Griswold School District

Sean Mckenna, Superintendent • 860-376-7600 • http://griswold.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,775
Per Pupil Expenditures[1]	$17,798
Total Expenditures[1]	$31,662,846

[1] *Expenditure data reflect the 2022-23 school year.*
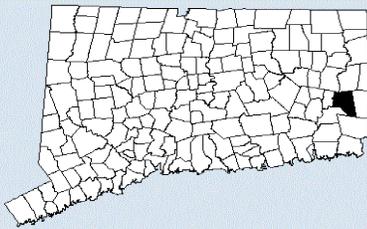
Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at https://www.advancect.org/site-selection/town-profiles

Contents

Notes

Unless otherwise noted, all data are for 2023-24 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 https://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. Complete data suppression guidelines are available at https://tinyurl.com/SuppressionPolicy

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2023 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.3
Male	912	51.4	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	31	1.7	5.2
Black or African American	43	2.4	12.5
Hispanic or Latino of any race	245	13.8	31.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	115	6.5	4.7
White	1,326	74.7	46.2
English Learners/Multilingual Learners	31	1.7	10.5
Eligible for Free or Reduced-Price Meals	951	53.6	44.0
Students with Disabilities[3]	362	20.4	17.9

[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	*	*	60	6.6
Male	191	22.2	102	10.6
Non-Binary	*	*	0	*
Black or African American	15	31.9	8	15.4
Hispanic or Latino of any race	79	31.6	31	11.0
White	255	20.6	105	7.7
English Learners/Multilingual Learners	11	29.7	*	*
Eligible for Free or Reduced-Price Meals	274	30.0	111	10.4
Students with Disabilities	134	39.2	55	12.9
District	376	22.2	162	8.7
State		17.7		7.0

Number of students qualified as truant under state statute: 396

Number of school-based arrests: Fewer than 6

[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	119.6
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	22.0
Paraprofessional Instructional Assistants	80.5
Administrators, Coordinators and Department Chairs	
District Central Office	7.7
School Level	6.6
Library/Media	
Specialists (Certified)	3.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	11.7
School Nurses	3.0
Other Staff Providing Non-Instructional Services/Support	108.6

[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	1.4
Black or African American	0	0.0	4.8
Hispanic or Latino of any race	2	1.1	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	173	98.9	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.9	13.3

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	*	*	0	*
Hispanic or Latino of any race	21	80.8	16	*
White	82	83.7	92	96.8
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	51	77.3	60	98.4
Students with Disabilities	25	96.2	32	94.1
District	121	83.4	119	96.7
State		88.4		94.6

[2] College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students Who Spend 80% or Greater Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	19	39.6
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	35	56.5
Other Health Impairment	42	60.0
Other Disabilities	*	*
Speech/Language Impairment	25	89.3
District	130	49.4
State		66.8

[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	55	3.5	2.6
Emotional Disability	24	1.5	1.1
Intellectual Disability	17	1.1	0.6
Learning Disability	62	3.9	6.4
Other Health Impairment	72	4.5	3.5
Other Disabilities	24	1.5	1.2
Speech/Language Impairment	31	1.9	2.0
All Disabilities	285	17.9	17.3

[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	11	3.9	8.0
Private Schools or Other Settings	15	5.3	4.6

[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]: 2022-23

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$18,246,077	$10,256	$12,942
Support services - students	$1,926,470	$1,123	$1,724
Support services - instruction	$416,516	$243	$905
Support services - general administration	$561,648	$327	$520
Support services - school based administration	$1,599,961	$933	$1,207
Central and other support services	$3,182,356	$1,856	$771
Operation and maintenance of plant	$3,413,757	$1,991	$2,101
Student transportation services	$2,316,059	$1,265	$1,582
Food services	.	.	$8
Enterprise operations	.	.	$213
Total	$31,662,846	$17,798	$21,143

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

Special Education Expenditures: 2022-23

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$2,942,485	31.8	27.6
Instructional Aide Salaries	$1,606,287	17.3	10.2
Other Salaries	$434,960	4.7	10.5
Employee Benefits	$1,254,241	13.5	13.2
Purchased Services Other Than Transportation	$198,798	2.1	6.4
Special Education Tuition	$1,646,584	17.8	22.2
Supplies	$55,067	0.6	0.7
Property Services	.	.	0.4
Purchased Services For Transportation	$1,115,515	12.0	8.4
Equipment	$8,500	0.1	0.3
All Other Expenditures	.	.	0.1
Total	$9,262,438	100.0	100.0
Percent of Total Expenditures Used for Special Education		29.3	25.0

