

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25

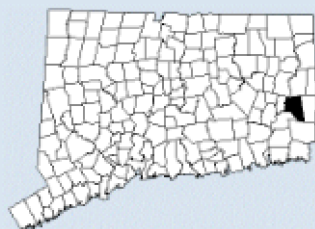
## Griswold School District

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

### District Information

|                            |              |
|----------------------------|--------------|
| Grade Range                | PK-12        |
| Number of Schools/Programs | 4            |
| Enrollment                 | 1,823        |
| Per Pupil Expenditures     | \$19,279     |
| Total Expenditures         | \$35,146,116 |

Expenditure data reflect the 2023-24 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

|                                     |   |
|-------------------------------------|---|
| Students.....                       | 1 |
| Educators.....                      | 2 |
| Instruction and Resources.....      | 2 |
| Performance and Accountability..... | 4 |
| Narratives.....                     | 7 |

### Notes

Unless otherwise noted, all data are for 2024-25 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://public-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, 2024 Enrollment

| Student Group                             | District Count | District Percent (%) | State Percent (%) |
|-------------------------------------------|----------------|----------------------|-------------------|
| Female                                    | *              | *                    | 48.4              |
| Male                                      | 965            | 52.9                 | 51.5              |
| Non-Binary                                | *              | *                    | 0.1               |
| American Indian or Alaska Native          | *              | *                    | 0.2               |
| Asian                                     | 42             | 2.3                  | 5.2               |
| Black or African American                 | 61             | 3.3                  | 12.4              |
| Hispanic or Latino of any race            | 273            | 15.0                 | 32.1              |
| Native Hawaiian or Other Pacific Islander | *              | *                    | 0.1               |
| Two or More Races                         | 129            | 7.1                  | 4.8               |
| White                                     | 1,299          | 71.3                 | 45.1              |
| English Learners/Multilingual Learners    | 32             | 1.8                  | 11.3              |
| Eligible for Free or Reduced-Price Meals  | 983            | 53.9                 | 44.8              |
| Students with Disabilities                | 389            | 21.3                 | 18.5              |

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

**Students with disabilities** 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

| Student Group                            | Chronic Count | Chronic Rate (%) | Suspension Count | Suspension Rate (%) |
|------------------------------------------|---------------|------------------|------------------|---------------------|
| Female                                   | *             | *                | 57               | 6.4                 |
| Male                                     | 221           | 24.0             | 130              | 12.8                |
| Non-Binary                               | *             | *                | 0                | *                   |
| Black or African American                | 13            | 23.2             | 12               | 19.0                |
| Hispanic or Latino of any race           | 80            | 30.0             | 35               | 11.7                |
| White                                    | 268           | 21.7             | 120              | 8.9                 |
| English Learners/Multilingual Learners   | 12            | 34.3             | *                | *                   |
| Eligible for Free or Reduced-Price Meals | 286           | 30.9             | 138              | 12.7                |
| Students with Disabilities               | 137           | 38.9             | 55               | 12.2                |
| All Students - District                  | 399           | 23.0             | 187              | 9.8                 |
| All Students - State                     |               | 17.2             |                  | 6.8                 |

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

**Number of students qualified as truant under state statute: 310**  
**Number of school-based arrests: Fewer than 6**

# District Profile and Performance Report for School Year 2024-25

## Griswold School District

### Educators

#### Full-Time Equivalent (FTE) Staff

| Role                                                     | FTE   |
|----------------------------------------------------------|-------|
| General Education Teachers and Instructors               | 116.0 |
| General Education Paraprofessionals                      | 3.5   |
| Special Education Teachers and Instructors               | 22.0  |
| Special Education Paraprofessionals                      | 77.5  |
| District Central Office Administrators                   | 7.7   |
| School Level Administrators                              | 6.6   |
| Library/Media Specialists (Certified)                    | 3.0   |
| Library/Media Support Staff                              | 0.0   |
| Instructional Specialists Who Support Teachers           | 4.0   |
| Counselors, Social Workers and School Psychologists      | 12.7  |
| School Nurses                                            | 3.2   |
| Other Staff Providing Non-Instructional Services/Support | 113.6 |

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.

