

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



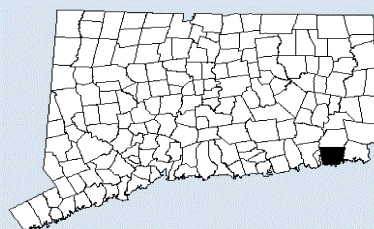
Groton School District

Mr. Sean McKenna, Superintendent • 860-572-2100 • <http://www.groton.k12.ct.us>

District Information

| | |
|-------------------------------------|--------------|
| Grade Range | PK-12 |
| Number of Schools | 12 |
| Enrollment | 4,702 |
| Per Pupil Expenditures ¹ | \$15,184 |
| Total Expenditures ¹ | \$77,455,810 |

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
 (2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

| | District | | State |
|------------------------------------------|----------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 2,286 | 48.6 | 48.3 |
| Male | 2,416 | 51.4 | 51.6 |
| American Indian | 44 | 0.9 | 0.2 |
| Asian | 297 | 6.3 | 4.6 |
| Black or African American | 485 | 10.3 | 12.9 |
| Hispanic or Latino | 843 | 17.9 | 21.2 |
| Pacific Islander | 11 | 0.2 | 0.0 |
| White | 2,725 | 58.0 | 58.4 |
| Two or More Races | 297 | 6.3 | 2.3 |
| English Language Learners | 99 | 2.1 | 5.7 |
| Eligible for Free or Reduced-Price Meals | 2,156 | 45.9 | 37.3 |
| Students with Disabilities ¹ | 737 | 15.7 | 12.8 |

¹Students 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 | 228 | 10.6 | 75 | 3.3 |
| Male | 295 | 13.0 | 242 | 10.0 |
| Black or African American | 55 | 12.2 | 70 | 14.9 |
| Hispanic or Latino | 142 | 17.4 | 89 | 10.1 |
| White | 255 | 10.1 | 124 | 4.6 |
| English Language Learners | 11 | 10.6 | 12 | 11.4 |
| Eligible for Free or Reduced-Price Meals | 331 | 16.3 | 228 | 10.3 |
| Students with Disabilities | 135 | 20.1 | 118 | 14.1 |
| District | 523 | 11.8 | 317 | 6.7 |
| State | | 10.8 | | 7.4 |

Number of students in 2012-13 qualified as truant under state statute: 347

²A 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2013-14

Groton School District

Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|-----------------------------------------------------------|-------|
| General Education | |
| Teachers and Instructors | 339.9 |
| Paraprofessional Instructional Assistants | 36.5 |
| Special Education | |
| Teachers and Instructors | 55.3 |
| Paraprofessional Instructional Assistants | 121.0 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 7.0 |
| School Level | 24.2 |
| Library/Media | |
| Specialists (Certified) | 10.0 |
| Support Staff | 2.0 |
| Instructional Specialists Who Support Teachers | 12.0 |
| Counselors, Social Workers and School Psychologists | 26.4 |
| School Nurses | 10.0 |
| Other Staff Providing Non-Instructional Services/Support | 233.5 |

¹In 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

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|---------------------------|-------|-------------------------------------|----------------------------------|
| Asian | 9 | 1.9 | 1.0 |
| Black or African American | 12 | 2.5 | 3.5 |
| Hispanic | 9 | 1.9 | 3.6 |
| Native American | 2 | 0.4 | 0.1 |
| White | 446 | 93.3 | 91.7 |

Classes Taught by Highly Qualified Teachers²

| | Percent of Total (%) |
|-------------------------------------|----------------------|
| District | 99.9 |
| District Poverty Quartile: High | |
| State High Poverty Quartile Schools | 97.8 |
| State Low Poverty Quartile Schools | 99.5 |

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

Classroom Teacher Attendance: 2012-13

| | District | State |
|-------------------------------------------------------------------|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 10.1 | 9.3 |

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School³

| | 11th | | 12th | |
|------------------------------------------|-------|----------|-------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | * | * | 10 | 27.0 |
| Hispanic or Latino | 8 | 20.0 | * | * |
| White | 68 | 43.0 | 83 | 45.1 |
| English Language Learners | 0 | 0 | 0 | 0 |
| Eligible for Free or Reduced-Price Meals | 15 | 16.1 | 24 | 21.4 |
| Students with Disabilities | 0 | 0 | * | * |
| District | 95 | 36.3 | 117 | 38.1 |
| State | | 14.2 | | 26.8 |

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | 49 | 46.7 |
| Emotional Disturbance | 36 | 43.9 |
| Intellectual Disability | 16 | 45.7 |
| Learning Disability | 189 | 90.0 |
| Other Health Impairment | 85 | 78.0 |
| Other Disabilities | 13 | 37.1 |
| Speech/Language Impairment | 86 | 93.5 |
| District | 474 | 71.0 |
| State | | 69.2 |