Expenditures by Revenue Source[4]: 2022-23

	Percent of Total (%) Excluding School Construction
Local	47.7
State	38.3
Federal	4.9
Tuition & Other	9.1

[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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	13	*	13	*	*	*
Black or African American	20	54.3	20	44.9	10	*
Hispanic or Latino of any race	109	57.4	109	51.9	51	54.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	58	64.5	58	56.9	25	70.0
White	632	62.1	632	57.0	272	65.6
English Learners/Multilingual Learners	13	*	13	*	*	*
Non-English Learners/Non-Multilingual Learners	827	61.7	826	56.4	*	*
Eligible for Free or Reduced-Price Meals	435	58.0	434	52.7	173	59.6
Not Eligible for Free or Reduced-Price Meals	405	65.5	405	60.5	195	68.8
Students with Disabilities	126	45.2	125	39.6	50	49.8
Students without Disabilities	714	64.6	714	59.4	318	66.8
High Needs	484	56.7	483	51.5	194	58.1
Non-High Needs	356	68.4	356	63.2	174	71.5
District	840	61.7	839	56.5	368	64.5

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

	NAEP 2022		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	35	35	50
National Public	32	29	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	37	30	32
National Public	35	26	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, at
https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	92.2	66.1	84.8	89.4	487	83.0
Curl Up	97.4	66.9	85.7	87.7	485	84.1
Push Up	78.6	67.5	67.0	75.6	481	72.1
Mile Run/PACER	73.0	64.6	68.8	68.2	479	68.5
All Tests - District	65.3	39.7	54.5	62.7	462	55.0
All Tests - State	53.6	48.4	44.6	42.3		47.2

[2] The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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]

	2022-23	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	15	*
White	113	84.1
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	73	74.0
Students with Disabilities	32	59.4
District	140	82.9
State		88.4

[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 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness[3]

	Count	Rate (%)
Female	59	43.1
Male	41	31.3
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino	12	27.9
White	81	42.0
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	32	25.2
Students with Disabilities	*	*
District	100	37.3
State		44.3

[3]Students demonstrate postsecondary readiness through at least one of the following:
- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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 2023	Class of 2022
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	68.9	71.8
Male	53.6	84.0
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	61.1	76.8
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	50.9	81.0
Students with Disabilities	30.0	*
District	61.5	76.6
State	68.4	87.2

[5] 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.

[6] 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	61.7	75	41.1	50	82.2	63.9
	High Needs Students	56.7	75	37.8	50	75.6	54.1
Math Performance Index	All Students	56.5	75	37.6	50	75.3	60.2
	High Needs Students	51.5	75	34.3	50	68.7	49.5
Science Performance Index	All Students	64.5	75	43.0	50	86.0	61.8
	High Needs Students	58.1	75	38.8	50	77.5	51.4
ELA Academic Growth	All Students	59.6%	100%	59.6	100	59.6	58.7%
	High Needs Students	55.9%	100%	55.9	100	55.9	54.2%
Math Academic Growth	All Students	55.1%	100%	55.1	100	55.1	61.4%
	High Needs Students	51.3%	100%	51.3	100	51.3	55.1%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.9%
	Oral	.	100%	.	.	.	55.2%
Chronic Absenteeism	All Students	22.2%	<=5%	15.6	50	31.3	17.7%
	High Needs Students	29.0%	<=5%	2.0	50	4.0	25.5%
Preparation for CCR	% Taking Courses	89.6%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	37.3%	75%	24.9	50	49.8	44.3%
On-track to High School Graduation		88.4%	94%	47.0	50	94.1	84.5%
4-year Graduation All Students (2023 Cohort)		82.9%	94%	88.1	100	88.1	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		85.1%	94%	90.6	100	90.6	86.6%
Postsecondary Entrance (Class of 2023)		61.5%	75%	82.0	100	82.0	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		88.3% | 55.0%	75%	18.3	50	36.7	93.6% | 47.2%
Arts Access		53.4%	60%	44.5	50	89.0	55.0%
Accountability Index				**917.6**	**1350**	**68.0**	

