

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



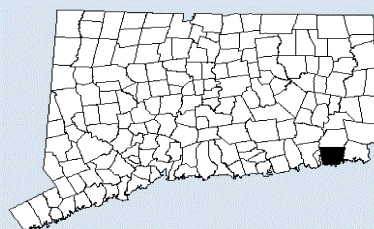
Groton School District

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	4,519
Per Pupil Expenditures ¹	\$15,842
Total Expenditures ¹	\$78,717,594

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,177	48.2	48.3
Male	2,342	51.8	51.6
American Indian or Alaska Native	37	0.8	0.2
Asian	303	6.7	4.9
Black or African American	384	8.5	12.8
Hispanic or Latino	837	18.5	23.0
Pacific Islander	11	0.2	0.0
Two or More Races	396	8.8	2.7
White	2,551	56.5	55.9
English Learners	114	2.5	6.4
Eligible for Free or Reduced-Price Meals	1,906	42.2	38.0
Students with Disabilities ¹	742	16.4	13.7

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	216	10.5	83	3.8
Male	254	11.7	254	10.8
Black or African American	49	13.6	57	14.8
Hispanic or Latino	115	14.6	102	11.9
White	244	10.2	140	5.5
English Learners	13	10.2	15	11.5
Eligible for Free or Reduced-Price Meals	316	16.4	249	12.2
Students with Disabilities	128	19.0	127	15.1
District	470	11.1	337	7.5
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 549

Number of school-based arrests: 13

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 2015-16

Groton School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	328.7
Paraprofessional Instructional Assistants	40.5
Special Education	
Teachers and Instructors	55.2
Paraprofessional Instructional Assistants	145.5
Administrators, Coordinators and Department Chairs	
District Central Office	10.0
School Level	21.6
Library/Media	
Specialists (Certified)	9.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	12.0
Counselors, Social Workers and School Psychologists	27.0
School Nurses	10.0
Other Staff Providing Non-Instructional Services/Support	261.9

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	0.4	0.1
Asian	10	2.1	1.0
Black or African American	14	3.0	3.5
Hispanic or Latino	10	2.1	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	431	92.3	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.2
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	9.4

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	8	29.6	17	47.2
Hispanic or Latino	17	41.5	14	34.1
White	87	55.8	87	59.2
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	27	31.0	45	46.4
Students with Disabilities	7	21.2	9	18.0
District	132	50.4	144	54.8
State		61.2		73.9

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	40	42.6
Emotional Disturbance	36	47.4
Intellectual Disability	10	30.3
Learning Disability	206	94.1
Other Health Impairment	84	74.3
Other Disabilities	9	25.7
Speech/Language Impairment	94	91.3
District	479	71.2
State		68.8

⁴Ages 6-21

District Profile and Performance Report for School Year 2015-16

Groton School District

Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	101	2.1
Emotional Disturbance	77	1.6
Intellectual Disability	33	0.7
Learning Disability	222	4.7
Other Health Impairment	113	2.4
Other Disabilities	67	1.4
Speech/Language Impairment	127	2.7
All Disabilities	740	15.5

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	40,873,799	9,027	9,387
Instructional Supplies and Equipment	700,759	155	318
Improvement of Instruction and Educational Media Services	4,063,634	897	541
Student Support Services	8,243,814	1,821	1,048
Administration and Support Services	7,920,192	1,749	1,790
Plant Operation and Maintenance	7,126,092	1,574	1,608
Transportation	4,679,582	918	845
Costs of Students Tuitioned Out	5,109,722	N/A	N/A
Other	0	0	194
Total	78,717,594	15,842	15,762

Additional Expenditures

Land, Buildings, and Debt Service	2,628,693	581	1,524
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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: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	6,878,121	33.4
Noncertified Personnel	3,075,026	14.9
Purchased Services	2,928,203	14.2
Tuition to Other Schools	3,787,457	18.4
Special Ed. Transportation	1,485,652	7.2
Other Expenditures	2,443,750	11.9
Total Expenditures	20,598,209	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	63.5	62.3
State	34.2	35.3
Federal	2.2	2.3
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 2015-16

Groton School District

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	17	*	17	*	*	*
Asian	136	72.3	135	69.5	49	60.4
Black or African American	160	55.6	161	50.5	68	52.3
Hispanic or Latino	389	58.6	389	52.8	132	51.2
Native Hawaiian or Other Pacific Islander	7	*	7	*	*	*
Two or More Races	173	66.5	175	60.5	67	59.1
White	1229	71.0	1228	66.1	491	61.5
English Learners	63	47.8	63	44.9	19	*
Non-English Learners	2048	67.8	2049	62.7	795	59.1
Eligible for Free or Reduced-Price Meals	934	60.4	937	55.3	357	52.8
Not Eligible for Free or Reduced-Price Meals	1177	72.6	1175	67.7	457	63.3
Students with Disabilities	386	49.2	385	44.7	149	44.4
Students without Disabilities	1725	71.2	1727	66.1	665	61.9
High Needs	1116	59.4	1118	54.5	420	52.0
Non-High Needs	995	76.0	994	70.9	394	65.7
District	2111	67.2	2112	62.2	814	58.7

