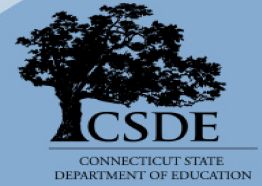


DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



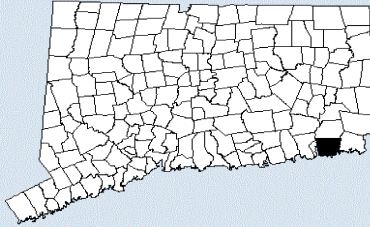
Groton School District

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	4,461
Per Pupil Expenditures ¹	\$16,092
Total Expenditures ¹	\$79,540,407

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

- [CT Reports \(CMT/CAPT\)](#)
- [Special Education Annual Performance Reports](#)
- [SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#) (2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,187	49.0	48.4
Male	2,274	51.0	51.6
American Indian or Alaska Native	33	0.7	0.3
Asian	294	6.6	5.1
Black or African American	350	7.8	12.9
Hispanic or Latino	867	19.4	24.0
Pacific Islander	17	0.4	0.1
Two or More Races	409	9.2	2.9
White	2,491	55.8	54.8
English Learners	105	2.4	6.8
Eligible for Free or Reduced-Price Meals	2,016	45.2	35.9
Students with Disabilities ¹	746	16.7	14.3

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	221	11.0	97	4.6
Male	242	11.6	237	10.5
Black or African American	46	14.6	57	16.9
Hispanic or Latino	117	15.1	89	10.7
White	231	10.0	145	5.9
English Learners	10	9.1	11	9.7
Eligible for Free or Reduced-Price Meals	308	17.0	249	12.3
Students with Disabilities	130	19.5	108	13.1
District	463	11.3	334	7.6
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 431

Number of school-based arrests: 10

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 2016-17

Groton School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	330.8
Paraprofessional Instructional Assistants	41.6
Special Education	
Teachers and Instructors	57.2
Paraprofessional Instructional Assistants	177.5
Administrators, Coordinators and Department Chairs	
District Central Office	9.0
School Level	21.6
Library/Media	
Specialists (Certified)	10.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	11.4
Counselors, Social Workers and School Psychologists	27.0
School Nurses	10.0
Other Staff Providing Non-Instructional Services/Support	253.1

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	2	0.4	0.1
Asian	11	2.3	1.0
Black or African American	18	3.8	3.6
Hispanic or Latino	10	2.1	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	429	91.3	91.4

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.

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.8	9.6

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	*	*	14	50.0
Hispanic or Latino	8	24.2	20	54.1
White	92	60.1	102	65.4
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	24	31.2	43	48.9
Students with Disabilities	*	*	12	30.0
District	124	50.2	162	61.6
State		63.6		77.5

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	44	45.4
Emotional Disturbance	33	41.8
Intellectual Disability	10	33.3
Learning Disability	197	87.9
Other Health Impairment	80	73.4
Other Disabilities	6	22.2
Speech/Language Impairment	94	93.1
District	464	69.6
State		68.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2016-17

Groton School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	104	2.2	1.7
Emotional Disturbance	80	1.7	1.0
Intellectual Disability	30	0.6	0.5
Learning Disability	224	4.8	4.9
Other Health Impairment	113	2.4	2.9
Other Disabilities	64	1.4	1.1
Speech/Language Impairment	117	2.5	1.8
All Disabilities	732	15.6	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	41,829,637	9,322	9,663
Instructional Supplies and Equipment	898,950	200	321
Improvement of Instruction and Educational Media Services	3,053,875	681	578
Student Support Services	8,480,506	1,890	1,103
Administration and Support Services	8,100,336	1,805	1,861
Plant Operation and Maintenance	6,866,667	1,530	1,637
Transportation	4,989,445	972	877
Costs of Students Tuitioned Out	5,320,991	N/A	N/A
Other	0	0	201
Total	79,540,407	16,092	16,236

Additional Expenditures

Land, Buildings, and Debt Service	2,542,278	567	1,749
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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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	7,392,489	34.0	34.6
Noncertified Personnel	3,247,454	14.9	14.6
Purchased Services	2,572,320	11.8	5.8
Tuition to Other Schools	4,416,397	20.3	21.8
Special Ed. Transportation	1,606,536	7.4	8.5
Other Expenditures	2,525,486	11.6	14.7
Total Expenditures	21,760,682	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	64.0	63.2
State	34.0	34.7
Federal	2.0	2.1
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 2016-17

