

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



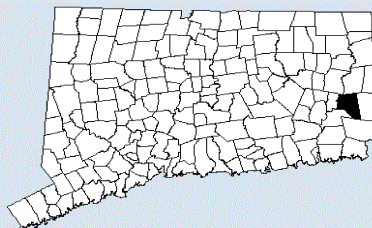
Griswold School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,848
Per Pupil Expenditures ¹	\$14,291
Total Expenditures ¹	\$27,437,902

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

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

Students

October 1, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	923	49.9	48.4
Male	925	50.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	36	1.9	5.1
Black or African American	51	2.8	12.9
Hispanic or Latino	142	7.7	24.0
Pacific Islander	*	*	0.1
Two or More Races	118	6.4	2.9
White	1,480	80.1	54.8
English Learners	24	1.3	6.8
Eligible for Free or Reduced-Price Meals	696	37.7	35.9
Students with Disabilities ¹	281	15.2	14.3

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	90 10.5	29 3.1
Male	85 9.7	83 8.9
Black or African American	6 12.2	* *
Hispanic or Latino	20 16.8	13 9.8
White	136 9.8	87 5.9
English Learners	* *	* *
Eligible for Free or Reduced-Price Meals	105 16.9	66 9.0
Students with Disabilities	50 17.8	41 12.3
District	175 10.1	112 6.1
State	9.9	6.7

Number of students in 2015-16 qualified as truant under state statute: 155

Number of school-based arrests: 0

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.

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Griswold School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	121.7
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	23.8
Paraprofessional Instructional Assistants	72.5
Administrators, Coordinators and Department Chairs	
District Central Office	4.8
School Level	6.6
Library/Media	
Specialists (Certified)	3.0
Support Staff	0.3
Instructional Specialists Who Support Teachers	6.7
Counselors, Social Workers and School Psychologists	11.8
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	97.9

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	1	0.6	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	2	1.1	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	180	98.4	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.7	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	6	*	*	*
Hispanic or Latino	6	*	7	*
White	111	88.1	116	94.3
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	28	73.7	30	90.9
Students with Disabilities	14	56.0	15	62.5
District	134	87.0	131	92.9
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	17	43.6
Emotional Disturbance	8	34.8
Intellectual Disability	0	0
Learning Disability	51	67.1
Other Health Impairment	33	64.7
Other Disabilities	0	0
Speech/Language Impairment	7	*
District	116	52.7
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	46	2.7
Emotional Disturbance	23	1.4
Intellectual Disability	7	0.4
Learning Disability	76	4.5
Other Health Impairment	51	3.0
Other Disabilities	16	1.0
Speech/Language Impairment	18	1.1
All Disabilities	237	14.1

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	16,571,488	8,810	9,663
Instructional Supplies and Equipment	275,446	146	321
Improvement of Instruction and Educational Media Services	308,291	164	578
Student Support Services	1,111,075	591	1,103
Administration and Support Services	2,681,413	1,426	1,861
Plant Operation and Maintenance	3,361,235	1,787	1,637
Transportation	1,600,179	836	877
Costs of Students Tuitioned Out	1,250,651	N/A	N/A
Other	278,124	148	201
Total	27,437,902	14,291	16,236

Additional Expenditures

Land, Buildings, and Debt Service	1,777,986	945	1,749

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

Special Education Expenditures: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	2,840,175	39.8
Noncertified Personnel	1,629,141	22.9
Purchased Services	81,248	1.1
Tuition to Other Schools	1,169,124	16.4
Special Ed. Transportation	482,675	6.8
Other Expenditures	926,060	13.0
Total Expenditures	7,128,423	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	35.0	46.5
State	55.7	43.5
Federal	4.1	4.4
Tuition & Other	5.2	5.6

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 2016-17

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	14	*	14	*	*	*
Asian	17	*	17	*	7	*
Black or African American	27	55.4	27	52.7	13	*
Hispanic or Latino	54	68.2	52	63.9	23	50.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	68	68.9	68	62.8	27	49.3
White	742	69.2	741	66.6	333	55.6
English Learners	14	*	14	*	*	*
Non-English Learners	909	68.6	906	65.7	405	54.7
Eligible for Free or Reduced-Price Meals	322	61.1	319	58.1	132	50.4
Not Eligible for Free or Reduced-Price Meals	601	72.4	601	69.6	276	56.5
Students with Disabilities	136	46.5	135	41.2	70	39.1
Students without Disabilities	787	72.2	785	69.8	338	57.7
High Needs	381	59.6	378	56.5	170	48.0
Non-High Needs	542	74.7	542	72.0	238	59.2
District	923	68.4	920	65.6	408	54.5

