0 | |
| Mathematics | 62.2 | 67.0 | 22.6 | |
| Grade 5 Reading | 56.6 | 61.4 | 26.4 | |
| Writing | 60.4 | 66.8 | 22.1 | |
| Mathematics | 61.0 | 72.5 | 17.8 | |
| Science | 58.1 | 59.9 | 28.8 | |
| Grade 6 Reading | 87.5 | 76.0 | 64.9 | |
| Writing | 66.9 | 65.2 | 42.3 | |
| Mathematics | 67.1 | 71.3 | 27.4 | |
| Grade 7 Reading | 86.3 | 77.8 | 52.9 | |
| Writing | 60.4 | 58.9 | 40.5 | |
| Mathematics | 74.4 | 68.4 | 46.2 | |
| Grade 8 Reading | 77.4 | 74.7 | 36.3 | |
| Writing | 64.9 | 64.8 | 35.7 | |
| Mathematics | 64.5 | 66.6 | 31.8 | |
| Science | 64.1 | 63.1 | 31.8 | |

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

| CAPT Subject Area | District | State | % of Districts in State with Equal or Lower Percent Meeting Goal | <p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p> |
|--------------------------------|----------|-------|--|--|
| Reading Across the Disciplines | 33.1 | 44.7 | 25.0 | |
| Writing Across the Disciplines | 62.0 | 61.2 | 39.1 | |
| Mathematics | 44.9 | 49.5 | 35.3 | |
| Science | 50.0 | 47.0 | 44.4 | |

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

| Physical Fitness: % of Students Reaching Health Standard on All Four Tests | District | State | % of Districts in State with Equal or Lower Percent Reaching Standard |
|--|----------|-------|---|
| | 50.5 | 51.0 | 43.4 |

| SAT® I: Reasoning Test Class of 2010 | | District | State | % of Districts in State with Equal or Lower Scores |
|---|------------------|----------|-------|--|
| % of Graduates Tested | | 61.3 | 70.6 | |
| Average Score | Mathematics | 497 | 510 | 32.8 |
| | Critical Reading | 487 | 505 | 26.0 |
| | Writing | 498 | 510 | 35.1 |

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

| Graduation and Dropout Rates | District | State | % of Districts in State with Equal or Less Desirable Rates |
|--|----------|-------|--|
| Graduation Rate, Adjusted Cohort Rate 2010 | 78.0 | 81.8 | 20.6 |
| 2009-10 Annual Dropout Rate for Grade 9 through 12 | 2.8 | 2.8 | 18.0 |

| Activities of Graduates | District | State |
|--|----------|-------|
| % Pursuing Higher Education (Degree and Non-Degree Programs) | 76.3 | 84.8 |
| % Employed (Civilian Employment and in Armed Services) | 19.1 | 9.1 |

RESOURCES AND EXPENDITURES

DISTRICT STAFF

| Full-Time Equivalent Count of School Staff | |
|---|--------|
| General Education | |
| Teachers and Instructors | 128.60 |
| Paraprofessional Instructional Assistants | 1.00 |
| Special Education | |
| Teachers and Instructors | 22.20 |
| Paraprofessional Instructional Assistants | 41.50 |
| Library/Media Specialists and/or Assistants | 2.90 |
| Staff Devoted to Adult Education | 0.00 |
| Administrators, Coordinators, and Department Chairs | |
| District Central Office | 4.00 |
| School Level | 7.10 |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 1.50 |
| Counselors, Social Workers, and School Psychologists | 12.70 |
| School Nurses | 3.50 |
| Other Staff Providing Non-Instructional Services and Support | 110.50 |

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

| Teachers and Instructors | District | DRG | State |
|--|----------|------|-------|
| Average Years of Experience in Education | 17.0 | 14.3 | 13.9 |
| % with Master's Degree or Above | 76.5 | 76.3 | 79.0 |

| Average Class Size | District | DRG | State |
|--------------------|----------|------|-------|
| Grade K | 17.6 | 16.3 | 18.4 |
| Grade 2 | 19.0 | 18.8 | 19.9 |
| Grade 5 | 22.4 | 19.5 | 21.2 |
| Grade 7 | 21.7 | 19.8 | 20.6 |
| High School | 17.1 | 17.8 | 19.3 |

| Hours of Instruction Per Year* | Dist | DRG | State |
|--------------------------------|-------|-------|-------|
| Elementary School | 978 | 1,002 | 992 |
| Middle School | 1,030 | 1,019 | 1,017 |
| High School | 1,013 | 1,010 | 1,010 |

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

| Students Per Academic Computer | Dist | DRG | State |
|--------------------------------|------|-----|-------|
| Elementary School* | 4.1 | 3.0 | 3.1 |
| Middle School | 1.6 | 2.4 | 2.4 |
| High School | 1.6 | 2.1 | 2.2 |

