

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



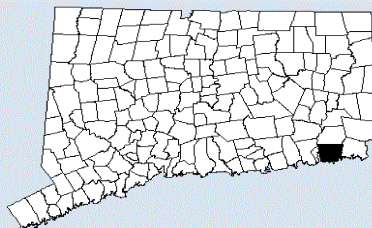
Groton School District

Dr. Michael Graner, Superintendent • 860-572-2100 • <https://www.grotonschools.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	4,272
Per Pupil Expenditures ¹	\$16,945
Total Expenditures ¹	\$80,164,568

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	2,058	48.2	48.4
Male	2,214	51.8	51.6
American Indian or Alaska Native	36	0.8	0.3
Asian	261	6.1	5.2
Black or African American	334	7.8	12.7
Hispanic or Latino of any race	945	22.1	26.9
Native Hawaiian or Other Pacific Islander	19	0.4	0.1
Two or More Races	427	10.0	3.8
White	2,250	52.7	51.1
English Learners	158	3.7	8.3
Eligible for Free or Reduced-Price Meals	2,118	49.6	43.3
Students with Disabilities ³	793	18.6	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	241	12.6	55	2.5
Male	265	12.6	155	6.6
Black or African American	45	14.0	37	10.5
Hispanic or Latino of any race	148	16.3	64	6.3
White	210	10.0	74	3.1
English Learners	36	21.4	8	4.3
Eligible for Free or Reduced-Price Meals	350	18.1	156	6.7
Students with Disabilities	147	20.6	88	9.6
District	506	12.6	210	4.6
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 471

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	287.3
Paraprofessional Instructional Assistants	48.3
Special Education	
Teachers and Instructors	61.2
Paraprofessional Instructional Assistants	195.0
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	26.9
Library/Media	
Specialists (Certified)	7.5
Support Staff	2.0
Instructional Specialists Who Support Teachers	30.1
Counselors, Social Workers and School Psychologists	31.6
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	266.4

¹ In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	10	2.2	1.2
Black or African American	19	4.2	4.0
Hispanic or Latino of any race	8	1.8	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.1
White	414	91.4	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.0	10.4

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	23	82.1	15	71.4
Hispanic or Latino of any race	39	86.7	34	73.9
White	113	94.2	123	87.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	90	90.0	75	76.5
Students with Disabilities	28	80.0	29	59.2
District	213	91.8	207	83.8
State		75.8		84.8

² College-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	49	45.4
Emotional Disturbance	33	48.5
Intellectual Disability	*	*
Learning Disability	220	85.6
Other Health Impairment	102	75.0
Other Disabilities	*	*
Speech/Language Impairment	77	93.9
District	493	69.8
State		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	115	2.6	2.0
Emotional Disturbance	68	1.5	1.1
Intellectual Disability	26	0.6	0.5
Learning Disability	257	5.7	5.7
Other Health Impairment	138	3.1	3.3
Other Disabilities	77	1.7	1.1
Speech/Language Impairment	93	2.1	1.8
All Disabilities	774	17.2	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	54	7.0	8.2
Private Schools or Other Settings	30	3.9	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$48,547,073	\$10,261	\$10,923
Support services - students	\$10,012,870	\$2,329	\$1,277
Support services - instruction	\$1,725,739	\$401	\$682
Support services - general administration	\$1,786,127	\$415	\$467
Support services - school based administration	\$4,530,432	\$1,054	\$1,021
Central and other support services	\$1,339,374	\$312	\$679
Operation and maintenance of plant	\$6,633,608	\$1,543	\$1,718
Student transportation services	\$5,589,346	\$1,640	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$80,164,568	\$16,945	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$7,995,238	36.0	28.5
Instructional Aide Salaries	\$3,180,668	14.3	10.1
Other Salaries	\$1,081,912	4.9	11.1
Employee Benefits	\$2,251,975	10.2	13.0
Purchased Services Other Than Transportation	\$1,274,547	5.7	5.7
Special Education Tuition	\$4,218,435	19.0	22.5
Supplies	\$216,869	1.0	0.6
Property Services	\$1,035	0.0	0.3
Purchased Services For Transportation	\$1,923,036	8.7	8.0
Equipment	\$37,082	0.2	0.2
All Other Expenditures	\$2,710	0.0	0.1
Total	\$22,183,507	100.0	100.0
Percent of Total Expenditures Used for Special Education		27.7	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	63.5
State	33.4
Federal	3.0
Tuition & Other	0.1

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	29	75.9
Hispanic or Latino of any race	53	81.1
English Learners	13	*
Eligible for Free or Reduced-Price Meals	162	78.4
Students with Disabilities	47	57.4
District	294	86.1
State		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	64.8	83.1
Male	56.4	89.7
Black or African American	45.5	*
Hispanic or Latino of any race	63.0	*
White	64.1	84.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	48.1	73.5
Students with Disabilities	19.4	*
District	60.5	86.1
State	71.5	87.5

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	64.5%	100%	60.4%
	Oral	68.5%	100%	57.6%
Chronic Absenteeism	All Students	12.6%	<=5%	12.2%
	High Needs Students	17.2%	<=5%	18.0%
Preparation for CCR	% Taking Courses	87.7%	75%	80.4%
On-track to High School Graduation		90.6%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		86.1%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		79.1%	94%	84.5%
Postsecondary Entrance (Class of 2019)		60.5%	75%	71.5%
Arts Access		61.4%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	79.1%	14.9%	10.9%	Y

¹ If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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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. The scheduled SBAC assessments, the SBAC science exams, and the eleventh grade SAT exams were not given in the spring of 2020 due to the closure of schools. All ninth and tenth graders take the PSAT exam; those results are used to inform instruction. 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 entered its fifth and final 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 continue to work 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 completed 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

Groton schools continues to work to ensure that our students receive an education which enables them to interact with teachers and students from diverse racial, ethnic, and economic backgrounds.

During the 2019-20 school year, teachers from one of our most socio-economically challenged elementary schools, along with staff from our high school, received professional development training from the National Urban Alliance. The training presented educators with instructional strategies that are anchored in cognitive research and promote positive classroom environments. Our students benefited from engaging, rigorous instruction based on cognitive brain research that promotes a positive classroom environment.

This year, the district implemented an intra-district magnet choice option for all middle school students. West Side Middle School operated as a STEM magnet and Cutler Middle School was an Arts & Humanities magnet. Both schools became more racially diverse and expanded opportunities of all middle school children.

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.

In the spring of 2020, the Groton Board of Education responded to the social unrest caused by the killing of George Floyd by initiating a district-wide Diversity, Equity, and Inclusion Committee. The 100-person group developed a five-year program to address issues of systemic racism and to promote equity for all members of the educational community.

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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.