

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



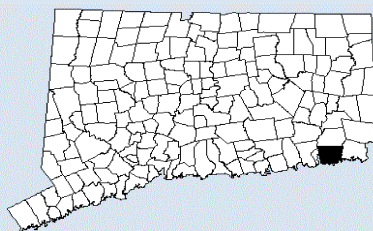
Groton School District

Dr. Michael Graner, Superintendent • 860-572-2100 • <http://www.groton.k12.ct.us>

District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	4,381
Per Pupil Expenditures ¹	\$16,454
Total Expenditures ¹	\$79,590,193

¹Expenditure data reflect the 2016-17 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2017-18 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.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,101	48.0	48.4
Male	2,280	52.0	51.6
American Indian or Alaska Native	36	0.8	0.3
Asian	282	6.4	5.1
Black or African American	319	7.3	12.8
Hispanic or Latino	859	19.6	24.8
Pacific Islander	18	0.4	0.1
Two or More Races	432	9.9	3.3
White	2,435	55.6	53.6
English Learners	110	2.5	7.2
Eligible for Free or Reduced-Price Meals	1,946	44.4	36.7
Students with Disabilities ¹	755	17.2	14.8

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	210	10.8	83	4.1
Male	259	12.3	216	9.6
Black or African American	35	11.7	41	12.9
Hispanic or Latino	149	18.3	87	10.1
White	212	9.5	127	5.3
English Learners	31	23.5	16	12.1
Eligible for Free or Reduced-Price Meals	332	17.1	211	10.0
Students with Disabilities	134	19.3	123	14.5
District	469	11.6	299	6.9
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 381

Number of school-based arrests: 26

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	304.6
Paraprofessional Instructional Assistants	45.6
Special Education	
Teachers and Instructors	55.4
Paraprofessional Instructional Assistants	180.0
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	19.6
Library/Media	
Specialists (Certified)	8.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	11.4
Counselors, Social Workers and School Psychologists	27.0
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	247.9

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 (%)
American Indian or Alaska Native	2	0.5	0.1
Asian	10	2.3	1.1
Black or African American	16	3.7	3.7
Hispanic or Latino	9	2.1	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	398	91.5	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	8	32.0	15	60.0
Hispanic or Latino	24	60.0	14	40.0
White	93	66.4	124	76.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	43	40.2	47	57.3
Students with Disabilities	9	28.1	23	51.1
District	148	56.9	183	71.5
State		69.3		80.1

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

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	40	40.0
Emotional Disturbance	31	37.3
Intellectual Disability	*	*
Learning Disability	199	84.7
Other Health Impairment	92	73.6
Other Disabilities	*	*
Speech/Language Impairment	83	95.4
District	458	66.7
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	106	2.3	1.8
Emotional Disturbance	83	1.8	1.1
Intellectual Disability	29	0.6	0.5
Learning Disability	237	5.1	5.2
Other Health Impairment	127	2.8	3.1
Other Disabilities	61	1.3	1.1
Speech/Language Impairment	112	2.4	1.8
All Disabilities	755	16.4	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	71	9.4	8.3
Private Schools or Other Settings	37	4.9	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	43,758,330	9,873	9,847
Instructional Supplies and Equipment	1,038,240	234	287
Improvement of Instruction and Educational Media Services	2,075,027	468	589
Student Support Services	7,093,927	1,601	1,120
Administration and Support Services	7,933,651	1,790	1,905
Plant Operation and Maintenance	6,994,538	1,578	1,648
Transportation	5,449,496	1,101	904
Costs of Students Tuitioned Out	5,246,984	N/A	N/A
Other	0	0	208
Total	79,590,193	16,454	16,535

Additional Expenditures

Land, Buildings, and Debt Service	2,676,581	604	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	7,869,282	37.7	33.8
Noncertified Personnel	3,501,772	16.8	14.5
Purchased Services	1,346,953	6.5	5.5
Tuition to Other Schools	4,066,450	19.5	23.4
Special Ed. Transportation	1,930,809	9.2	8.7
Other Expenditures	2,167,436	10.4	14.1
Total Expenditures	20,882,702	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	64.7	63.9
State	32.2	32.9
Federal	2.9	3.0
Tuition & Other	0.2	0.3

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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	19	*	19	*
Asian	138	72.3	138	70.4
Black or African American	157	56.5	156	52.1
Hispanic or Latino	386	59.6	386	54.2
Native Hawaiian or Other Pacific Islander	9	*	9	*
Two or More Races	205	67.2	205	60.9
White	1169	72.7	1164	66.8
English Learners	91	50.5	91	50.9
Non-English Learners	1992	69.1	1986	63.4
Eligible for Free or Reduced-Price Meals	971	61.2	967	55.6
Not Eligible for Free or Reduced-Price Meals	1112	74.5	1110	69.2
Students with Disabilities	340	46.8	338	39.4
Students without Disabilities	1743	72.5	1739	67.5
High Needs	1104	60.2	1099	54.7
Non-High Needs	979	77.4	978	72.1
District	2083	68.3	2077	62.9

