

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



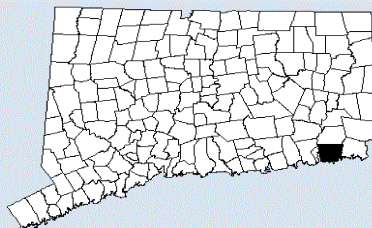
Groton School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	13
Enrollment	4,565
Per Pupil Expenditures ¹	\$15,315
Total Expenditures ¹	\$77,003,865

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,205	48.3	48.3
Male	2,360	51.7	51.6
American Indian or Alaska Native	44	1.0	0.2
Asian	316	6.9	4.7
Black or African American	423	9.3	12.9
Hispanic or Latino	841	18.4	22.1
Pacific Islander	9	0.2	0.0
Two or More Races	327	7.2	2.5
White	2,605	57.1	57.2
English Language Learners	105	2.3	6.3
Eligible for Free or Reduced-Price Meals	2,121	46.5	37.6
Students with Disabilities ¹	707	15.5	13.3

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	211	10.2	114	5.2
Male	274	12.5	268	11.2
Black or African American	44	11.7	65	16.2
Hispanic or Latino	140	17.5	107	12.2
White	245	10.2	161	6.2
English Language Learners	21	16.2	12	9.1
Eligible for Free or Reduced-Price Meals	306	15.9	266	12.3
Students with Disabilities	123	18.5	127	15.3
District	485	11.4	382	8.3
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 562

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	331.1
Paraprofessional Instructional Assistants	34.5
Special Education	
Teachers and Instructors	52.3
Paraprofessional Instructional Assistants	109.4
Administrators, Coordinators and Department Chairs	
District Central Office	9.0
School Level	21.2
Library/Media	
Specialists (Certified)	10.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	12.0
Counselors, Social Workers and School Psychologists	27.4
School Nurses	10.0
Other Staff Providing Non-Instructional Services/Support	236.2

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	0.4	0.1
Asian	9	1.9	1.0
Black or African American	13	2.8	3.5
Hispanic or Latino	9	1.9	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	434	92.9	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.6
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.0	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	12	35.3	12	48.0
Hispanic or Latino	9	23.7	21	46.7
White	67	46.2	100	61.7
English Language Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	28	30.8	43	46.7
Students with Disabilities	*	*	7	17.5
District	108	43.0	157	59.0
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	52	50.0
Emotional Disturbance	36	41.4
Intellectual Disability	14	38.9
Learning Disability	199	93.0
Other Health Impairment	78	76.5
Other Disabilities	13	37.1
Speech/Language Impairment	81	95.3
District	473	71.3
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	108	2.2	1.5
Emotional Disturbance	87	1.8	1.0
Intellectual Disability	36	0.7	0.5
Learning Disability	214	4.4	4.4
Other Health Impairment	104	2.2	2.6
Other Disabilities	76	1.6	1.0
Speech/Language Impairment	102	2.1	1.9
All Disabilities	727	15.1	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	78	10.7	8.1
Private Schools or Other Settings	38	5.2	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	43,728,356	9,366	9,134
Instructional Supplies and Equipment	1,154,881	247	334
Improvement of Instruction and Educational Media Services	2,058,296	441	498
Student Support Services	5,249,761	1,124	1,001
Administration and Support Services	7,215,867	1,545	1,694
Plant Operation and Maintenance	7,320,951	1,568	1,572
Transportation	5,218,444	1,019	813
Costs of Students Tuitioned Out	4,957,309	N/A	N/A
Other	100,000	21	186
Total	77,003,865	15,315	15,289

Additional Expenditures

Land, Buildings, and Debt Service	2,720,437	583	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	6,542,277	37.5	35.1
Noncertified Personnel	2,074,976	11.9	14.2
Purchased Services	1,398,693	8.0	5.2
Tuition to Other Schools	3,906,928	22.4	22.0
Special Ed. Transportation	1,711,572	9.8	8.6
Other Expenditures	1,811,776	10.4	14.9
Total Expenditures	17,446,222	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	61.8	61.3
State	35.8	36.2
Federal	2.3	2.4
Tuition & Other	0.1	0.1

