

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



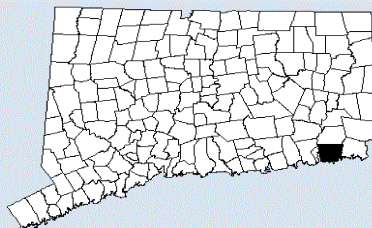
Groton School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	4,324
Per Pupil Expenditures ¹	\$16,776
Total Expenditures ¹	\$80,522,445

¹Expenditure data reflect the 2017-18 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 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	2,238	51.8	51.6
American Indian or Alaska Native	43	1.0	0.3
Asian	270	6.2	5.2
Black or African American	313	7.2	12.8
Hispanic or Latino of any race	932	21.6	25.8
Native Hawaiian or Other Pacific Islander	23	0.5	0.1
Two or More Races	424	9.8	3.6
White	2,319	53.6	52.4
English Learners	125	2.9	7.6
Eligible for Free or Reduced-Price Meals	2,149	49.7	42.1
Students with Disabilities ³	786	18.2	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	233	12.0	*	*
Male	258	12.4	226	9.5
Black or African American	38	12.7	53	15.7
Hispanic or Latino of any race	153	17.5	104	10.3
White	218	10.2	118	4.8
English Learners	26	16.0	14	8.3
Eligible for Free or Reduced-Price Meals	347	17.1	247	10.3
Students with Disabilities	130	18.2	122	12.9
District	491	12.2	326	7.1
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 435

Number of school-based arrests: 20

⁴A 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.

⁵This 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	310.4
Paraprofessional Instructional Assistants	49.2
Special Education	
Teachers and Instructors	60.4
Paraprofessional Instructional Assistants	188.0
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	22.9
Library/Media	
Specialists (Certified)	9.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	13.9
Counselors, Social Workers and School Psychologists	29.6
School Nurses	9.0
Other Staff Providing Non-Instructional Services/Support	266.4

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	1	0.2	0.1
Asian	11	2.4	1.1
Black or African American	19	4.2	3.8
Hispanic or Latino of any race	8	1.8	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	416	91.4	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.0	10.0

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	11	*	19	67.9
Hispanic or Latino of any race	29	74.4	36	76.6
White	95	67.4	129	82.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	64	63.4	84	70.0
Students with Disabilities	13	40.6	31	62.0
District	165	69.6	226	79.3
State		74.5		85.2

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	44	41.1
Emotional Disturbance	37	44.6
Intellectual Disability	*	*
Learning Disability	206	84.4
Other Health Impairment	109	74.7
Other Disabilities	*	*
Speech/Language Impairment	67	95.7
District	475	67.4
State		67.6

³This 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	116	2.6	1.9
Emotional Disturbance	83	1.8	1.1
Intellectual Disability	28	0.6	0.5
Learning Disability	244	5.4	5.5
Other Health Impairment	146	3.2	3.2
Other Disabilities	58	1.3	1.1
Speech/Language Impairment	92	2.0	1.8
All Disabilities	767	16.9	15.0

¹This 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	62	8.1	8.2
Private Schools or Other Settings	40	5.2	5.0

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$48,050,875	\$10,011	\$10,545
Support services - students	\$10,567,379	\$2,426	\$1,373
Support services - instruction	\$1,911,171	\$439	\$644
Support services - general administration	\$1,804,023	\$414	\$462
Support services - school based administration	\$4,526,722	\$1,039	\$1,007
Central and other support services	\$1,615,511	\$371	\$671
Operation and maintenance of plant	\$6,583,441	\$1,511	\$1,629
Student transportation services	\$5,463,323	\$1,514	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$80,522,445	\$16,776	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$8,034,573	37.5	29.7
Instructional Aide Salaries	\$3,150,716	14.7	9.6
Other Salaries	\$514,367	2.4	10.4
Employee Benefits	\$2,220,509	10.4	13.0
Purchased Services Other Than Transportation	\$1,406,730	6.6	5.5
Special Education Tuition	\$4,060,081	18.9	22.6
Supplies	\$200,074	0.9	0.6
Property Services	\$965	0.0	0.4
Purchased Services For Transportation	\$1,838,316	8.6	8.0
Equipment	\$805	0.0	0.2
All Other Expenditures	\$2,710	0.0	0.1
Total	\$21,429,846	100.0	100.0
Percent of Total Expenditures Used for Special Education		26.6	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	62.6
State	33.8
Federal	3.5
Tuition & Other	0.1

⁴Revenue 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).

