

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



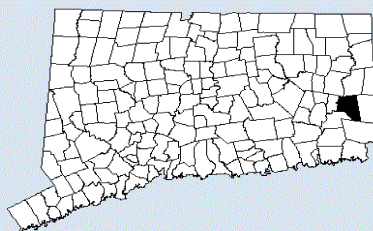
Griswold School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,779
Per Pupil Expenditures ¹	\$15,185
Total Expenditures ¹	\$28,441,604

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	897	50.4	48.4
Male	882	49.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	37	2.1	5.1
Black or African American	52	2.9	12.8
Hispanic or Latino	142	8.0	24.8
Pacific Islander	*	*	0.1
Two or More Races	118	6.6	3.3
White	1,409	79.2	53.6
English Learners	21	1.2	7.2
Eligible for Free or Reduced-Price Meals	691	38.8	36.7
Students with Disabilities ¹	296	16.6	14.8

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	118	14.3	32	3.6
Male	102	11.9	89	9.7
Black or African American	13	27.1	6	11.1
Hispanic or Latino	22	17.5	14	10.0
White	163	12.2	89	6.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	128	17.8	76	9.2
Students with Disabilities	61	21.6	38	10.9
District	220	13.1	121	6.7
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 187

Number of school-based arrests: 9

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	120.6
Paraprofessional Instructional Assistants	4.0
Special Education	
Teachers and Instructors	23.5
Paraprofessional Instructional Assistants	70.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.7
School Level	6.7
Library/Media	
Specialists (Certified)	3.0
Support Staff	0.3
Instructional Specialists Who Support Teachers	8.5
Counselors, Social Workers and School Psychologists	11.8
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	105.0

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	3.7
Hispanic or Latino	1	0.6	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	179	98.4	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	10.5

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	*	*	7	*
Hispanic or Latino	7	*	9	*
White	93	87.7	114	91.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	38	79.2	37	88.1
Students with Disabilities	17	65.4	20	71.4
District	112	83.6	141	92.2
State		69.3		80.1

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	36.4
Emotional Disturbance	7	35.0
Intellectual Disability	*	*
Learning Disability	51	60.0
Other Health Impairment	32	62.7
Other Disabilities	*	*
Speech/Language Impairment	12	*
District	121	51.3
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	48	3.0	1.8
Emotional Disturbance	21	1.3	1.1
Intellectual Disability	7	0.4	0.5
Learning Disability	85	5.2	5.2
Other Health Impairment	52	3.2	3.1
Other Disabilities	16	1.0	1.1
Speech/Language Impairment	23	1.4	1.8
All Disabilities	252	15.5	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	15	6.0	8.3
Private Schools or Other Settings	6	2.4	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	17,346,493	9,438	9,847
Instructional Supplies and Equipment	145,516	79	287
Improvement of Instruction and Educational Media Services	311,001	169	589
Student Support Services	1,137,125	619	1,120
Administration and Support Services	2,778,058	1,511	1,905
Plant Operation and Maintenance	3,313,178	1,803	1,648
Transportation	1,771,068	969	904
Costs of Students Tuitioned Out	1,359,481	N/A	N/A
Other	279,684	152	208
Total	28,441,604	15,185	16,535

Additional Expenditures

Land, Buildings, and Debt Service	1,422,472	774	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,801,690	37.4	33.8
Noncertified Personnel	1,703,093	22.7	14.5
Purchased Services	134,324	1.8	5.5
Tuition to Other Schools	1,279,167	17.1	23.4
Special Ed. Transportation	637,497	8.5	8.7
Other Expenditures	935,590	12.5	14.1
Total Expenditures	7,491,361	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	45.2	47.1
State	43.6	41.2
Federal	4.9	5.1
Tuition & Other	6.3	6.6