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]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	68.4	56.7	11.7	16.9	
Math Performance Index Gap	63.2	51.5	11.7	18.2	
Science Performance Index Gap	71.5	58.1	13.4	17.9	
Graduation Rate Gap	94.0%	85.1%	8.9%	9.9%	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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	97.6
	High Needs Students	96.7
Math	All Students	97.3
	High Needs Students	96.3
Science	All Students	94.1
	High Needs Students	92.1

[3]Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: *   **State: 49.7**

Supporting Resources: https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links

Narratives

School District Improvement Plans and Parental Outreach Activities

Griswold Public Schools are grounded in continuous improvement, and our district "Griswold Forward" advancement plan involves all stakeholders. Our district, along with our School Community Voice Team, administration and Board of Education, monitors this plan; each of our buildings has a School, Community Voice Team. These SCVs include faculty, staff, students and families and we provide training for all team members to acclimate themselves to the work of the team. The SCVs meet periodically throughout the year to discuss community engagement, to review relevant data, and to cast a wide net on different stakeholders to ensure we have a participatory feedback loop in our district. All schools align their annual goals to our district improvement plan. Our department of Teaching, Learning, and Innovation also drives district improvement in future-focused initiatives that include blended learning models, co-designing new opportunities for our students, implementing an SEL curriculum, family and community engagement, and strengthening our Tier 1 instructional practices. Our educator evaluation model in Griswold includes a district-designed teaching framework with rubrics that speak to how well we are doing on district goals and instructional improvement. Our district improvement initiatives enlist parents and students via survey feedback, and our work is widely publicized on our web pages and in other communications such as newsletters. We also review and discuss our progress in our District Partnership Advisory Council meetings and at our School Readiness Council. Consistently communicating with our parents and the community is one of our highest priorities. We provide frequent updates to our community via email, phone, text, and our district website. To help with communication, our schools maintain 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, and with our Assistant Director Of Student Services. Family. Our district works closely with the Town of Griswold and with Parks and Recreation to offer summer opportunities for students. We also work with the town to publicize after school opportunities for student programming. Each school has presented evening programming on a range of topics, which include SEL learning, fundraising, and raising awareness on social justice topics. To achieve outcomes for students, we have engaged in a district wide curriculum revision to align curriculum and instruction to standards, assessments, and the acceleration framework. Teachers at each grade level are developing teacher-generated performance tasks and other assessments, in addition to our district standardized measuring instrument--AimsWeb. Our goal is to measure student growth so that we can best individualize learning for our students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Students participate in various regional, state, and national activities designed to connect students of all cultures in academics, athletics and other activities. Coordinated efforts are orchestrate to connect students at every grade level with educational opportunities within our state and in the region. Griswold Middle and High school students participated in a collaborative leadership training that incorporated youth from Griswold and Plainfield school systems. This training was sponsored by Griswold PRIDE (Partnership to Reduce the Influence of Drugs for Everyone), emphasizing essential training skills to leadership, anti-marginalization awareness, academic achievement, and work place success. The GHS Student Council participates in overnight leadership conferences each year, sponsored by the Connecticut Association of Schools. In addition, GHS has an active Model Union club that fosters cross-cultural sharing, learning, and awareness. The World Language, Social Studies, and English/LA teachers deliver curricula that expose students 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, including school year 204-2025. Griswold students have school choice options available in the region, including many of the schools in the New London Public Schools district. Our enrollment in Virtual High School has increased in the last several years, connecting students from all over the world. There is a growing diversity in our school district, and our commitment to equity is a deliberate practice and articulated in our district advancement plan. We have an "Ensuring Equity" committee, which includes various stakeholders and that started meeting last school year and will continue to meet this school year. Each school has a strong history of integrating multi-cultural content into curriculum and instruction highlighted by inviting guest authors, musicians, and performers on a regular basis. All three schools have advisory/activity times that allow students to interact with various students and faculty frequently.

Equitable Allocation of Resources among District Schools

Griswold Public Schools believe in educating 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 surfaced naturally in the system are addressed and corrections are implemented. 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 favorable to student learning and direct teacher contact time. With all three buildings on one campus, staff can be shared and reallocated easily. We have an off-campus Alternative School; that has relocated t closer to campus. The Board 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.