District Profile and Performance Report for School Year 2018-19

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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	21	57.0	21	52.6	*	*
Asian	122	76.1	122	73.5	48	68.3
Black or African American	146	58.5	144	53.8	60	52.9
Hispanic or Latino of any race	451	61.0	452	56.7	177	58.6
Native Hawaiian or Other Pacific Islander	10	*	10	*	*	*
Two or More Races	205	69.0	205	63.4	73	65.8
White	1,111	72.8	1,106	67.1	431	69.9
English Learners	113	55.4	113	51.9	44	47.8
Non-English Learners	1,953	69.6	1,947	64.4	757	66.5
Eligible for Free or Reduced-Price Meals	1,023	62.7	1,019	57.9	388	60.2
Not Eligible for Free or Reduced-Price Meals	1,043	75.0	1,041	69.5	413	70.3
Students with Disabilities	356	46.5	353	41.4	131	43.0
Students without Disabilities	1,710	73.5	1,707	68.4	670	69.8
High Needs	1,153	61.7	1,148	57.1	434	58.8
Non-High Needs	913	77.9	912	72.2	367	73.2
District	2,066	68.9	2,060	63.8	801	65.4

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	87.8	79.3	81.9	72.9	1,141	81.0
Curl Up	81.2	82.0	87.7	72.9	1,141	81.2
Push Up	71.8	73.6	81.2	69.9	1,141	74.1
Mile Run/PACER	57.1	77.5	73.1	60.3	1,141	67.3
All Tests - District	48.3	51.4	54.6	52.4	1,141	51.4
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	30	80.0
Hispanic or Latino of any race	39	79.5
English Learners	12	*
Eligible for Free or Reduced-Price Meals	107	69.2
Students with Disabilities	42	50.0
District	276	83.7
State		88.3

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 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.6	105	41.7
Male	90.4	107	39.6
Black or African American	88.6	9	20.5
Hispanic or Latino of any race	87.2	18	20.9
White	93.6	146	49.2
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	91.0	50	22.6
Students with Disabilities	67.1	*	*
District	92.9	212	40.6
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	76.1	80.4
Male	55.6	80.0
Black or African American	56.5	*
Hispanic or Latino of any race	43.8	*
White	71.7	82.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	51.0	62.7
Students with Disabilities	34.6	*
District	65.2	80.3
State	71.0	87.8

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	68.9	75	45.9	50	91.8	67.7
	High Needs Students	61.7	75	41.1	50	82.3	58.1
Math Performance Index	All Students	63.8	75	42.5	50	85.0	63.1
	High Needs Students	57.1	75	38.0	50	76.1	52.7
Science Performance Index	All Students	65.4	75	43.6	50	87.2	63.8
	High Needs Students	58.8	75	39.2	50	78.5	54.2
ELA Academic Growth	All Students	61.3%	100%	61.3	100	61.3	59.9%
	High Needs Students	59.1%	100%	59.1	100	59.1	55.1%
Math Academic Growth	All Students	69.5%	100%	69.5	100	69.5	62.5%
	High Needs Students	68.5%	100%	68.5	100	68.5	55.2%
Progress Toward English Proficiency	Literacy	70.1%	100%	35.0	50	70.1	60.0%
	Oral	67.1%	100%	33.6	50	67.1	52.1%
Chronic Absenteeism	All Students	12.2%	<=5%	35.5	50	71.1	10.4%
	High Needs Students	16.4%	<=5%	27.1	50	54.3	16.1%
Preparation for CCR	% Taking Courses	74.9%	75%	49.9	50	99.9	80.0%
	% Passing Exams	40.6%	75%	27.1	50	54.2	42.6%
On-track to High School Graduation		94.8%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		83.7%	94%	89.0	100	89.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		83.6%	94%	88.9	100	88.9	83.3%
Postsecondary Entrance (Class of 2018)		65.2%	75%	87.0	100	87.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.2% 51.4%	75%	34.3	50	68.6	96.4% 52.9%
Arts Access		60.1%	60%	50.0	50	100.0	51.9%
Accountability Index				1116.3	1450	77.0	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	61.7	13.3	15.4	
Math Performance Index Gap	72.2	57.1	15.1	17.6	
Science Performance Index Gap	73.2	58.8	14.4	16.1	
Graduation Rate Gap	94.0%	83.6%	10.4%	11.1%	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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.0
	High Needs Students	98.7
Math	All Students	98.9
	High Needs Students	98.5
Science	All Students	97.4
	High Needs Students	96.4

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 52.5 State: 51.5

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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. In addition, 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 is entering its fourth 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 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 2018-19 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.

This year, the district implemented an intra-district magnet choice option for all middle school students. West Side Middle School became a STEM magnet and Cutler Middle School became an Arts & Humanities magnet. Because of the school choice program, 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.

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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.