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	79.6	69.8	78.6	79.4	501	77.0
Curl Up	95.6	70.7	81.7	87.9	501	84.0
Push Up	70.8	74.1	78.6	80.1	501	76.2
Mile Run/PACER	60.2	88.8	67.9	69.5	501	71.5
All Tests - District	33.6	48.3	48.1	54.6	501	46.7
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	64	76.6
Students with Disabilities	26	53.8
District	150	86.7
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.7	59	37.3
Male	89.8	40	29.2
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	95.2	87	34.9
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	91.5	14	19.7
Students with Disabilities	67.3	0	0.0
District	94.6	99	33.6
State	96.1		43.5

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	74.6	83.3
Male	58.1	80.6
Black or African American	*	*
Hispanic or Latino	*	*
White	67.0	81.1
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	39.2	76.9
Students with Disabilities	*	*
District	65.4	82.1
State	72.0	88.5

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	68.4	75	45.6	50	91.3	67.1
	High Needs Students	59.6	75	39.7	50	79.4	55.9
Math Performance Index	All Students	65.6	75	43.8	50	87.5	62.2
	High Needs Students	56.5	75	37.6	50	75.3	50.5
Science Performance	All Students	54.5	75	36.4	50	72.7	55.3
	High Needs Students	48.0	75	32.0	50	64.0	45.2
ELA Academic Growth	All Students	59.2%	100%	59.2	100	59.2	55.4%
	High Needs Students	53.0%	100%	53.0	100	53.0	49.8%
Math Academic Growth	All Students	79.0%	100%	79.0	100	79.0	61.7%
	High Needs Students	72.6%	100%	72.6	100	72.6	53.7%
Chronic Absenteeism	All Students	10.1%	<=5%	39.8	50	79.7	9.9%
	High Needs Students	16.9%	<=5%	26.2	50	52.5	15.8%
Preparation for CCR	% Taking Courses	89.8%	75%	50.0	50	100.0	70.7%
	% Passing Exams	33.6%	75%	22.4	50	44.7	43.5%
On-track to High School Graduation		93.2%	94%	49.6	50	99.2	87.8%
4-year Graduation All Students (2016 Cohort)		86.7%	94%	92.2	100	92.2	87.4%
6-year Graduation - High Needs Students (2014)		81.8%	94%	87.0	100	87.0	82.0%
Postsecondary Entrance (Class of 2016)		65.4%	75%	87.2	100	87.2	72.0%
Physical Fitness (estimated part rate) and (fitness)		92.4% 46.7%	75%	31.1	50	62.3	92.0% 51.6%
Arts Access		53.3%	60%	44.4	50	88.8	50.5%
Accountability Index				1028.8	1350	76.2	

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?					N
ELA Performance Index Gap	74.7	59.6	15.1	16.7	
Math Performance Index Gap	72.0	56.5	15.6	18.7	
Science Performance Index Gap	59.2	48.0	11.2	16.6	
Graduation Rate Gap	94.0%	81.8%	12.2%	12.0%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	97.9
	High Needs Students	96.2
Math	All Students	97.9
	High Needs Students	96.2
Science	All Students	98.8
	High Needs Students	98.3

³Minimum participation standard is 95%.

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

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: 46.9

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2016-17

Griswold School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Griswold Public Schools has a clearly stated mission, vision for the future, and theory of action grounded in the continuous improvement of student achievement. We have aligned our district philosophy to our three-year district improvement plan; each school has its own school improvement plan. All schools align their annual goals to our district improvement plan sanctioned by our BOE; and therefore, all of the administrators and teachers align their yearly professional goals to the mission, vision and theory of action. 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 Coffee & Chat meetings and at the monthly book discussion group that is co-sponsored by the town library. Communicating with parents and the community is one of the highest priorities and the Superintendent's office prepares a monthly 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 that 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 Family 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 topics ranging from the Connecticut Core Standards to the newly designed SAT and PSAT tests. The district developed student learning expectations for the future which are centered on ambitious student outcomes. These learning expectations and outcomes are a major component of our district improvement plan. To achieve these student outcomes, we have engaged in a district wide curriculum initiative across all disciplines and grade levels to align curriculum and instruction to standards and assessments. Teachers at each grade level, Pre K -12, are 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. Coordinated efforts are made to connect students at every grade level with educational opportunities within the state and out of state. Griswold Middle & High school students participated in a collaborative leadership training that incorporated youth from Griswold and Putnam school systems. This training was sponsored by Griswold PRIDE (Partnership to Reduce the Influence of Drugs for Everyone) emphasizing training skills essential to leadership, academic achievement, and work place success. The GHS Student Council participates in overnight leadership conferences and exchanges each year sponsored by the Connecticut Association of Schools. The World Language, Social Studies, and English/LA teachers deliver curricula that exposes students to various regions, peoples, 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. All three schools have advisory/activity times that allow students to participate in character building activities; participate in selected curricular and extra-curricular clubs, including the gay-straight alliance at the middle and high schools; and seek targeted intervention and support for academic areas.

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Equitable Allocation of Resources among District Schools

Griswold Public Schools believes in education 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 that was recently adopted by our BOE, 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 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 Coffee & Chat sessions and at our DPAC (District Partnership Advisory Council) meetings. A great deal of