

STRATEGIC SCHOOL PROFILE 2012-13**Griswold School District**

Paul K. Smith, Jr., Superintendent

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Griswold,
ConnecticutWebsite: griswold.k12.ct.us

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

COMMUNITY DATA

County: New London

Town Population in 2000: 10,807

1990-2000 Population Growth: 4.1%

Number of Public Schools: 3

Per Capita Income in 2000: \$21,196

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

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

District Enrollment as % of Estimated. Student Population: 97.1%

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

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

STUDENT ENROLLMENT

Enrollment on October 1, 2012 1,958
 5-Year Enrollment Change -8.4%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	611	31.2	30.5	36.7
K-12 Students Who Are Not Fluent in English	16	0.9	2.0	5.8
Students Identified as Gifted and/or Talented*	41	2.1	2.2	3.8
PK-12 Students Receiving Special Education Services in District	256	13.1	12.0	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	132	91.0	72.5	79.3
Homeless	8	0.4	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	22	9.8	15.1	12.7

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	28	1.4
Asian American	41	2.1
Black	62	3.2
Hispanic	105	5.4
Pacific Islander	2	0.1
White	1,665	85.0
Two or more races	55	2.8
Total Minority	293	15.0

Percent of Minority Professional Staff: 1.1%

Non-English Home Language:

2.5% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 9.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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

Students participate in various options through EASTCONN as well as regional and state activities designed to connect students of all cultures and interests in music, drama, student council, and athletics. The GHS Student Council participates in an overnight leadership conference each year sponsored by the Connecticut Association of Schools. The high school welcomes international exchange students each year. Student enrollment in the Virtual High School has increased in the last several years. There is a growing diversity within the schools and community as is beginning to be reflected in the staff. The casinos have attracted many new families with a variety of first languages and international cultures. The valuing and welcoming of these families has helped to bring a level of comfort during their transition and a positive influence to the rest of our community. Meanwhile, each school continues to integrate multi-cultural strands into its curriculum and invites guest authors, musicians, and performers on a regular basis. The school district has established a relationship with the Shandong Provincial Education Department in Jinan, China and has hosted several school leaders from China who have visited classrooms and interviewed students. 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. Students experience a seamless approach to racial, ethnic, and economic diversity.

STUDENT PERFORMANCE

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

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	50.9	56.9	22.5
Writing	58.7	60.0	36.0
Mathematics	54.5	61.4	21.1
Grade 4 Reading	53.8	62.6	17.1
Writing	60.9	63.0	32.3
Mathematics	57.1	65.1	21.5
Grade 5 Reading	60.2	66.9	21.1
Writing	55.8	65.6	22.4
Mathematics	60.9	69.2	23.0
Science	70.5	62.3	44.1
Grade 6 Reading	73.4	73.3	33.5
Writing	59.1	65.1	26.5
Mathematics	55.3	67	15.5
Grade 7 Reading	79.2	78.9	31.0
Writing	68.2	64.9	41.8
Mathematics	62.9	65.4	31.6
Grade 8 Reading	76.2	76.2	28.5
Writing	70.3	67.2	38.4
Mathematics	54.6	65.0	19.5
Science	72.4	60.4	50.9

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

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

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	43.0	48.5	32.6
Writing Across the Disciplines	63.2	62.1	32.6
Mathematics	43.2	52.4	25.8
Science	42.3	48.8	31.6

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

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

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	46.3	51.1	35.1

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		63.3	78.5	
Average Score	Mathematics	491	503	36.1
	Critical Reading	487	499	34.6
	Writing	491	504	30.8

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

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	87.5	84.8	39.7
2011-12 Annual Dropout Rate for Grade 9 through 12	3.5	2.1	8.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	71.7	82.6
% Employed (Civilian Employment and in Armed Services)	23.5	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	116.05
Paraprofessional Instructional Assistants	1.00
Special Education	
Teachers and Instructors	26.30
Paraprofessional Instructional Assistants	45.50
Library/Media Specialists and/or Assistants	4.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	6.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.00
Counselors, Social Workers, and School Psychologists	12.00
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	113.97

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	17.0	14.4	13.9
% with Master's Degree or Above	71.9	81.1	79.8