#### Classroom Teacher Attendance: 2023-24

| Level    | Average Number of FTE Days Absent Due to Illness or Personal Time |
|----------|-------------------------------------------------------------------|
| District | 14.0                                                              |
| State    | 13.0                                                              |

#### Educators by Race/Ethnicity

| Race/Ethnicity                            | District Count | District Percent (%) | State Percent (%) |
|-------------------------------------------|----------------|----------------------|-------------------|
| American Indian or Alaska Native          | 0              | 0.0                  | 0.1               |
| Asian                                     | 0              | 0.0                  | 1.4               |
| Black or African American                 | 0              | 0.0                  | 4.9               |
| Hispanic or Latino of any race            | 2              | 1.2                  | 5.3               |
| Native Hawaiian or Other Pacific Islander | 0              | 0.0                  | 0.1               |
| Two or More Races                         | 1              | 0.6                  | 0.3               |
| White                                     | 169            | 98.3                 | 87.9              |

#### New! Educator Attrition: 2023-24

| Educator Type | District Attrition Count | District Attrition Rate (%) | State Attrition Rate (%) |
|---------------|--------------------------|-----------------------------|--------------------------|
| All Educators | 22                       | 12.6                        | 6.8                      |
| Teachers      | 19                       | 13.4                        | 7.6                      |

**Teacher Attrition Rate** is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

**All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

| Student Group                            | 11th Count | 11th Rate (%) | 12th Count | 12th Rate (%) |
|------------------------------------------|------------|---------------|------------|---------------|
| Black or African American                | 14         | *             | *          | *             |
| Hispanic or Latino of any race           | 23         | 100.0         | 24         | 96.0          |
| White                                    | 91         | 98.9          | 105        | 99.1          |
| English Learners/Multilingual Learners   | *          | *             | *          | *             |
| Eligible for Free or Reduced-Price Meals | 78         | 97.5          | 63         | 98.4          |
| Students with Disabilities               | 33         | 94.3          | 37         | 94.9          |
| All Students - District                  | 142        | 97.9          | 152        | 98.7          |
| All Students - State                     |            | 89.2          |            | 95.3          |

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

#### Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

| Disability                  | Count | Rate (%) |
|-----------------------------|-------|----------|
| Autism                      | 20    | 37.7     |
| Emotional Disability        | 12    | 48.0     |
| Intellectual Disability     | *     | *        |
| Learning Disability         | 28    | 43.1     |
| Other Health Impairment     | 33    | 48.5     |
| Other Disabilities          | *     | *        |
| Speech/Language Impairment  | 19    | 73.1     |
| All Disabilities - District | 115   | 42.3     |
| All Disabilities - State    |       | 68.0     |

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).

# District Profile and Performance Report for School Year 2024-25

## Griswold School District

### Students with Disabilities by Primary Disability

| Disability                 | District Count | District Rate (%) | State Rate (%) |
|----------------------------|----------------|-------------------|----------------|
| Autism                     | 55             | 3.4               | 2.9            |
| Emotional Disability       | 26             | 1.6               | 1.1            |
| Intellectual Disability    | 20             | 1.3               | 0.6            |
| Learning Disability        | 65             | 4.1               | 6.5            |
| Other Health Impairment    | 70             | 4.4               | 3.6            |
| Other Disabilities         | 25             | 1.6               | 1.1            |
| Speech/Language Impairment | 30             | 1.9               | 2.0            |
| All Disabilities           | 291            | 18.2              | 17.8           |

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

| Classroom Setting                 | District Count | District Rate (%) | State Rate (%) |
|-----------------------------------|----------------|-------------------|----------------|
| Public Schools in Other Districts | 11             | 3.8               | 8.2            |
| Private Schools or Other Settings | 14             | 4.8               | 4.5            |

