

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



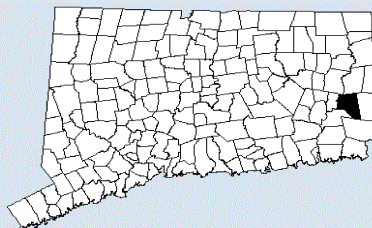
Griswold School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,891
Per Pupil Expenditures ¹	\$14,423
Total Expenditures ¹	\$27,749,359

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	935	49.4	48.3
Male	956	50.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	35	1.9	4.9
Black or African American	51	2.7	12.8
Hispanic or Latino	127	6.7	23.0
Pacific Islander	*	*	0.0
Two or More Races	120	6.3	2.7
White	1,534	81.1	55.9
English Learners	21	1.1	6.4
Eligible for Free or Reduced-Price Meals	749	39.6	38.0
Students with Disabilities ¹	274	14.5	13.7

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	78	8.8	31	3.3
Male	85	9.4	86	8.9
Black or African American	7	13.0	*	*
Hispanic or Latino	13	10.3	8	5.9
White	133	9.3	96	6.3
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	113	16.8	71	9.1
Students with Disabilities	44	17.3	38	12.3
District	163	9.1	117	6.2
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 86

Number of school-based arrests: Fewer than 6

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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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	122.7
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	23.8
Paraprofessional Instructional Assistants	68.0
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	7.5
Counselors, Social Workers and School Psychologists	11.8
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	98.1

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	0.5	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	3	1.6	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	181	97.8	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	98.9
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	9.4

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	*	*	*	*
Hispanic or Latino	6	*	6	*
White	108	92.3	115	92.7
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	27	81.8	33	89.2
Students with Disabilities	11	*	20	83.3
District	122	91.7	132	91.0
State		61.2		73.9

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	*	*
Emotional Disturbance	12	40.0
Intellectual Disability	*	*
Learning Disability	44	64.7
Other Health Impairment	33	55.9
Other Disabilities	0	0
Speech/Language Impairment	18	69.2
District	120	51.5
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	32	1.9
Emotional Disturbance	30	1.7
Intellectual Disability	9	0.5
Learning Disability	68	3.9
Other Health Impairment	62	3.6
Other Disabilities	11	0.6
Speech/Language Impairment	30	1.7
All Disabilities	242	14.1

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	14,709,221	7,787	9,387
Instructional Supplies and Equipment	207,975	110	318
Improvement of Instruction and Educational Media Services	245,204	130	541
Student Support Services	1,057,836	560	1,048
Administration and Support Services	3,847,432	2,037	1,790
Plant Operation and Maintenance	4,647,320	2,460	1,608
Transportation	1,548,753	826	845
Costs of Students Tuitioned Out	1,022,921	N/A	N/A
Other	462,697	245	194
Total	27,749,359	14,423	15,762

Additional Expenditures

Land, Buildings, and Debt Service	1,530,248	810	1,524
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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: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	2,771,089	42.1
Noncertified Personnel	1,454,348	22.1
Purchased Services	130,754	2.0
Tuition to Other Schools	938,189	14.2
Special Ed. Transportation	456,108	6.9
Other Expenditures	836,622	12.7
Total Expenditures	6,587,110	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	47.8	49.6
State	44.7	42.4
Federal	2.2	2.3
Tuition & Other	5.3	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 2015-16

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	14	*	14	*	8	*
Black or African American	26	56.5	26	50.9	18	*
Hispanic or Latino	58	65.5	58	60.4	26	52.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	62	70.3	62	61.1	15	*
White	746	69.8	747	64.0	332	57.4
English Learners	7	*	7	*	*	*
Non-English Learners	913	69.1	914	63.1	*	*
Eligible for Free or Reduced-Price Meals	353	62.6	354	57.4	161	51.9
Not Eligible for Free or Reduced-Price Meals	567	73.1	567	66.6	245	59.9
Students with Disabilities	149	49.7	149	41.2	69	38.8
Students without Disabilities	771	72.8	772	67.3	337	60.4
High Needs	412	61.0	413	55.3	188	50.0
Non-High Needs	508	75.6	508	69.3	218	62.6
District	920	69.1	921	63.0	406	56.8

