

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

Paul J. Kadri, Superintendent

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Location: 1300 Flanders Road

Mystic,
ConnecticutWebsite: www.groton.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: 39,907

1990-2000 Population Growth: -11.6%

Number of Public Schools: 10

Per Capita Income in 2000: \$23,995

Percent of Adults without a High School Diploma in 2000*: 12.4%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.1%

District Enrollment as % of Estimated. Student Population: 93.3%

*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): G 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 4,767
 5-Year Enrollment Change -7.7%

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	2,029	42.6	43.3	36.7
K-12 Students Who Are Not Fluent in English	104	2.3	4.0	5.8
Students Identified as Gifted and/or Talented*	40	0.8	3.8	3.8
PK-12 Students Receiving Special Education Services in District	679	14.2	12.8	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	327	71.7	74.2	79.3
Homeless	16	0.3	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	39	22.0	13.9	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	69	1.4
Asian American	297	6.2
Black	506	10.6
Hispanic	841	17.6
Pacific Islander	15	0.3
White	2,806	58.9
Two or more races	233	4.9
Total Minority	1,961	41.1

Percent of Minority Professional Staff: 6.4%

Non-English Home Language:

7.7% 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 31.

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.

Groton Public Schools continues to focus on quality instruction and student achievement, which are inherent in our new district Theory of Action. We continue to use MAP testing as part of our yearly assessment calendar to drive instruction. The MAP test was issued three times this year, and this data point, along with other assessments, allowed teachers to inform their teaching and design classroom practices that were aligned to our new curriculum that emphasizes unit design, multi-modal approaches, and the six facets of literacy: reading, writing, speaking, listening, viewing, and presenting. At the elementary level, teachers worked with a Literacy Coach who would pinpoint Tier 1 practices to cast a wide net on student learners. At the middle and high school levels, data teams of teachers discuss student performance, assessment results, and learning styles. In the area of special education, we have focused on re-calibrating a true co-teaching model at both the middle and high school levels. Many of our pupil personnel staff attended workshops on progress monitoring to fine tune this particular practice. Elementary teachers continued to zero in on differentiation practices, to attend workshops on differentiation, and to adjust their teaching accordingly. The high school pupil personnel staff spent a great deal of time focusing on transition planning from middle school to high school and from high school to future endeavors. We continue with our PBIS implementation at various schools throughout the district. Our district data team will spend this year revising our district improvement plan. Each individual school, and thus each individual school data team/SIT team, will revise their own school improvement plan which will be aligned to the district improvement plan. We have several district committees to cultivate greater systemic coherence. To that end, our district safe school climate and wellness committees assist the district with positive school climate. We have been successful with hosting a series of "Groton Public Schools Night" 3-4 times a year, during the early evening hours, to further promote community outreach and involvement. In addition to the conventional open house nights, our school system frequently host such events as "news and views of the principal," a monthly book discussion series, community garden events, and special content driven events such as "math nights" at our elementary schools and IB/AP informational sessions at the middle and high schools.

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	<p>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.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	54.8	56.9	30.0	
Writing	57.3	60.0	32.9	
Mathematics	63.3	61.4	39.1	
Grade 4 Reading	61.9	62.6	31.6	
Writing	58.0	63.0	26.6	
Mathematics	60.1	65.1	27.8	
Grade 5 Reading	68.7	66.9	37.9	
Writing	70.0	65.6	45.3	
Mathematics	74.8	69.2	42.9	
Science	66.5	62.3	37.9	
Grade 6 Reading	70.4	73.3	26.3	
Writing	55.7	65.1	20.0	
Mathematics	59.7	67	25.6	
Grade 7 Reading	82.4	78.9	39.2	
Writing	66.8	64.9	38.0	
Mathematics	64.5	65.4	34.2	
Grade 8 Reading	81.3	76.2	44.3	
Writing	68.5	67.2	34.6	
Mathematics	59.3	65.0	25.2	
Science	63.5	60.4	33.3	

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	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	42.2	48.5	31.8	
Writing Across the Disciplines	46.5	62.1	15.9	
Mathematics	52.8	52.4	36.4	
Science	38.7	48.8	27.1	

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
	48.3	51.1	39.8

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		77.9	78.5	
Average Score	Mathematics	484	503	28.6
	Critical Reading	489	499	36.1
	Writing	483	504	24.1

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	81.7	84.8	23.5
2011-12 Annual Dropout Rate for Grade 9 through 12	0.5	2.1	56.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	0.0	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	354.20
Paraprofessional Instructional Assistants	32.30
Special Education	
Teachers and Instructors	53.40
Paraprofessional Instructional Assistants	161.50
Library/Media Specialists and/or Assistants	15.80
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	9.00
School Level	21.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	25.00
School Nurses	10.00
Other Staff Providing Non-Instructional Services and Support	198.20

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	16.0	14.5	13.9
% with Master's Degree or Above	83.5	81.1	79.8