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	131	71.7	131	66.4	66	60.7
Black or African American	185	56.6	185	49.7	100	46.0
Hispanic or Latino	366	58.7	364	51.7	151	49.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	131	64.7	132	57.2	42	54.0
White	1146	70.7	1144	64.2	534	59.5
English Language Learners	72	47.7	72	42.7	31	33.3
Non-English Language Learners	1911	67.4	1908	60.7	879	56.7
Eligible for Free or Reduced-Price Meals	902	60.4	902	53.8	355	50.4
Not Eligible for Free or Reduced-Price Meals	1081	71.9	1078	65.3	555	59.4
Students with Disabilities	389	48.3	385	43.1	177	41.2
Students without Disabilities	1594	71.2	1595	64.2	733	59.4
High Needs	1086	59.1	1085	52.6	455	48.3
Non-High Needs	897	75.9	895	69.2	455	63.5
District	1983	66.7	1980	60.1	910	55.9

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	83.4	82.5	88.0	83.3	1,187	84.2
Curl Up	84.7	77.8	90.5	83.7	1,187	84.0
Push Up	70.6	79.1	77.0	85.7	1,187	77.7
Mile Run/PACER	51.8	71.9	73.9	64.0	1,187	65.1
All Tests - District	39.9	49.7	56.9	58.5	1,187	50.6
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	44	88.6	81.6	Yes	83.0
Hispanic or Latino	52	71.2	74.9	No	77.0
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	150	78.0	71.0	Yes	73.6
Students with Disabilities	42	69.0	61.0	Yes	64.6
District	317	84.9	83.9	Yes	85.1
State ⁴		87.0			

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 2013-14 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	71.0	93	35.9
Male	58.5	75	29.1
Black or African American	66.1	10	16.9
Hispanic or Latino	48.2	10	12.0
White	66.4	122	39.7
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	54.1	30	16.4
Students with Disabilities	*	*	*
District	64.8	168	32.5
State	67.2		37.3

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

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.

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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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	73.2	88.3
Male	52.2	72.7
Black or African American	52.6	72.0
Hispanic or Latino	43.9	*
White	67.7	83.1
English Language Learners	50.0	*
Eligible for Free or Reduced-Price Meals	50.4	75.4
Students with Disabilities	31.4	*
District	62.7	81.9
State	72.6	88.8

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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Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	66.7	75	88.9	100	88.9	67.9
	High Needs Students	59.1	75	78.8	100	78.8	56.7
Math Performance Index	All Students	60.1	75	80.1	100	80.1	59.3
	High Needs Students	52.6	75	70.1	100	70.1	47.8
Science Performance Index	All Students	55.9	75	74.5	100	74.5	56.5
	High Needs Students	48.3	75	64.4	100	64.4	45.9
Chronic Absenteeism	All Students	11.4%	<=5%	37.3	50	74.5	10.6%
	High Needs Students	15.2%	<=5%	29.5	50	59.0	17.3%
Preparation for CCR	% Taking Courses	51.3%	75%	34.2	50	68.3	66.1%
	% Passing Exams	32.5%	75%	21.7	50	43.3	37.3%
On-track to High School Graduation		94.5%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		84.9%	94%	90.3	100	90.3	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		74.8%	94%	79.6	100	79.6	77.6%
Postsecondary Entrance (Class of 2014)		62.7%	75%	83.6	100	83.6	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		93.5% 50.6%	75%	33.8	50	67.5	87.6% 51.0%
Arts Access		53.9%	60%	44.9	50	89.8	45.7%
Accountability Index				961.5	1250	76.9	

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	59.1	15.9	17.3	
Math Performance Index Gap	69.2	52.6	16.6	19.6	
Science Performance Index Gap	63.5	48.3	15.2	17.2	
Graduation Rate Gap	90.2%	74.8%	15.4%	15.2%	Y

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

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	92.8
	High Needs Students	94.1
Math	All Students	92.7
	High Needs Students	94.1
Science	All Students	99.6
	High Needs Students	99.4

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: 49.1

State: 50.1

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 continue to use MAP testing as part of our yearly assessment calendar to drive instruction. The MAP test was issued up to three times this year, and this data point, along with district performance tasks and SBAC interim assessments, allowed teachers to inform their teaching and design classroom practices that were aligned to our 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, each school has both a literacy and math specialists. These specialists use both the pull out and push in methods to help all of our students grow in both literacy and math. At the middle and high school levels, data teams of teachers discussed student performance, assessment result, 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. Elementary teachers participated in a unique professional development project. Columbia's Teacher College Reading and Writing Project came into our classrooms and modeled lessons on how to teach writing. In addition, our teachers are using Japanese Lesson design to work collaboratively to improve lessons. We have expanded the use of ST Math to include all seven elementary schools, both middle schools, and Fitch High School. Fitch High School participated in a regional program called "More than Words". We teamed up with New London High School, Ledyard High School, and students from the Mashantucket Pequot Tribe. The program is a year-long series of workshops. It promotes respect for diversity and develops skills in conflict resolution. 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," 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 2014-15 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 for 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.

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 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.