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 108 | 2.2 | 1.4 |
| Emotional Disturbance | 82 | 1.7 | 1.0 |
| Intellectual Disability | 35 | 0.7 | 0.4 |
| Learning Disability | 210 | 4.3 | 4.2 |
| Other Health Impairment | 109 | 2.2 | 2.5 |
| Other Disabilities | 73 | 1.5 | 1.0 |
| Speech/Language Impairment | 111 | 2.3 | 1.9 |
| All Disabilities | 728 | 15.0 | 12.4 |

¹Grades K-12

Students with Disabilities Placed Outside of the District²

| | District | | State |
|-----------------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 28 | 3.8 | 2.8 |
| Private Schools or Other Settings | 61 | 8.3 | 8.1 |

²Grades K-12

Overall Expenditures:³ 2012-13

| | Total (\$) | Per Pupil | |
|-----------------------------------------------------------|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 43,425,972 | 9,089 | 8,769 |
| Instructional Supplies and Equipment | 2,270,619 | 475 | 275 |
| Improvement of Instruction and Educational Media Services | 2,298,759 | 481 | 487 |
| Student Support Services | 5,520,000 | 1,155 | 965 |
| Administration and Support Services | 7,974,144 | 1,669 | 1,600 |
| Plant Operation and Maintenance | 7,267,689 | 1,521 | 1,472 |
| Transportation | 4,870,087 | 933 | 786 |
| Costs of Students Tuitioned Out | 3,828,540 | N/A | N/A |
| Other | 0 | 0 | 178 |
| Total | 77,455,810 | 15,184 | 14,642 |

Additional Expenditures

| | | | |
|-----------------------------------|-----------|-----|-------|
| Land, Buildings, and Debt Service | 2,821,173 | 590 | 1,434 |
|-----------------------------------|-----------|-----|-------|

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

Special Education Expenditures: 2012-13

| | District | | State |
|----------------------------|------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel | 6,457,670 | 39.0 | 35.6 |
| Noncertified Personnel | 2,533,578 | 15.3 | 14.5 |
| Purchased Services | 1,408,859 | 8.5 | 5.0 |
| Tuition to Other Schools | 2,947,166 | 17.8 | 21.4 |
| Special Ed. Transportation | 1,608,900 | 9.7 | 8.5 |
| Other Expenditures | 1,601,109 | 9.7 | 14.9 |
| Total Expenditures | 16,557,282 | 100.0 | 100.0 |

| | | |
|-----------------------------------------------|------|------|
| PK-12 Expenditures Used for Special Education | 21.4 | 21.9 |
|-----------------------------------------------|------|------|

Expenditures by Revenue Source:⁴ 2012-13

| | Percent of Total (%) | |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 63.4 | 62.0 |
| State | 34.3 | 35.6 |
| Federal | 2.3 | 2.4 |
| Tuition & Other | 0.0 | 0.0 |

⁴Revenue 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).

District Profile and Performance Report for School Year 2013-14

Groton School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

| CMT | DPI | | | | 2013-14 | | | | Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test. |
|------------------------------------------|---------|---------|---------|---------|---------|-----|--------|----------|-------------------------------------------------------------------------------------------------------|
| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Count | DPI | Target | Achieved | |
| Black or African American | 64.8 | 67.0 | 69.3 | 66.6 | . | . | . | . | |
| Hispanic or Latino | 70.0 | 68.2 | 67.6 | 67.2 | . | . | . | . | |
| English Language Learners | 66.2 | 47.2 | 45.0 | 34.3 | . | . | . | . | |
| Eligible for Free or Reduced-Price Meals | 68.8 | 68.0 | 67.6 | 69.0 | . | . | . | . | |
| Students with Disabilities | 45.7 | 49.2 | 48.0 | 49.7 | . | . | . | . | |
| High Needs | 65.5 | 65.8 | 65.3 | 66.9 | . | . | . | . | |
| District | 78.2 | 79.0 | 78.3 | 78.4 | . | . | . | . | |

| CAPT | DPI | | | | 2013-14 | | | | Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test. |
|------------------------------------------|---------|---------|---------|---------|---------|-----|--------|----------|-------------------------------------------------------------------------------------------------------|
| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | Count | DPI | Target | Achieved | |
| Black or African American | 51.4 | 60.1 | 60.0 | 61.3 | . | . | . | . | |
| Hispanic or Latino | 54.4 | 56.8 | 53.7 | 60.4 | . | . | . | . | |
| English Language Learners | . | . | . | . | . | . | . | . | |
| Eligible for Free or Reduced-Price Meals | 52.9 | 59.3 | 56.2 | 60.4 | . | . | . | . | |
| Students with Disabilities | 27.9 | 31.2 | 26.6 | 31.7 | . | . | . | . | |
| High Needs | 49.5 | 53.9 | 52.3 | 55.4 | . | . | . | . | |
| District | 68.6 | 70.8 | 69.7 | 71.0 | . | . | . | . | |

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

| READING | Grade 4 | Grade 8 | Grade 12 |
|-----------------|---------|---------|----------|
| Connecticut | 43% | 45% | 50% |
| National Public | 34% | 34% | 36% |
| MATH | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 45% | 37% | 32% |
| National Public | 41% | 34% | 25% |