Average Class Size	District	DRG	State
Grade K	18.1	16.7	18.9
Grade 2	19.2	18.3	19.8
Grade 5	23.3	20.8	21.3
Grade 7	21.9	18.3	20.2
High School	16.8	17.4	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	997	988	999
Middle School	1,029	1,037	1,029
High School	1,057	1,035	1,027

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

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.5	2.4	2.7
Middle School	2.1	2.5	2.1
High School	1.3	1.7	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$15,450	\$7,863	\$8,570	\$8,246	\$8,570
Instructional Supplies and Equipment	\$263	\$134	\$252	\$310	\$257
Improvement of Instruction and Educational Media Services	\$364	\$185	\$475	\$275	\$471
Student Support Services	\$976	\$497	\$949	\$775	\$950
Administration and Support Services	\$3,568	\$1,816	\$1,526	\$1,611	\$1,547
Plant Operation and Maintenance	\$2,423	\$1,233	\$1,466	\$1,488	\$1,459
Transportation	\$1,686	\$862	\$775	\$811	\$765
Costs for Students Tuitioned Out	\$882	N/A	N/A	N/A	N/A
Other	\$396	\$202	\$170	\$175	\$170
Total	\$26,008	\$13,082	\$14,444	\$13,850	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$4,257	\$2,167	\$1,405	\$1,495	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$5,974,579	23.0	20.6	21.8

Revenue Sources, % of Expenditures from Source. Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	48.5	46.9	4.4	0.2
Excluding School Construction	50.2	44.4	5.2	0.2

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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

The budget development and management processes in the Griswold Public Schools help to ensure that there is an equitable allocation of resources among district schools. Any identifiable inequities that have emerged naturally in the system are addressed and corrections outlined. An annual staffing proposal is developed by administration and approved by the Board of Education. It includes adjustments based on enrollments or special needs. In addition, the Board of Education welcomes budgeting suggestions from staff, parents, and the community at several of the fall meetings. 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. With only one school at each grade level all on the same campus, equitable distribution of our limited resources has not been a great concern.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	238
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.3%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	24	1.3	1.3	1.3
Learning Disability	74	4.1	3.8	4.0
Intellectual Disability	5	0.3	0.5	0.4
Emotional Disturbance	32	1.8	1.3	1.0
Speech Impairment	36	2.0	2.1	2.0
Other Health Impairment*	57	3.2	2.3	2.4
Other Disabilities**	10	0.6	0.9	1.0
Total	238	13.3	12.1	12.1

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

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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2011-12 with a Standard Diploma	77.8	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

STATE ASSESSMENTS

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

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

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	17.5	34.5	66.4	69.2
	Writing	8.7	19.9	62.4	64.4
	Mathematics	21.4	29.0	57.7	65.5
	Science	16.1	21.3	71.5	61.3
CAPT	Reading Across the Disciplines	N/A	N/A	43.0	48.5
	Writing Across the Disciplines	10.5	16.7	63.2	62.1
	Mathematics	7.7	16.8	43.2	52.4
	Science	10.0	14.6	42.3	48.8

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

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	13.7
	% With Accommodations	86.3
CAPT	% Without Accommodations	8.0
	% With Accommodations	92.0
% Assessed Using Skills Checklist		8.5

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

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

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

Placement	Count	Percent
Public Schools in Other Districts	2	0.8
Private Schools or Other Settings	22	9.2

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

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	154	64.7	73.7	72.0
40.1 to 79.0 Percent of Time	48	20.2	15.9	16.4
0.0 to 40.0 Percent of Time	36	15.1	10.4	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Board of Education has developed an ambitious set of district goals for the improvement of its instructional programs and a set of multi-year board initiatives to improve the operational directions of the district. 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 including a new teacher evaluation model and the new accountability model as a result of Connecticut's NCLB waiver. The district goals and initiatives are widely distributed through web access and newsletters and shared with parents and the community at the Superintendent's Advisory Council meetings. In the 2013, the district developed a vision for the future, Griswold 2022, which included ambitious student outcomes based on 21st century skills, technology advancements, and a curricular focus designed for students to excel in the new Common Core State Standards. Each classroom, Pre K - 12, is developing assessments to measure our students' progress in each of these skills.