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	83.2	69.6	66.4	80.6	538	75.3
Curl Up	89.5	72.8	84.0	87.1	538	83.6
Push Up	66.4	68.0	70.2	76.3	538	70.3
Mile Run/PACER	74.8	77.6	80.2	65.5	538	74.3
All Tests - District	53.8	50.4	51.1	49.6	538	51.3
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	62	79.0	71.3	Yes	74.1
Students with Disabilities	25	60.0	52.5	Yes	57.7
District	148	88.5	85.3	Yes	86.4
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	97.8	54	39.7
Male	91.5	38	26.8
Black or African American	*	*	*
Hispanic or Latino	*	6	*
White	95.4	83	34.4
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	94.3	13	18.6
Students with Disabilities	*	*	*
District	94.6	92	33.1
State	95.6		40.7

⁵College 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

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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	65.8	82.5
Male	56.3	65.6
Black or African American	*	*
Hispanic or Latino	*	*
White	59.7	80.2
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	46.4	65.8
Students with Disabilities	*	*
District	61.3	76.8
State	71.9	88.3

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

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	69.1	75	46.0	50	92.1	67.7
	High Needs Students	61.0	75	40.7	50	81.4	56.7
Math Performance Index	All Students	63.0	75	42.0	50	84.1	61.4
	High Needs Students	55.3	75	36.9	50	73.8	49.9
Science Performance Index	All Students	56.8	75	37.8	50	75.7	57.5
	High Needs Students	50.0	75	33.4	50	66.7	47.0
ELA Academic Growth	All Students	63.7%	100%	63.7	100	63.7	63.8%
	High Needs Students	56.5%	100%	56.5	100	56.5	58.3%
Math Academic Growth	All Students	70.3%	100%	70.3	100	70.3	65.0%
	High Needs Students	65.4%	100%	65.4	100	65.4	57.4%
Chronic Absenteeism	All Students	9.1%	<=5%	41.8	50	83.7	9.6%
	High Needs Students	16.2%	<=5%	27.7	50	55.4	15.6%
Preparation for CCR	% Taking Courses	91.4%	75%	50.0	50	100.0	67.6%
	% Passing Exams	33.1%	75%	22.1	50	44.1	40.7%
On-track to High School Graduation		92.0%	94%	49.0	50	97.9	85.1%
4-year Graduation All Students (2015 Cohort)		88.5%	94%	94.2	100	94.2	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		82.4%	94%	87.7	100	87.7	78.6%
Postsecondary Entrance (Class of 2015)		61.3%	75%	81.8	100	81.8	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.9% 51.3%	75%	34.2	50	68.4	89.2% 50.5%
Arts Access		58.3%	60%	48.6	50	97.2	47.5%
Accountability Index				1029.6	1350	76.3	

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	75.0	61.0	14.0	16.5	
Math Performance Index Gap	69.3	55.3	14.0	18.9	
Science Performance Index Gap	62.6	50.0	12.5	17.2	
Graduation Rate Gap	94.0%	82.4%	11.6%	15.3%	N

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	98.1
	High Needs Students	96.4
Math	All Students	98.2
	High Needs Students	96.7
Science	All Students	99.0
	High Needs Students	98.0

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: 48.8

State: 51.4

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 2015-16

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. All schools align their annual goals to our district mission, vision and theory of action 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 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, Griswold 2025, which are centered on ambitious student outcomes. The Griswold 2025 plan includes rigorous student outcomes focused on high academic standards, the acquisition of 21st Century skills, and character development. 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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Griswold School District

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. The 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. 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.