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	13	*	13	*	8	*
Asian	133	73.9	131	70.6	58	61.2
Black or African American	168	57.4	168	52.8	77	47.8
Hispanic or Latino	387	59.0	385	54.9	178	49.5
Native Hawaiian or Other Pacific Islander	8	*	8	*	*	*
Two or More Races	184	66.4	184	61.4	85	52.7
White	1209	72.1	1208	67.0	491	61.0
English Learners	85	52.4	85	50.4	32	45.2
Non-English Learners	2017	68.7	2012	63.9	870	57.1
Eligible for Free or Reduced-Price Meals	875	59.9	873	55.3	385	50.1
Not Eligible for Free or Reduced-Price Meals	1227	74.0	1224	69.1	517	61.5
Students with Disabilities	320	48.4	319	43.8	142	42.2
Students without Disabilities	1782	71.6	1778	66.8	760	59.3
High Needs	1023	59.2	1020	54.8	444	49.8
Non-High Needs	1079	76.5	1077	71.4	458	63.3
District	2102	68.1	2097	63.3	902	56.6

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

	NAEP 2015		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
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	88.5	73.8	85.1	89.8	1,192	84.6
Curl Up	83.0	74.9	80.5	87.7	1,192	81.7
Push Up	71.2	64.4	74.5	79.9	1,192	72.7
Mile Run/PACER	65.2	52.4	59.9	68.6	1,192	61.8
All Tests - District	48.5	36.7	40.7	45.7	1,192	43.2
All Tests - State	52.8	51.4	51.4	50.6		51.6

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 2016-17

Groton School District

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	41	78.0
Hispanic or Latino	47	80.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	132	80.3
Students with Disabilities	47	68.1
District	266	86.1
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.1	109	44.5
Male	89.8	93	35.1
Black or African American	88.7	8	15.1
Hispanic or Latino	92.9	11	15.7
White	93.9	146	47.2
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.3	31	18.8
Students with Disabilities	59.7	*	*
District	93.3	202	39.6
State	96.1		43.5

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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	73.7	81.0
Male	48.7	86.3
Black or African American	43.8	*
Hispanic or Latino	50.0	81.8
White	65.9	88.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	49.5	79.4
Students with Disabilities	28.9	*
District	61.3	83.5
State	72.0	88.5

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

District Profile and Performance Report for School Year 2016-17

Groton School District

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	68.1	75	45.4	50	90.8	67.1
	High Needs Students	59.2	75	39.5	50	78.9	55.9
Math Performance Index	All Students	63.3	75	42.2	50	84.4	62.2
	High Needs Students	54.8	75	36.5	50	73.0	50.5
Science Performance	All Students	56.6	75	37.8	50	75.5	55.3
	High Needs Students	49.8	75	33.2	50	66.4	45.2
ELA Academic Growth	All Students	60.0%	100%	60.0	100	60.0	55.4%
	High Needs Students	55.0%	100%	55.0	100	55.0	49.8%
Math Academic Growth	All Students	58.7%	100%	58.7	100	58.7	61.7%
	High Needs Students	55.9%	100%	55.9	100	55.9	53.7%
Chronic Absenteeism	All Students	11.3%	<=5%	37.4	50	74.9	9.9%
	High Needs Students	16.6%	<=5%	26.7	50	53.5	15.8%
Preparation for CCR	% Taking Courses	56.1%	75%	37.4	50	74.8	70.7%
	% Passing Exams	39.6%	75%	26.4	50	52.8	43.5%
On-track to High School Graduation		88.0%	94%	46.8	50	93.6	87.8%
4-year Graduation All Students (2016 Cohort)		86.1%	94%	91.6	100	91.6	87.4%
6-year Graduation - High Needs Students (2014)		80.0%	94%	85.1	100	85.1	82.0%
Postsecondary Entrance (Class of 2016)		61.3%	75%	81.7	100	81.7	72.0%
Physical Fitness (estimated part rate) and (fitness)		93.9% 43.5%	75%	29.0	50	57.9	92.0% 51.6%
Arts Access		57.1%	60%	47.6	50	95.2	50.5%
Accountability Index				973.9	1350	72.1	

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	59.2	15.8	16.7	
Math Performance Index Gap	71.4	54.8	16.6	18.7	
Science Performance Index Gap	63.3	49.8	13.5	16.6	
Graduation Rate Gap	93.9%	80.0%	13.9%	12.0%	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	99.2
	High Needs Students	98.9
Math	All Students	99.2
	High Needs Students	98.8
Science	All Students	97.0
	High Needs Students	95.3

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: 50.6

State: 50.2

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 2016-17

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 the state-wide SBAC assessments as well as the CMT & CAPT, 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 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 is currently located at 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 2016-17 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 2016-17 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.