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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	8	*	8	*
Asian	18	*	18	*
Black or African American	24	54.4	24	53.1
Hispanic or Latino	63	66.2	63	62.3
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	63	66.9	63	65.5
White	708	68.8	708	67.2
English Learners	16	*	16	*
Non-English Learners	870	67.9	870	66.2
Eligible for Free or Reduced-Price Meals	384	60.9	384	59.3
Not Eligible for Free or Reduced-Price Meals	502	73.1	502	71.4
Students with Disabilities	135	47.3	135	40.6
Students without Disabilities	751	71.5	751	70.7
High Needs	430	60.3	430	58.1
Non-High Needs	456	74.9	456	73.7
District	886	67.8	886	66.1

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	86.6	64.6	84.3	84.6	523	80.1
Curl Up	93.7	62.3	78.5	90.0	523	81.5
Push Up	76.8	70.8	68.6	79.2	523	74.0
Mile Run/PACER	65.5	73.8	70.2	72.3	523	70.4
All Tests - District	57.7	36.2	46.3	66.2	523	51.8
All Tests - State	53.2	51.4	50.5	45.6		50.1

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.

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	10	*
English Learners	*	0
Eligible for Free or Reduced-Price Meals	57	86.0
Students with Disabilities	27	74.1
District	143	93.0
State		87.9

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 2016-17 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.6	53	38.4
Male	91.9	51	34.2
Black or African American	*	*	*
Hispanic or Latino	95.2	6	28.6
White	95.2	90	39.1
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	94.4	17	18.9
Students with Disabilities	74.1	0	0.0
District	95.1	104	36.2
State	96.3		44.8

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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	74.0	93.2
Male	45.9	72.1
Black or African American	*	*
Hispanic or Latino	*	*
White	59.3	81.8
English Learners	59.3	*
Eligible for Free or Reduced-Price Meals	55.1	75.0
Students with Disabilities	35.0	*
District	61.2	82.8
State	70.9	88.3

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	67.8	75	45.2	50	90.4	67.6
	High Needs Students	60.3	75	40.2	50	80.4	57.5
Math Performance Index	All Students	66.1	75	44.1	50	88.2	62.7
	High Needs Students	58.1	75	38.8	50	77.5	52.0
ELA Academic Growth	All Students	59.4%	100%	59.4	100	59.4	60.7%
	High Needs Students	56.4%	100%	56.4	100	56.4	55.6%
Math Academic Growth	All Students	65.4%	100%	65.4	100	65.4	61.9%
	High Needs Students	55.9%	100%	55.9	100	55.9	55.4%
Chronic Absenteeism	All Students	13.1%	<=5%	33.8	50	67.6	10.7%
	High Needs Students	18.0%	<=5%	24.1	50	48.2	16.6%
Preparation for CCR	% Taking Courses	88.2%	75%	50.0	50	100.0	74.8%
	% Passing Exams	36.2%	75%	24.2	50	48.3	44.8%
On-track to High School Graduation		90.5%	94%	48.1	50	96.3	87.5%
4-year Graduation All Students (2017 Cohort)		93.0%	94%	98.9	100	98.9	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		85.5%	94%	91.0	100	91.0	81.8%
Postsecondary Entrance (Class of 2017)		61.2%	75%	81.6	100	81.6	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.3% 51.8%	75%	34.5	50	69.1	96.6% 50.1%
Arts Access		58.3%	60%	48.6	50	97.2	51.2%
Accountability Index				940.2	1250	75.2	

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	74.9	60.3	14.5	15.9	
Math Performance Index Gap	73.7	58.1	15.5	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	85.5%	8.5%	12.7%	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	98.7
	High Needs Students	97.6
Math	All Students	98.7
	High Needs Students	97.6
Science	All Students	98.2
	High Needs Students	96.1

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: * **State: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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 which we monitor and report out to the Board of Education and community on a consistent basis. 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 other PTO meetings. 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 District Partnership Advisory Council (DPAC) and PTOs provide family and community 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 the spring of 2018 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. Each school continues to integrate multi-cultural strands into its curriculum and invites guest authors, musicians, and performers on a regular basis. Our high school recently held a series of evening sessions for students, parents, and community members on the topic of race and cultural sensitivity. 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. 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 beneficial 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 at informal meetings such as the monthly Superintendent's Coffee & Chat sessions and at our DPAC (District Partnership Advisory Council) meetings.