¹NAEP 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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

| | Percent of Students by Grade ³ (%) | | | | All Tested Grades | |
|----------------------|-----------------------------------------------|------|------|------|-------------------|----------|
| | 4 | 6 | 8 | 10 | Count | Rate (%) |
| Sit & Reach | 81.5 | 77.0 | 76.2 | 91.0 | 1,191 | 80.9 |
| Curl Up | 85.9 | 76.1 | 75.9 | 88.5 | 1,191 | 81.3 |
| Push Up | 68.6 | 71.1 | 69.5 | 83.3 | 1,191 | 72.4 |
| Mile Run/PACER | 66.0 | 79.3 | 70.7 | 62.8 | 1,191 | 70.0 |
| All Tests - District | 44.6 | 47.9 | 43.4 | 56.8 | 1,191 | 47.5 |
| All Tests - State | 50.2 | 50.7 | 50.3 | 53.9 | | 51.1 |

²The 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.

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

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Groton School District

Cohort Graduation: Four-Year¹

| | 2012-13 | | | | 2013-14 |
|------------------------------------------|---------------------------|----------|-------------------------|-----------------|-------------------------|
| | Cohort Count ² | Rate (%) | Target ³ (%) | Target Achieved | Target ³ (%) |
| Black or African American | 49 | 79.6 | 80.2 | No | 81.6 |
| Hispanic or Latino | 36 | 75 | 72.8 | Yes | 74.9 |
| English Language Learners | * | * | . | | . |
| Eligible for Free or Reduced-Price Meals | 116 | 73.3 | 68.5 | Yes | 71.0 |
| Students with Disabilities | 47 | 57.4 | 57.3 | Yes | 61.0 |
| District | 327 | 82.3 | 82.8 | No | 83.9 |
| State ⁴ | | 85.5 | | | |

¹The 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](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

| | Participation ⁶ | Meeting Benchmark | |
|------------------------------------------|----------------------------|-------------------|----------|
| | Rate (%) | Count | Rate (%) |
| Female | 75.9 | 106 | 37.1 |
| Male | 63.3 | 91 | 32.2 |
| Black or African American | 61.2 | 10 | 14.9 |
| Hispanic or Latino | 52.3 | 10 | 11.6 |
| White | 74.0 | 147 | 43.0 |
| English Language Learners | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 54.1 | 32 | 15.6 |
| Students with Disabilities | * | * | * |
| District | 69.6 | 197 | 34.6 |
| State | 72.9 | | 37.6 |

⁵College 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

⁶Participation 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 2013 | Class of 2012 |
|------------------------------------------|-----------------------|--------------------------|
| | Entrance ⁷ | Persistence ⁸ |
| | Rate (%) | Rate (%) |
| Female | 76.4 | 86.0 |
| Male | 61.1 | 87.1 |
| Black or African American | 61.0 | 76.2 |
| Hispanic or Latino | 66.7 | * |
| White | 71.1 | 87.9 |
| English Language Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 57.3 | 78.9 |
| Students with Disabilities | 51.4 | * |
| District | 69.3 | 86.5 |
| State | 72.7 | 88.5 |

⁷College 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.

⁸College 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

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Groton School District

Narratives

School District Improvement Plans and Parental Outreach Activities

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 practice to cast a wide net on student learners. At the middle and high school levels, data teams of teachers discussed student performance, assessment results, and learning styles. In the area of special education, we 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 revised our district improvement plan. Each individual school, and thus each individual school data team and SIT team, revised their own school improvement plan which was 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 assisted the district with positive school climate. We have been successful with hosting a series of “Parent Information Nights” at each individual school during the early evening hours to further promote community outreach and parental involvement. In addition to the conventional open house nights, our school system frequently hosted such events as “news and views of the principal”, a monthly book discussion series, and special content driven events such as “math nights” at our elementary schools, and IB and AP informational sessions at the middle and high schools. The district provided training to prepare students for the SBAC Field Tests.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Groton Public School System continues to make a concerted effort to ensure that our students receive an educational experience which enables them to interact with teachers and students from diverse racial, ethnic and economic backgrounds.

During the 2013-14 school year, teachers from one of our most socio-economically challenged elementary schools, along with staff from our high school, received extensive professional development training from The National Urban Alliance. The National Urban Alliance training presents educators with specific instructional strategies that are anchored in cognitive research and that also promote positive classroom environments to cast a wide net on different learners. Our students benefited from engaging, rigorous instruction that is anchored in cognitive brain research and that promotes a positive classroom environment.

At one of our middle schools which is predominately free and reduced lunch, we implemented an iPad initiative in the sixth grade which allowed for each student to have available for his/her classroom and home use an individual iPad. The majority of these students would not normally have access to such a technology device.

Other opportunities to offer enriching and diverse experience for our student population included student trips to the Mystic Seaport, the Mystic Aquarium, Project Oceanology, and the Eastern Connecticut Symphony Orchestra, to name a few, as well as our continued partnering with the U.S. Naval Submarine Base and use of its resources.

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Equitable Allocation of Resources among District Schools

The Groton Board of Education's policy concerning the annual distribution of resources ensures that each of the ten 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.