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

| Expenditures All figures are unaudited. | Total (in 1000s) | Expenditures Per Pupil | | | |
|---|---------------------|------------------------|--------------------|-----------------|-----------------|
| | | District | PK-12 Districts | DRG | State |
| Instructional Staff and Services | \$16,833 | \$8,175 | \$8,232 | \$7,870 | \$8,237 |
| Instructional Supplies and Equipment | \$241 | \$117 | \$299 | \$275 | \$300 |
| Improvement of Instruction and Educational Media Services | \$392 | \$191 | \$477 | \$265 | \$463 |
| Student Support Services | \$986 | \$479 | \$875 | \$744 | \$872 |
| Administration and Support Services | \$3,137 | \$1,524 | \$1,433 | \$1,396 | \$1,459 |
| Plant Operation and Maintenance | \$2,588 | \$1,257 | \$1,421 | \$1,434 | \$1,410 |
| Transportation | \$1,484 | \$734 | \$701 | \$710 | \$692 |
| Costs for Students Tuitioned Out | \$613 | N/A | N/A | N/A | N/A |
| Other | \$358 | \$174 | \$161 | \$168 | \$159 |
| Total | \$26,633 | \$12,854 | \$13,878 | \$13,047 | \$13,780 |
| Additional Expenditures | | | | | |
| Land, Buildings, and Debt Service | \$17,191 | \$8,349 | \$1,622 | \$1,470 | \$1,616 |

| Special Education Expenditures | District Total | Percent of PK-12 Expenditures Used for Special Education | | |
|--------------------------------|----------------|--|------|-------|
| | | District | DRG | State |
| | \$6,122,013 | 23.0 | 20.0 | 21.5 |

Revenue Sources, % of Expenditures from Source. Revenue 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 Corrections).

| District Expenditures | Local Revenue | State Revenue | Federal Revenue | Tuition & Other |
|-------------------------------|---------------|---------------|-----------------|-----------------|
| Including School Construction | 20.6 | 69.6 | 5.7 | 4.2 |
| Excluding School Construction | 46.6 | 37.2 | 9.3 | 6.8 |

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

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. With only one school at each grade level, equitable distribution of our limited resources is not a great concern.

SPECIAL EDUCATION

| | |
|--|-------|
| Number of K-12 Students with Disabilities for Whom the District is Financially Responsible | 226 |
| Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities | 12.4% |

| Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities | | | | |
|---|--------------|-------------------------|--------------------|----------------------|
| Disability | Count | District Percent | DRG Percent | State Percent |
| Autism | 16 | 0.9 | 1.1 | 1.1 |
| Learning Disability | 81 | 4.5 | 3.6 | 3.9 |
| Intellectual Disability | 7 | 0.4 | 0.5 | 0.4 |
| Emotional Disturbance | 23 | 1.3 | 1.1 | 1.0 |
| Speech Impairment | 38 | 2.1 | 2.2 | 2.2 |
| Other Health Impairment* | 50 | 2.8 | 2.0 | 2.1 |
| Other Disabilities** | 11 | 0.6 | 0.9 | 0.9 |
| Total | 226 | 12.4 | 11.4 | 11.6 |

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

| Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible | District | State |
|--|-----------------|--------------|
| % Who Graduated in 2009-10 with a Standard Diploma | 53.6 | 62.5 |
| 2009-10 Annual Dropout Rate for Students Aged 14 to 21 | 5.6 | 3.9 |

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

| State Assessment | | Students with Disabilities | | All Students | |
|------------------|--------------------------------|----------------------------|-------|--------------|-------|
| | | District | State | District | State |
| CMT | Reading | 26.1 | 33.0 | 70.5 | 68.6 |
| | Writing | 17.5 | 19.3 | 61.8 | 63.7 |
| | Mathematics | 28.3 | 33.4 | 62.7 | 68.2 |
| | Science | 7.9 | 21.2 | 60.8 | 61.5 |
| CAPT | Reading Across the Disciplines | N/A | N/A | 33.1 | 44.7 |
| | Writing Across the Disciplines | 11.1 | 17.3 | 62.0 | 61.2 |
| | Mathematics | 6.2 | 15.8 | 44.9 | 49.5 |
| | Science | 9.5 | 13.1 | 50.0 | 47.0 |

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

| | | |
|-----------------------------------|--------------------------|------|
| CMT | % Without Accommodations | 17.3 |
| | % With Accommodations | 82.7 |
| CAPT | % Without Accommodations | 4.3 |
| | % With Accommodations | 95.7 |
| % Assessed Using Skills Checklist | | 9.8 |

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

| Placement | Count | Percent |
|-----------------------------------|-------|---------|
| Public Schools in Other Districts | 0 | 0.0 |
| Private Schools or Other Settings | 11 | 4.9 |

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

| Time Spent with Non-Disabled Peers | Count of Students | Percent of Students | | |
|------------------------------------|-------------------|---------------------|------|-------|
| | | District | DRG | State |
| 79.1 to 100 Percent of Time | 170 | 75.2 | 76.5 | 74.1 |
| 40.1 to 79.0 Percent of Time | 38 | 16.8 | 13.9 | 14.9 |
| 0.0 to 40.0 Percent of Time | 18 | 8.0 | 9.6 | 11.0 |

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Board of Education annually adopts goals for the improvement of its programs and operations. The process includes a review of previous goals and progress with an eye toward identifying the next level of work. The administrative staff produces the initial goal draft. The Board of Education then reviews, modifies, and adopts a set of goals. These are widely distributed through web access and newsletters. Aligned staff development activities are planned. Major goal areas for 2011-12 will be in school construction, increase in student performance and academic achievement through the extension of an SRBI model, curriculum renewal, professional development activities and technology services, as well as policy development.