Average Class Size	District	DRG	State
Grade K	18.4	18.4	18.9
Grade 2	20.0	19.1	19.8
Grade 5	19.3	20.8	21.3
Grade 7	19.7	19.5	20.2
High School	18.2	18.7	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	954	986	999
Middle School	1,085	1,019	1,029
High School	949	1,006	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*	2.0	3.0	2.7
Middle School	1.3	2.2	2.1
High School	1.7	2.1	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	\$42,536	\$8,586	\$8,570	\$8,571	\$8,570
Instructional Supplies and Equipment	\$1,370	\$277	\$252	\$180	\$257
Improvement of Instruction and Educational Media Services	\$2,682	\$541	\$475	\$421	\$471
Student Support Services	\$5,772	\$1,165	\$949	\$1,097	\$950
Administration and Support Services	\$9,574	\$1,933	\$1,526	\$1,486	\$1,547
Plant Operation and Maintenance	\$8,015	\$1,618	\$1,466	\$1,455	\$1,459
Transportation	\$4,323	\$812	\$775	\$753	\$765
Costs for Students Tuitioned Out	\$3,098	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$170	\$195	\$170
Total	\$77,370	\$14,902	\$14,444	\$14,327	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,208	\$648	\$1,405	\$1,688	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$15,913,785	20.6	22.8	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	59.6	36.0	4.4	0.0
Excluding School Construction	60.4	35.0	4.6	0.1

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 Groton Board of Education's policy concerning the annual distribution of resources ensures that each of the eleven schools in the district receives an adequate level of material, supplies, and personnel to implement and execute educational programs. Funding is based on student enrollment, district-wide educational programs, and the unique needs of its students, commensurate with district goals and available resources to ensure equity and address needs.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	706
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	14.3%

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	90	1.8	1.5	1.3
Learning Disability	220	4.4	4.0	4.0
Intellectual Disability	40	0.8	0.5	0.4
Emotional Disturbance	58	1.2	1.2	1.0
Speech Impairment	125	2.5	2.2	2.0
Other Health Impairment*	102	2.1	2.5	2.4
Other Disabilities**	71	1.4	1.2	1.0
Total	706	14.3	13.1	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	54.8	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	34.9	34.5	69.3	69.2
	Writing	18.1	19.9	62.5	64.4
	Mathematics	31.1	29.0	63.6	65.5
	Science	23.8	21.3	65.0	61.3
CAPT	Reading Across the Disciplines	N/A	N/A	42.2	48.5
	Writing Across the Disciplines	N/A	N/A	46.5	62.1
	Mathematics	10.0	16.8	52.8	52.4
	Science	7.1	14.6	38.7	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	16.2
	% With Accommodations	83.8
CAPT	% Without Accommodations	17.9
	% With Accommodations	82.1
% Assessed Using Skills Checklist		13.2

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	26	3.7
Private Schools or Other Settings	54	7.6

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	538	76.2	68.2	72.0
40.1 to 79.0 Percent of Time	84	11.9	16.0	16.4
0.0 to 40.0 Percent of Time	84	11.9	15.8	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Groton Public Schools continues to focus on quality instruction and student achievement, which are inherent in our new district Theory of Action. We continue to use MAP testing as part of our yearly assessment calendar to drive instruction. The MAP test was issued three times this year, and this data point, along with other assessments, allowed teachers to inform their teaching and design classroom practices that were aligned to our new curriculum that emphasizes unit design, multi-modal approaches, and the six facets of literacy: reading, writing, speaking, listening, viewing, and presenting. At the elementary level, teachers worked with a Literacy Coach who would pinpoint Tier 1 practices to cast a wide net on student learners. At the middle and high school levels, data teams of teachers discuss student performance, assessment results, and learning styles. In the area of special education, we have focused on re-calibrating a true co-teaching model at both the middle and high school levels. Many of our pupil personnel staff attended workshops on progress monitoring to fine tune this particular practice. Elementary teachers continued to zero in on differentiation practices, to attend workshops on differentiation, and to adjust their teaching accordingly. The high school pupil personnel staff spent a great deal of time focusing on transition planning from middle school to high school and from high school to future endeavors. We continue with our PBIS implementation at various schools throughout the district. Our district data team will spend this year revising our district improvement plan. Each individual school, and thus each individual school data team/SIT team, will revise their own school improvement plan which will be aligned to the district improvement plan. We have several district committees to cultivate greater systemic coherence. To that end, our district safe school climate and wellness committees assist the district with positive school climate. We have been successful with hosting a series of "Groton Public Schools Night" 3-4 times a year, during the early evening hours, to further promote community outreach and involvement. In addition to the conventional open house nights, our school system frequently host such events as "news and views of the principal," a monthly book discussion series, community garden events, and special content driven events such as "math nights" at our elementary schools and IB/AP informational sessions at the middle and high schools.