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Grade 4			
Connecticut	40%	36%	32%
National Public	40%	33%	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	88.0	84.6	76.3	80.5	1,166	82.7
Curl Up	80.0	79.1	88.2	82.9	1,166	82.3
Push Up	72.9	72.7	78.9	76.5	1,166	75.0
Mile Run/PACER	70.5	63.7	66.3	65.7	1,166	66.6
All Tests - District	53.2	49.2	47.3	63.3	1,166	52.9
All Tests - State	53.2	51.4	50.5	45.6		50.1

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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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	29	72.4
Hispanic or Latino	43	76.7
English Learners	12	*
Eligible for Free or Reduced-Price Meals	129	75.2
Students with Disabilities	41	58.5
District	276	84.8
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.9	112	46.1
Male	90.1	107	39.2
Black or African American	88.0	10	20.0
Hispanic or Latino	97.3	19	25.3
White	92.7	155	51.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.7	46	24.3
Students with Disabilities	67.5	*	*
District	93.8	219	42.4
State	96.3		44.8

³College readiness exams and benchmark scores are as follows:

- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁴Participation 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.

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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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	69.7	85.1
Male	54.5	82.5
Black or African American	69.6	*
Hispanic or Latino	36.1	80.0
White	70.6	83.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	50.0	76.4
Students with Disabilities	40.7	*
District	62.8	84.0
State	70.9	88.3

⁵College 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.

⁶College 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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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	68.3	75	45.5	50	91.1	67.6
	High Needs Students	60.2	75	40.2	50	80.3	57.5
Math Performance Index	All Students	62.9	75	41.9	50	83.9	62.7
	High Needs Students	54.7	75	36.4	50	72.9	52.0
ELA Academic Growth	All Students	61.1%	100%	61.1	100	61.1	60.7%
	High Needs Students	57.7%	100%	57.7	100	57.7	55.6%
Math Academic Growth	All Students	61.3%	100%	61.3	100	61.3	61.9%
	High Needs Students	55.0%	100%	55.0	100	55.0	55.4%
Chronic Absenteeism	All Students	11.6%	<=5%	36.9	50	73.7	10.7%
	High Needs Students	16.6%	<=5%	26.7	50	53.5	16.6%
Preparation for CCR	% Taking Courses	64.1%	75%	42.8	50	85.5	74.8%
	% Passing Exams	42.4%	75%	28.3	50	56.6	44.8%
On-track to High School Graduation		90.7%	94%	48.3	50	96.5	87.5%
4-year Graduation All Students (2017 Cohort)		84.8%	94%	90.2	100	90.2	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		83.2%	94%	88.5	100	88.5	81.8%
Postsecondary Entrance (Class of 2017)		62.8%	75%	83.7	100	83.7	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.6% 52.9%	75%	35.3	50	70.6	96.6% 50.1%
Arts Access		54.2%	60%	45.2	50	90.3	51.2%
Accountability Index				924.9	1250	74.0	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	60.2	14.8	15.9	
Math Performance Index Gap	72.1	54.7	17.5	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	83.2%	10.8%	12.7%	N

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.8
	High Needs Students	98.1
Math	All Students	98.7
	High Needs Students	97.9
Science	All Students	97.6
	High Needs Students	96.5

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 50.6

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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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 district mission and goals. We use a variety of formative and summative assessments as part of our yearly assessment calendar to inform curriculum and instruction. These assessments include the state-wide SBAC assessments, the SBAC pilot science exams, and the eleventh grade SAT exam. At the elementary level, each school has both a literacy and math specialist. These specialists provide teacher coaching and coordinate instruction as well as provide intervention and enrichment to students. The district has also implemented this specialist model at the middle school level. High school department chairs coordinate department efforts in the various disciplines. In the area of special education, the district continued its co-teaching model at both the middle and high school levels. The district continues to use the inclusion model at all grade levels and has continued its Intensive Behavioral Support Programs at the elementary, middle and high school levels. The district's post-graduate Transition Academy is currently located at a renovated facility in the Central Office. Groton Public Schools is entering its third year of the Columbia's Teacher College Reading and Writing Project, which include coaching of K-8 teachers by the university instructors. In addition, the teachers are working with distinguished math consultant, Dr. Cathy Fosnot, on inquiry-based math workshop. We continue to focus on culture and climate in all of our schools. In addition, the district has begun to implement restorative justice practices at all levels. 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. Groton Public Schools has recently initiated a major curricular program; the district applied for and was approved for a candidacy for the International Baccalaureate Middle Years Program in grades 6-10. This initiative is aimed at significantly expanding enrollment in the International Baccalaureate programs offered by the district.

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 2017-18 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 our high school, where 44% of the students are eligible for free and reduced lunch, the district implemented a 1-2-1 Chromebook initiative to provide computer access for all students.

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.

Fitch High School students participated in a regional diversity program called More Than Words. The program engages students from New London High School, Ledyard High School and students from the Mashantucket Pequot Tribal Nation in a year-long workshop designed to promote respect for diversity and develop skills in conflict resolution.

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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 nine 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.