Connecticut State Department of Education

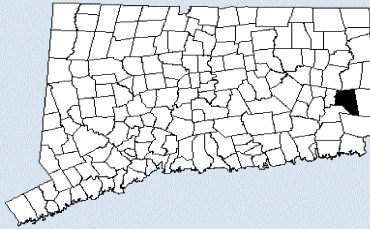# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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	1,897
Per Pupil Expenditures[1]	$13,380
Total Expenditures[1]	$26,866,519

[1]*Expenditure data reflect the 2013-14 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 2015)](#)
(2015® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2014-15 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 (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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	932	49.1	48.3
Male	965	50.9	51.6
American Indian or Alaska Native	*	*	0.2
Asian	30	1.6	4.7
Black or African American	56	3.0	12.9
Hispanic or Latino	120	6.3	22.1
Pacific Islander	*	*	0.0
Two or More Races	107	5.6	2.5
White	1,563	82.4	57.2
English Language Learners	15	0.8	6.3
Eligible for Free or Reduced-Price Meals	734	38.7	37.6
Students with Disabilities[1]	277	14.6	13.3

[1]Students 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	91	10.0	37	3.8
Male	99	10.8	105	10.7
Black or African American	*	*	8	14.5
Hispanic or Latino	12	10.9	10	8.2
White	157	10.5	116	7.2
English Language Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	129	18.6	81	10.2
Students with Disabilities	57	22.2	54	17.4
District	190	10.4	142	7.3
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 48

[2]A 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.

[3]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	119.7
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	27.3
Paraprofessional Instructional Assistants	54.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	6.2
Library/Media	
Specialists (Certified)	3.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	8.5
Counselors, Social Workers and School Psychologists	12.0
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	93.2

[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	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	0.0
White	181	97.8	91.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	99.4
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.5	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	6	*	7	*
White	107	90.7	114	90.5
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	36	85.7	35	87.5
Students with Disabilities	17	81.0	13	65.0
District	125	90.6	128	91.4
State		58.4		73.8

[3]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[4]

	Count	Rate (%)
Autism	14	45.2
Emotional Disturbance	11	42.3
Intellectual Disability	*	*
Learning Disability	49	75.4
Other Health Impairment	43	71.7
Other Disabilities	*	*
Speech/Language Impairment	22	73.3
District	144	62.3
State		69.7

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	33	1.9	1.5
Emotional Disturbance	26	1.5	1.0
Intellectual Disability	7	0.4	0.5
Learning Disability	65	3.7	4.4
Other Health Impairment	62	3.6	2.6
Other Disabilities	15	0.9	1.0
Speech/Language Impairment	38	2.2	1.9
All Disabilities	246	14.1	13.0

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	14	5.7	8.1
Private Schools or Other Settings	7	2.8	5.4

[2]Grades K-12

Overall Expenditures:[3] 2013-14

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	14,955,992	7,611	9,134
Instructional Supplies and Equipment	160,883	82	334
Improvement of Instruction and Educational Media Services	595,780	303	498
Student Support Services	735,770	374	1,001
Administration and Support Services	4,115,958	2,095	1,694
Plant Operation and Maintenance	2,799,703	1,425	1,572
Transportation	1,691,867	863	813
Costs of Students Tuitioned Out	1,457,925	N/A	N/A
Other	352,641	179	186
Total	26,866,519	13,380	15,289
Additional Expenditures			
Land, Buildings, and Debt Service	1,560,555	794	1,272

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

Special Education Expenditures: 2013-14

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	2,734,038	39.5	35.1
Noncertified Personnel	1,186,529	17.1	14.2
Purchased Services	183,740	2.7	5.2
Tuition to Other Schools	1,369,859	19.8	22.0
Special Ed. Transportation	570,357	8.2	8.6
Other Expenditures	879,267	12.7	14.9
Total Expenditures	6,923,790	100.0	100.0

Expenditures by Revenue Source:[4] 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	48.7	45.7
State	42.9	45.3
Federal	2.2	2.3
Tuition & Other	6.2	6.6

[4]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 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	13	*	13	*	6	*
Black or African American	33	61.7	33	47.7	12	*
Hispanic or Latino	55	69.6	55	58.8	28	56.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	53	68.1	52	56.8	15	*
White	746	70.4	745	60.8	344	57.5
English Language Learners	7	*	7	*	*	*
Non-English Language Learners	907	69.8	905	60.0	*	*
Eligible for Free or Reduced-Price Meals	338	62.6	335	53.7	147	51.7
Not Eligible for Free or Reduced-Price Meals	576	74.0	577	63.6	262	59.7
Students with Disabilities	151	48.3	150	40.3	74	41.3
Students without Disabilities	763	74.0	762	63.8	335	60.3
High Needs	402	60.7	399	52.0	182	50.5
Non-High Needs	512	76.9	513	66.2	227	61.9
District	914	69.8	912	60.0	409	56.8