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: 2023-24

| Expenditure                                    | District Total (\$) | District Per Pupil (\$) | State Per Pupil (\$) |
|------------------------------------------------|---------------------|-------------------------|----------------------|
| Instruction                                    | \$20,419,675        | \$11,201                | \$13,471             |
| Support services - students                    | \$2,352,804         | \$1,337                 | \$1,826              |
| Support services - instruction                 | \$370,570           | \$211                   | \$972                |
| Support services - general administration      | \$491,129           | \$279                   | \$568                |
| Support services - school based administration | \$1,635,960         | \$930                   | \$1,274              |
| Central and other support services             | \$3,155,148         | \$1,793                 | \$761                |
| Operation and maintenance of plant             | \$3,965,927         | \$2,253                 | \$2,125              |
| Student transportation services                | \$2,754,902         | \$1,483                 | \$1,695              |
| Food services                                  | .                   | .                       | \$10                 |
| Enterprise operations                          | .                   | .                       | \$219                |
| Total                                          | \$35,146,116        | \$19,279                | \$22,054             |

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

### Special Education Expenditures: 2023-24

| Expenditure                                  | District Total (\$) | District Percent (%) | State Percent (%) |
|----------------------------------------------|---------------------|----------------------|-------------------|
| Teacher Salaries                             | \$3,085,448         | 30.7                 | 26.4              |
| Instructional Aide Salaries                  | \$1,261,127         | 12.6                 | 10.1              |
| Other Salaries                               | \$363,026           | 3.6                  | 10.5              |
| Employee Benefits                            | \$1,556,017         | 15.5                 | 13.3              |
| Purchased Services Other Than Transportation | \$93,570            | 0.9                  | 6.8               |
| Special Education Tuition                    | \$2,055,921         | 20.5                 | 22.8              |
| Supplies                                     | \$50,833            | 0.5                  | 0.6               |
| Property Services                            | \$280               | 0.0                  | 0.4               |
| Purchased Services For Transportation        | \$1,549,657         | 15.4                 | 8.7               |
| Equipment                                    | \$26,326            | 0.3                  | 0.2               |
| All Other Expenditures                       | .                   | .                    | 0.1               |
| Total                                        | \$10,042,205        | 100.0                | 100.0             |

### Percent of Total Expenditures Used for Special Education: 2023-24

| Level    | Percent (%) |
|----------|-------------|
| District | 28.6        |
| State    | 25.7        |

### Expenditures by Revenue Source: 2023-24

| Revenue Source  | Percent of Total (%) Excluding School Construction |
|-----------------|----------------------------------------------------|
| Local           | 47.2                                               |
| State           | 34.5                                               |
| Federal         | 8.8                                                |
| Tuition & Other | 9.5                                                |

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).

# District Profile and Performance Report for School Year 2024-25

## Griswold School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(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.

| Student Group                                  | ELA Count | ELA DPI | Math Count | Math DPI | Science Count | Science DPI |
|------------------------------------------------|-----------|---------|------------|----------|---------------|-------------|
| American Indian or Alaska Native               | *         | *       | *          | *        | *             | *           |
| Asian                                          | 16        | *       | 16         | *        | 7             | *           |
| Black or African American                      | 41        | 55.5    | 41         | 46.1     | 16            | *           |
| Hispanic or Latino of any race                 | 117       | 57.9    | 117        | 51.9     | 41            | 51.4        |
| Native Hawaiian or Other Pacific Islander      | *         | *       | *          | *        | *             | *           |
| Two or More Races                              | 56        | 67.7    | 56         | 57.1     | 31            | 58.1        |
| White                                          | 618       | 62.7    | 618        | 57.6     | 255           | 61.6        |
| English Learners/Multilingual Learners         | 22        | 51.8    | 22         | 51.4     | 8             | *           |
| Non-English Learners/Non-Multilingual Learners | 838       | 62.6    | 838        | 56.6     | 348           | 60.1        |
| Eligible for Free or Reduced-Price Meals       | 458       | 58.2    | 458        | 52.7     | 190           | 56.1        |
| Not Eligible for Free or Reduced-Price Meals   | 402       | 66.9    | 402        | 60.9     | 166           | 63.6        |
| Students with Disabilities                     | 136       | 40.8    | 136        | 36.9     | 59            | 41.0        |
| Students without Disabilities                  | 724       | 66.3    | 724        | 60.2     | 297           | 63.3        |
| High Needs                                     | 508       | 56.9    | 508        | 51.5     | 207           | 55.8        |
| Non-High Needs                                 | 352       | 70.1    | 352        | 63.8     | 149           | 64.9        |
| All Students - District                        | 860       | 62.3    | 860        | 56.5     | 356           | 59.6        |