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			
Grade 4			
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	79.3	78.2	83.8	90.1	1,190	82.4
Curl Up	75.4	78.5	89.0	79.8	1,190	80.3
Push Up	68.3	71.2	75.0	60.1	1,190	68.8
Mile Run/PACER	68.6	61.9	55.1	50.2	1,190	59.8
All Tests - District	42.8	46.2	45.2	30.0	1,190	41.5
All Tests - State	50.6	49.8	50.6	51.1		50.5

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.

District Profile and Performance Report for School Year 2015-16

Groton School District

Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	28	89.3	83.0	Yes	84.4
Hispanic or Latino	49	81.6	77.0	Yes	79.1
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	131	83.2	73.6	Yes	76.1
Students with Disabilities	33	60.6	64.6	No	68.3
District	272	87.5	85.1	Yes	86.2
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	95.8	103	39.3
Male	89.7	78	29.7
Black or African American	88.9	8	12.7
Hispanic or Latino	96.3	14	17.1
White	92.7	126	41.6
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.0	27	14.7
Students with Disabilities	54.5	*	*
District	92.8	181	34.5
State	95.6		40.7

⁵College 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

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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	67.5	83.0
Male	68.4	71.8
Black or African American	65.4	90.0
Hispanic or Latino	56.1	*
White	69.4	79.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	60.2	62.1
Students with Disabilities	28.6	*
District	67.9	78.4
State	71.9	88.3

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

District Profile and Performance Report for School Year 2015-16

Groton School District

Next Generation Accountability Results

These statistics are the 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	67.2	75	44.8	50	89.6	67.7
	High Needs Students	59.4	75	39.6	50	79.2	56.7
Math Performance Index	All Students	62.2	75	41.5	50	82.9	61.4
	High Needs Students	54.5	75	36.3	50	72.6	49.9
Science Performance Index	All Students	58.7	75	39.1	50	78.2	57.5
	High Needs Students	52.0	75	34.7	50	69.4	47.0
ELA Academic Growth	All Students	61.1%	100%	61.1	100	61.1	63.8%
	High Needs Students	57.8%	100%	57.8	100	57.8	58.3%
Math Academic Growth	All Students	65.4%	100%	65.4	100	65.4	65.0%
	High Needs Students	59.3%	100%	59.3	100	59.3	57.4%
Chronic Absenteeism	All Students	11.1%	<=5%	37.8	50	75.6	9.6%
	High Needs Students	15.8%	<=5%	28.3	50	56.6	15.6%
Preparation for CCR	% Taking Courses	52.6%	75%	35.0	50	70.1	67.6%
	% Passing Exams	34.5%	75%	23.0	50	46.0	40.7%
On-track to High School Graduation		90.1%	94%	47.9	50	95.8	85.1%
4-year Graduation All Students (2015 Cohort)		87.5%	94%	93.1	100	93.1	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		75.3%	94%	80.1	100	80.1	78.6%
Postsecondary Entrance (Class of 2015)		67.9%	75%	90.5	100	90.5	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.1% 41.5%	75%	27.7	50	55.4	89.2% 50.5%
Arts Access		54.0%	60%	45.0	50	90.0	47.5%
Accountability Index				988.1	1350	73.2	

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	59.4	15.6	16.5	
Math Performance Index Gap	70.9	54.5	16.4	18.9	
Science Performance Index Gap	65.7	52.0	13.7	17.2	
Graduation Rate Gap	92.2%	75.3%	16.8%	15.3%	Y

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	98.5
	High Needs Students	97.8
Math	All Students	98.5
	High Needs Students	97.8
Science	All Students	96.7
	High Needs Students	94.3

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: 54.1

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2015-16

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 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 state-wide assessments such as science, CMT/CAPT as well as 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 is beginning to implement this specialist model at the middle school level. High school department chairs were recently reinstated by the Board of Education and these teacher leaders now coordinate department efforts in the various disciplines. 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. The district continues to use the inclusion model at all grade levels and recently reorganized its Intensive Behavioral Support Program consolidating the programs at two schools and providing dedicated administrative supervision to the classes. The district's post-graduate Transition Academy has been relocated to a newly renovated facility in the Central Office. Groton Public Schools is entering its second 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 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 two major curricular programs; the Board approved the feasibility study to begin an International Baccalaureate Middle Years Program in grades 6-10 as well as a feasibility study regarding a Career-related Certificate Program at the high school. Both of these are 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 2015-16 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.

District Profile and Performance Report for School Year 2015-16

Groton School District

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.