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

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

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	89.6	62.0	69.7	88.5	514	76.8
Curl Up	84.3	67.9	80.3	88.5	514	80.0
Push Up	75.7	58.4	72.0	83.1	514	72.0
Mile Run/PACER	87.0	78.1	52.3	67.7	514	70.8
All Tests - District	63.5	40.1	36.4	60.8	514	49.6
All Tests - State	50.8	51.0	50.3	51.9		51.0

[2]The 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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2013-14				2014-15
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	74	73.0	68.5	Yes	71.3
Students with Disabilities	30	60.0	47.3	Yes	52.5
District	170	84.7	84.2	Yes	85.3
State[4]		87.0			

[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. Statewide, district and school results for cohorts of 2010 through 2013 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

[3]Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	69.4	41	30.6
Male	49.3	39	27.1
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	58.6	73	29.9
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	39.0	10	12.2
Students with Disabilities	*	0	*
District	59.0	80	28.8
State	67.2		37.3

[5]College readiness exams and benchmark scores are as follows:
- SAT® - composite score of 1550 or higher
- 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

[6]Participation 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.
Copyright © 2015 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance[7] Rate (%)	Persistence[8] Rate (%)
Female	77.2	77.0
Male	47.1	76.1
Black or African American	*	*
Hispanic or Latino	*	*
White	61.8	74.7
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	62.1	63.6
Students with Disabilities	37.5	*
District	63.3	76.6
State	72.6	88.8

[7]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.

[8]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

These statistics are the first 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	69.8	75	93.1	100	93.1	67.9
	High Needs Students	60.7	75	81.0	100	81.0	56.7
Math Performance Index	All Students	60.0	75	80.0	100	80.0	59.3
	High Needs Students	52.0	75	69.3	100	69.3	47.8
Science Performance Index	All Students	56.8	75	75.8	100	75.8	56.5
	High Needs Students	50.5	75	67.3	100	67.3	45.9
Chronic Absenteeism	All Students	10.4%	<=5%	39.2	50	78.4	10.6%
	High Needs Students	18.2%	<=5%	23.6	50	47.2	17.3%
Preparation for CCR	% Taking Courses	91.0%	75%	50.0	50	100.0	66.1%
	% Passing Exams	28.8%	75%	19.2	50	38.4	37.3%
On-track to High School Graduation		90.0%	94%	47.9	50	95.7	85.6%
4-year Graduation All Students (2014 Cohort)		84.7%	94%	90.1	100	90.1	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		78.3%	94%	83.3	100	83.3	77.6%
Postsecondary Entrance (Class of 2014)		63.3%	75%	84.4	100	84.4	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		92.1% | 49.6%	75%	33.1	50	66.1	87.6% | 51.0%
Arts Access		51.7%	60%	43.1	50	86.2	45.7%
Accountability Index				**980.2**	**1250**	**78.4**	

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	60.7	14.3	17.3	
Math Performance Index Gap	66.2	52.0	14.2	19.6	
Science Performance Index Gap	61.9	50.5	11.4	17.2	
Graduation Rate Gap	94.0%	78.3%	15.7%	15.2%	Y

[1]If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

[2]If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.8
	High Needs Students	98.2
Math	All Students	98.3
	High Needs Students	97.2
Science	All Students	99.1
	High Needs Students	98.5

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: 49.7   **State: 50.1**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

The Griswold Board of Education annually develops an ambitious set of district goals for the improvement of its instructional programs and a set of multi-year Board of Education 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. 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 Advisory Council meetings. Communicating with parents and the community is one of the highest priorities and the Superintendent's office prepares a montly 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 Children First 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 the new Connecticut Core Standards and the accompanying testing. In 2013, the district developed a vision for the future, Griswold 2022, which included ambitious student outcomes. The vision has been updated and Griswold 2025 includes rigorous student outcomes focused on high academic standards, the acquisition of 21st Century skills, and character development. 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. Tremendous efforts are made to connect students at every grade level with educational opportunities within the state and out of state. Griswold 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 department sponsors annual trips abroad over the summer that exposes students to various European cities 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. The school district has established a relationship with the Shandong Provincial Education Department in Jinan, China and has hosted several school leaders and teachers from China who have visited classrooms and interviewed students. In addition, families have hosted visiting Chinese students from schools in the Shandong Province and the Jilin Province.

Equitable Allocation of Resources among District Schools

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. 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 Advisory Council. 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.