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

| Year | Subject | Grade | CT  | National Public |
|------|---------|-------|-----|-----------------|
| 2024 | Reading | 4     | 36% | 30%             |
| 2024 | Reading | 8     | 35% | 29%             |
| 2024 | Math    | 4     | 42% | 39%             |
| 2024 | Math    | 8     | 32% | 27%             |

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

#### Physical Fitness Tests: Percent of Students Reaching Health Standard

| Test                 | Grade 4 Percent (%) | Grade 6 Percent (%) | Grade 8 Percent (%) | HS Percent (%) | All Tested Grades Count | All Tested Grades Percent (%) |
|----------------------|---------------------|---------------------|---------------------|----------------|-------------------------|-------------------------------|
| Sit & Reach          | 85.5                | 83.8                | 84.9                | 86.6           | 499                     | 85.2                          |
| Curl Up              | 96.6                | 84.4                | 84.0                | 90.4           | 500                     | 88.8                          |
| Push Up              | 71.8                | 84.4                | 70.8                | 68.4           | 500                     | 74.2                          |
| Mile Run/PACER       | 84.6                | 80.1                | 62.0                | 59.6           | 502                     | 71.7                          |
| All Tests - District | 65.0                | 63.1                | 48.1                | 52.2           | 498                     | 57.4                          |
| All Tests - State    | 55.8                | 51.4                | 46.0                | 43.6           |                         | 49.0                          |

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.

**Note: Only students assessed in all four areas are included in the All Tests calculation**

# District Profile and Performance Report for School Year 2024-25

## Griswold School District

### 2023-24 Cohort Graduation: Four-Year

| Student Group                            | Cohort Count | Rate (%) |
|------------------------------------------|--------------|----------|
| Black or African American                | N/A          | N/A      |
| Hispanic or Latino of any race           | 19           | *        |
| White                                    | 96           | 84.4     |
| English Learners/Multilingual Learners   | *            | *        |
| Eligible for Free or Reduced-Price Meals | 70           | 75.7     |
| Students with Disabilities               | 32           | 53.1     |
| All Students - District                  | 123          | 82.9     |
| All Students - State                     |              | 88.9     |

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

**Cohort count** includes all students in the cohort as of the end of the 2023-24 school year.

### 11th and 12th Graders Demonstrating Postsecondary Readiness

| Student Group                            | Count | Rate (%) |
|------------------------------------------|-------|----------|
| Female                                   | 71    | 48.6     |
| Male                                     | 43    | 28.3     |
| Non-Binary                               | 0     | *        |
| Black or African American                | *     | *        |
| Hispanic or Latino of any race           | 16    | 33.3     |
| White                                    | 80    | 40.4     |
| English Learners/ Multilingual Learners  | *     | *        |
| Eligible for Free or Reduced-Price Meals | 38    | 26.4     |
| Students with Disabilities               | *     | *        |
| All Students - District                  | 114   | 38.1     |
| All Students - State                     |       | 47.2     |

