Connecticut State Department of Education

## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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	1,772
Per Pupil Expenditures[1]	$15,908
Total Expenditures[1]	$29,111,175

[1] *Expenditure data reflect the 2018-19 school year.*
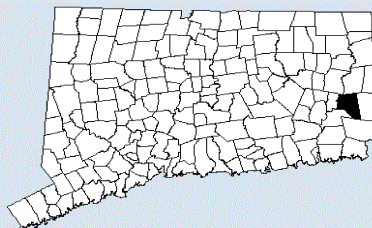
Community Information

[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 2019-20 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, 2019 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	886	50.0	48.4
Male	886	50.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	27	1.5	5.2
Black or African American	46	2.6	12.7
Hispanic or Latino of any race	166	9.4	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	133	7.5	3.8
White	1,378	77.8	51.1
English Learners	22	1.2	8.3
Eligible for Free or Reduced-Price Meals	893	50.4	43.3
Students with Disabilities[3]	334	18.8	16.0

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

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

[3] Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	111	13.2	22	2.4
Male	125	14.9	72	7.8
Black or African American	*	*	*	*
Hispanic or Latino of any race	35	22.0	13	7.3
White	160	12.3	67	4.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	161	19.6	66	6.8
Students with Disabilities	78	26.4	39	10.6
District	236	14.0	94	5.1
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 265

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

[4] A 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.

[5] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	120.4
Paraprofessional Instructional Assistants	1.5
Special Education	
Teachers and Instructors	21.7
Paraprofessional Instructional Assistants	71.5
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	3.8
Counselors, Social Workers and School Psychologists	11.8
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	106.4

[1] In 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	175	99.4	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.8	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	6	*
Hispanic or Latino of any race	*	*	8	*
White	84	82.4	98	92.5
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	45	81.8	38	86.4
Students with Disabilities	20	80.0	27	93.1
District	103	81.7	127	93.4
State		75.8		84.8

[2] College-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 Peers[3]

	Count	Rate (%)
Autism	17	39.5
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	35	49.3
Other Health Impairment	35	53.8
Other Disabilities	*	*
Speech/Language Impairment	20	87.0
District	122	48.8
State		67.8

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

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	49	3.0	2.0
Emotional Disturbance	28	1.7	1.1
Intellectual Disability	11	0.7	0.5
Learning Disability	71	4.4	5.7
Other Health Impairment	66	4.1	3.3
Other Disabilities	18	1.1	1.1
Speech/Language Impairment	26	1.6	1.8
All Disabilities	269	16.5	15.6

[1] This 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 District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	15	5.6	8.2
Private Schools or Other Settings	7	2.6	5.0

[2] This 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]: 2018-19

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$16,722,846	$9,138	$10,923
Support services - students	$9,891	$6	$1,277
Support services - instruction	$183,615	$104	$682
Support services - general administration	$120	$0	$467
Support services - school based administration	$1,268,853	$719	$1,021
Central and other support services	$6,896,367	$3,907	$679
Operation and maintenance of plant	$2,032,064	$1,151	$1,718
Student transportation services	$1,978,458	$1,039	$1,288
Food services	$18,961	$11	$12
Enterprise operations	.	.	$163
Minor school construction	.	.	$59
Total	$29,111,175	$15,908	$17,629

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

Special Education Expenditures: 2018-19

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$2,243,254	29.3	28.5
Instructional Aide Salaries	$1,465,779	19.2	10.1
Other Salaries	$840,901	11.0	11.1
Employee Benefits	$981,070	12.8	13.0
Purchased Services Other Than Transportation	$72,761	1.0	5.7
Special Education Tuition	$1,258,627	16.5	22.5
Supplies	$20,496	0.3	0.6
Property Services	$4,013	0.1	0.3
Purchased Services For Transportation	$749,409	9.8	8.0
Equipment	$13,353	0.2	0.2
All Other Expenditures	.	.	0.1
Total	$7,649,663	100.0	100.0
Percent of Total Expenditures Used for Special Education		26.3	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	47.7
State	40.0
Federal	5.4
Tuition & Other	7.0

[4] Revenue 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).

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1] NAEP 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 Standard

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Cohort Graduation: Four-Year[1]

	2018-19	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	11	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	66	77.3
Students with Disabilities	40	67.5
District	133	85.7
State		88.5

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

[2] Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

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College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance[3]	Persistence[4]
	Rate (%)	Rate (%)
Female	67.3	90.6
Male	45.2	75.8
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	54.4	84.4
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	49.0	79.2
Students with Disabilities	26.9	*
District	55.3	84.9
State	71.5	87.5

[3] College 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.

[4] College 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

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	14.0%	<=5%	12.2%
	High Needs Students	20.0%	<=5%	18.0%
Preparation for CCR	% Taking Courses	87.8%	75%	80.4%
On-track to High School Graduation		90.7%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		85.7%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		92.1%	94%	84.5%
Postsecondary Entrance (Class of 2019)		55.2%	75%	71.5%
Arts Access		61.6%	60%	51.8%

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]
Graduation Rate Gap	94.0%	92.1%	1.9%	10.9%	N

[1] If 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.
[2] If 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:

Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

Griswold Public Schools are grounded in the continuous improvement of student achievement. All schools align their annual goals to our district improvement goals sanctioned by our BOE; and therefore, all of the administrators and teachers align their yearly professional goals to the mission, vision and our vision of the graduate. 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. Our new re-calibration on teaching, learning and innovation will drive district improvement in future-thinking/ready initiatives, especially during this time of online teaching and learning. Our educator 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 District Partnership Advisory Council (DPAC) meetings and at our School Readiness Council. Communicating with parents and the community is one of the highest priorities, especially during this COVID-19 era. We have constructed an entire website on School Reopening, which is updated frequently. To that end, we have provided students and parents with pinpointed guidance and recommendations to help learning at home. Such information sharing approaches include virtual forums and highlighting our continuous learning plan and the offer of individualized support as needed. 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 DPAC and PTOs host family events that are very well attended, including virtual sessions. During these events there is information available to families and service providers who share information on their programming. Our district works closely with the Parks and Recreation Department and the Town to provide after school opportunities for student and parents; such offerings include extended learning opportunities and presentations. Each school has presented evening presentations on topics ranging from school reopening topics to student programs, such as our lively music and theater programs. The district developed student learning expectations for the future and a vision of the graduate, which are centered on ambitious student outcomes. These learning expectations and outcomes are a major component of our continuous improvement. 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, we will be surveying teachers, parents, and students frequently throughout the school year to solicit feedback for the sake of shaping improvement.

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. This school year we are developing a strategic plan on equity and access for all students.

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 commitment to continuous improvement, 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 school PTO meetings and at our DPAC (District Partnership Advisory Council) meetings.