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

| Student Group                               | Class of 2024<br>Entrance<br>Rate (%) | Class of 2023<br>Persistence<br>Rate (%) |
|---------------------------------------------|---------------------------------------|------------------------------------------|
| Female                                      | 60.7                                  | 78.6                                     |
| Male                                        | 40.4                                  | 83.3                                     |
| Non-Binary                                  | N/A                                   | N/A                                      |
| Black or African American                   | N/A                                   | *                                        |
| Hispanic or Latino of any race              | *                                     | *                                        |
| White                                       | 56.0                                  | 75.9                                     |
| English Learners/<br>Multilingual Learners  | *                                     | *                                        |
| Eligible for Free or<br>Reduced-Price Meals | 37.9                                  | 75.0                                     |
| Students with Disabilities                  | *                                     | *                                        |
| All Students - District                     | 50.9                                  | 80.6                                     |
| All Students - State                        | 67.0                                  | 88.2                                     |

**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.

**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

# District Profile and Performance Report for School Year 2024-25

## Griswold School District

### 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                                  | Student Group       | Index/Rate | Target | Points Earned | Max Points  | % Points Earned | State Average Index/Rate |
|--------------------------------------------|---------------------|------------|--------|---------------|-------------|-----------------|--------------------------|
| ELA Performance Index                      | All Students        | 62.3       | 75     | 41.5          | 50          | 83.1            | 64.7                     |
| ELA Performance Index                      | High Needs Students | 56.9       | 75     | 37.9          | 50          | 75.9            | 54.9                     |
| Math Performance Index                     | All Students        | 56.5       | 75     | 37.7          | 50          | 75.4            | 61.1                     |
| Math Performance Index                     | High Needs Students | 51.5       | 75     | 34.3          | 50          | 68.6            | 50.6                     |
| Science Performance Index                  | All Students        | 59.6       | 75     | 39.7          | 50          | 79.5            | 62.6                     |
| Science Performance Index                  | High Needs Students | 55.8       | 75     | 37.2          | 50          | 74.4            | 52.1                     |
| ELA Academic Growth                        | All Students        | 62.9%      | 100%   | 62.9          | 100         | 62.9            | 60.6%                    |
| ELA Academic Growth                        | High Needs Students | 61.1%      | 100%   | 61.1          | 100         | 61.1            | 55.7%                    |
| Math Academic Growth                       | All Students        | 60.8%      | 100%   | 60.8          | 100         | 60.8            | 62.3%                    |
| Math Academic Growth                       | High Needs Students | 59.9%      | 100%   | 59.9          | 100         | 59.9            | 55.9%                    |
| Progress Toward English Proficiency        | Literacy            | 55.7%      | 100%   | 27.9          | 50          | 55.7            | 58.7%                    |
| Progress Toward English Proficiency        | Oral                | 62.0%      | 100%   | 31.0          | 50          | 62.0            | 55.7%                    |
| Chronic Absenteeism                        | All Students        | 23.0%      | <=5%   | 14.0          | 50          | 27.9            | 17.2%                    |
| Chronic Absenteeism                        | High Needs Students | 30.7%      | <=5%   | 0.0           | 50          | 0.0             | 24.8%                    |
| % Taking CCR Courses                       | All Students        | 98.3%      | 75%    | 50.0          | 50          | 100.0           | 92.4%                    |
| % Meeting CCR Benchmark                    | All Students        | 38.1%      | 75%    | 25.4          | 50          | 50.8            | 47.2%                    |
| On-track to High School Graduation         | All Students        | 90.1%      | 94%    | 47.9          | 50          | 95.9            | 85.9%                    |
| 4-year Graduation Rate (2024 Cohort)       | All Students        | 82.9%      | 94%    | 88.2          | 100         | 88.2            | 88.9%                    |
| 6-year Graduation Rate (2022 Cohort)       | High Needs Students | 91.9%      | 94%    | 97.8          | 100         | 97.8            | 87.3%                    |
| Postsecondary Entrance (Class of 2024)     | All Students        | 50.9%      | 75%    | 67.9          | 100         | 67.9            | 67.0%                    |
| Physical Fitness % Meeting Health Standard | All Students        | 57.4%      | 75%    | 38.3          | 50          | 76.6            | 49.0%                    |
| Arts Access                                | All Students        | 57.6%      | 60%    | 48.0          | 50          | 96.0            | 55.1%                    |
| <b>Accountability Index</b>                |                     |            |        | <b>1009.5</b> | <b>1450</b> | <b>69.6</b>     |                          |

Physical Fitness Estimated Participation Rate - District: 92.4% | State: 95.6%

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 Indicator                 | Non-High Needs Rate | High Needs Rate | Size of Gap | State Gap Mean +1 Stdev | Is Gap an Outlier? |
|-------------------------------|---------------------|-----------------|-------------|-------------------------|--------------------|
| ELA Performance Index Gap     | 70.1                | 56.9            | 13.2        | 16.9                    | N                  |
| Math Performance Index Gap    | 63.8                | 51.5            | 12.3        | 18.4                    | N                  |
| Science Performance Index Gap | 64.9                | 55.8            | 9.1         | 18.2                    | N                  |
| Graduation Rate Gap           | 94.0%               | 91.9%           | 2.1%        | 8.6%                    | N                  |

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.

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 (%) |
|---------|---------------------|------------------------|
| ELA     | All Students        | 96.6                   |
| ELA     | High Needs Students | 94.6                   |
| Math    | All Students        | 96.6                   |
| Math    | High Needs Students | 94.6                   |
| Science | All Students        | 94.8                   |
| Science | High Needs Students | 92.3                   |

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: 46.9**

**State: 50.2**

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

# District Profile and Performance Report for School Year 2024-25

## Griswold School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

Griswold Public Schools' "Griswold Forward" advancement plan is grounded in continuous improvement and inclusive stakeholder engagement. The district and Board of Education leadership monitor the plan through regular reviews of student performance, social-emotional learning metrics, and provide public updates at board meetings. Our Office of Student Services is dedicated to improving special education programs through individualized supports, systematic progress monitoring, and ongoing opportunities for special education parents to meet with supervisory staff. Individual parents and PTO groups collaborate with district leaders to ensure services are responsive to student needs, and professional development for staff emphasizes inclusive practices, differentiated instruction, and compliance with IEP processes.

Truancy prevention is addressed through a multi-tiered approach that combines proactive outreach, early identification, and intervention. Attendance teams track student data and partner with families to address barriers, while collaboration with community agencies and the Town of Griswold provides additional support and after-school or summer programming for at-risk students. To engage families in student learning, we invest in ongoing professional development that enhances staff capacity to partner effectively with all families, including training in effective communication and addressing individualized/family needs. Parents are actively involved in the planning and improvement of school programs through participation in School Governance Councils, the District Partnership Advisory Council, and PTOs, and their feedback is regularly gathered through surveys and public meetings.

To support parents in working at home with their children on learning activities, our schools host evening and weekend workshops covering topics such as social-emotional learning, teen mental health, literacy, math, and digital learning. Weekly digital folders and regular updates via email, phone, text, and social media keep families informed. Active PTOs and booster groups co-design events and resources for families, such as the spring musical at Griswold High School and Middle School trivia nights, to strengthen the bonds between home and school.

Community outreach and partnerships are central to our improvement efforts. We collaborate with the Town of Griswold, Parks and Recreation, and local organizations to expand opportunities for students and families, especially during out-of-school time. Communication is a top priority and is maintained through newsletters, the district website, and video updates, ensuring accessibility and open channels for all families. As part of our commitment to continuous improvement, we have engaged in a district-wide curriculum revision to align instruction to state standards and the acceleration framework. Teacher teams develop performance tasks and utilize AimsWeb to personalize instruction and monitor student growth. The Department of Teaching, Learning, and Innovation drives future-focused initiatives, including blended learning, social-emotional learning, and family engagement. Griswold Public Schools is committed to equity, partnership, and transparent communication, ensuring all students and families are supported and engaged in the learning process.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

During the past year, Griswold Public Schools continued to advance efforts to reduce racial, ethnic, and economic isolation through intentional programming, partnerships, and curriculum initiatives. Over 1,750 students and more than 170 teachers participated in activities and programs designed to foster greater understanding and inclusion, including closely monitored SEL programs that emphasize belonging. Our district offers interdistrict opportunities such as school choice, where Griswold students access regional programs, including those in New London Public Schools, and welcomes students from other districts as our high school is a tuition option for many in the region. Enrollment in Virtual High School has grown, with over 40 students last year taking online courses that connect them to a global community of peers.

Griswold High School hosted two international exchange students, further enriching our school community. Students from both the middle and high schools engaged in a collaborative leadership training event sponsored by Griswold PRIDE, which brought together youth from Griswold and Plainfield to focus on leadership, anti-marginalization, and workplace readiness. The GHS Student Council, comprised of 25 students, participates annually in Connecticut Association of Schools leadership conferences with diverse student leaders from across the state. Our Model United Nations Club, with 18 active members, offers cross-cultural learning through regional and national conferences.

Curriculum in world languages, social studies, and English/Language Arts exposes students to global perspectives. The music department's involvement in state, New England, and national festivals offers students opportunities to collaborate with peers from varied backgrounds. Each school regularly hosts guest authors, musicians, and performers to enhance multicultural understanding. Our "Ensuring Access" committee, which began a few years ago with representation from faculty, families, and community members, leads ongoing opportunity initiatives and reviews progress.

# District Profile and Performance Report for School Year 2024-25

## Griswold School District

### **Equitable Allocation of Resources among District Schools**

Griswold Public Schools ensures equitable allocation of resources by anchoring our budget process in student needs and continuous improvement. Each year, administration develops a staffing and resource proposal, reflecting enrollment, special needs, and program requirements, which is approved by the Board of Education. Any identified inequities are promptly addressed through adjustments in staffing, materials, and support services. The unique structure of all three schools on a single campus allows for flexible sharing and reallocation of staff and resources. Input from staff, parents, and community members is actively sought through public hearings, PTO meetings, and the District Partnership Advisory Council, ensuring transparency and responsiveness in budget decisions that support all students equitably.

# District Profile and Performance Report for School Year 2024-25

## Griswold School District

### Appendix A

#### 2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

| Exit Reason                                  | District Count | District Percent (%) | State Percent (%) |
|----------------------------------------------|----------------|----------------------|-------------------|
| Another Profession                           | 2              | 11.8                 | 2.1               |
| Deceased                                     | 0              | 0.0                  | 0.5               |
| District/School Shut Down                    | 0              | 0.0                  | 0.0               |
| Moved Out of State                           | 1              | 5.9                  | 2.2               |
| Personal Reasons                             | 0              | 0.0                  | 6.7               |
| Position Eliminated or Expired               | 1              | 5.9                  | 9.8               |
| Position Filled Permanently                  | 0              | 0.0                  | 0.1               |
| Resigned (no reason given)                   | 3              | 17.6                 | 32.0              |
| Retired                                      | 6              | 35.3                 | 23.7              |
| Teach/Admin in Other CT Dist                 | 4              | 23.5                 | 18.0              |
| Teach/Admin in CT Nonpublic School           | 0              | 0.0                  | 0.1               |
| Teach/Admin Out-of-State (public or private) | 0              | 0.0                  | 1.3               |
| Terminated                                   | 0              | 0.0                  | 1.2               |
| Took Job Related To Education                | 0              | 0.0                  | 2.3               |
| TOTAL                                        | 17             |                      |                   |

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.