

# Connecticut State Department of Education

## SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



### Charles Barnum Magnet School Groton School District

860-449-5640 • <https://www.grotonschools.org/charlesbarnum>

#### School Information

|                        |             |
|------------------------|-------------|
| Grade Range            | PK-5        |
| Enrollment             | 339         |
| Per Pupil Expenditures | \$15,798    |
| Total Expenditures     | \$5,244,957 |

Expenditure data reflect the 2023-24 school year.

#### Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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#### Notes

Unless otherwise noted, all data are for 2024-25 and include all grades offered by the school.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://edsight.ct.gov>

For district totals, please see the district profile.  
\* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

#### Students

##### October 1, 2024 Enrollment

| Student Group                             | School Count | School Percent (%) | District Percent (%) |
|-------------------------------------------|--------------|--------------------|----------------------|
| Female                                    | 167          | 49.3               | 47.8                 |
| Male                                      | 172          | 50.7               | 52.1                 |
| Non-Binary                                | 0            | 0.0                | 0.1                  |
| American Indian or Alaska Native          | 0            | 0.0                | 0.7                  |
| Asian                                     | *            | *                  | 5.9                  |
| Black or African American                 | 24           | 7.1                | 7.4                  |
| Hispanic or Latino of any race            | 93           | 27.4               | 26.5                 |
| Native Hawaiian or Other Pacific Islander | *            | *                  | 0.3                  |
| Two or More Races                         | 39           | 11.5               | 13.3                 |
| White                                     | 174          | 51.3               | 45.9                 |
| English Learners/Multilingual Learners    | *            | *                  | 4.3                  |
| Eligible for Free or Reduced-Price Meals  | 174          | 51.3               | 67.6                 |
| Students with Disabilities                | 69           | 20.4               | 20.6                 |

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

**Students with disabilities** 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

| Student Group                            | Chronic Count | Chronic Rate (%) | Suspension Count | Suspension Rate (%) |
|------------------------------------------|---------------|------------------|------------------|---------------------|
| Female                                   | 28            | 17.3             | *                | *                   |
| Male                                     | 28            | 17.1             | *                | *                   |
| Non-Binary                               | N/A           | N/A              | N/A              | N/A                 |
| Black or African American                | *             | *                | *                | *                   |
| Hispanic or Latino of any race           | 23            | 24.7             | *                | *                   |
| White                                    | 16            | 9.6              | *                | *                   |
| English Learners/Multilingual Learners   | *             | *                | 0                | *                   |
| Eligible for Free or Reduced-Price Meals | 30            | 21.4             | 9                | 4.7                 |
| Students with Disabilities               | 16            | 22.9             | 6                | 6.3                 |
| All Students - School                    | 56            | 17.2             | 13               | 3.4                 |
| All Students - District                  |               | 20.1             |                  | 7.5                 |

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

**Number of students qualified as truant under state statute: 71**  
**Number of school-based arrests: 0**

# School Profile and Performance Report for School Year 2024-25

## Charles Barnum Magnet School

### Groton School District

## Educators

### Full-Time Equivalent (FTE) Staff

| Role                                                     | FTE  |
|----------------------------------------------------------|------|
| General Education Teachers and Instructors               | 24.6 |
| General Education Paraprofessionals                      | 6.1  |
| Special Education Teachers and Instructors               | 4.2  |
| Special Education Paraprofessionals                      | 12.0 |
| School Level Administrators                              | 2.0  |
| Library/Media Specialists (Certified)                    | 1.0  |
| Library/Media Support Staff                              | 0.0  |
| Instructional Specialists Who Support Teachers           | 4.0  |
| Counselors, Social Workers and School Psychologists      | 1.0  |
| School Nurses                                            | 1.2  |
| Other Staff Providing Non-Instructional Services/Support | 11.2 |

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

| Race/Ethnicity                            | School Count | School Percent (%) | District Percent (%) |
|-------------------------------------------|--------------|--------------------|----------------------|
| American Indian or Alaska Native          | 0            | 0.0                | 0.0                  |
| Asian                                     | 0            | 0.0                | 1.6                  |
| Black or African American                 | 2            | 5.1                | 3.4                  |
| Hispanic or Latino of any race            | 0            | 0.0                | 3.4                  |
| Native Hawaiian or Other Pacific Islander | 0            | 0.0                | 0.2                  |
| Two or More Races                         | 0            | 0.0                | 0.5                  |
| White                                     | 37           | 94.9               | 90.9                 |

### Classroom Teacher Attendance, 2023-24

| Level    | Average Number of FTE Days Absent Due to Illness or Personal Time |
|----------|-------------------------------------------------------------------|
| School   | 10.5                                                              |
| District | 15.0                                                              |

### New! Educator Attrition: 2023-24

| Educator Type | School Attrition Count | School Attrition Rate (%) | District Attrition Rate (%) |
|---------------|------------------------|---------------------------|-----------------------------|
| All Educators | 4                      | 10.3                      | 8.5                         |
| Teachers      | 2                      | 6.5                       | 7.6                         |

**Teacher Attrition Rate** is defined as the percent of certified teachers who were teaching in 2022-23 but were not teaching in 2023-24.

**All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in 2022-23 but were not staffed in a certified educator position in 2023-24.

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

# School Profile and Performance Report for School Year 2024-25

## Charles Barnum Magnet School

### Groton School District

## Instruction and Resources

### School-Level Expenditures: 2023-24

| Expenditure                                    | Total (\$)         | Per Pupil (\$)  |
|------------------------------------------------|--------------------|-----------------|
| Instruction                                    | \$3,512,720        | \$10,580        |
| Support Services - Students                    | \$760,494          | \$2,291         |
| Improvement of Instruction                     | \$12,634           | \$38            |
| Library and Media Services                     | \$108,792          | \$328           |
| Support Services - Instruction                 | .                  | .               |
| Support Services - School-Based Administration | \$405,550          | \$1,222         |
| Operation and Maintenance of Plant             | \$439,431          | \$1,324         |
| Transportation Other Than to/From Home         | \$5,337            | \$16            |
| Enterprise Operations                          | .                  | .               |
| <b>Total</b>                                   | <b>\$5,244,957</b> | <b>\$15,798</b> |

**Total per pupil expenditures (PPE) including share of district central expenditures is \$20,027.**

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

### Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

| Disability                  | Count | Rate (%) |
|-----------------------------|-------|----------|
| Autism                      | *     | *        |
| Emotional Disability        | *     | *        |
| Intellectual Disability     | N/A   | N/A      |
| Learning Disability         | 13    | *        |
| Other Health Impairment     | 7     | *        |
| Other Disabilities          | N/A   | N/A      |
| Speech/Language Impairment  | 22    | 100.0    |
| All Disabilities - School   | 48    | 90.6     |
| All Disabilities - District |       | 73.1     |

This table includes students ages 6-21 with an IEP or services plan.

### School Schedule

| Category                                                             | Value    |
|----------------------------------------------------------------------|----------|
| Days of Instruction                                                  | 181      |
| Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten | 998      |
| Hours of Instruction Per Year: Half/Extended Day Kindergarten        | N/A      |
| School Start Time                                                    | 09:00 AM |
| School End Time                                                      | 03:35 PM |

# School Profile and Performance Report for School Year 2024-25

## Charles Barnum Magnet School

### Groton School District

## Performance and Accountability

### School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

| Student Group                                  | ELA Count | ELA SPI | Math Count | Math SPI | Science Count | Science SPI |
|------------------------------------------------|-----------|---------|------------|----------|---------------|-------------|
| American Indian or Alaska Native               | 0         | N/A     | 0          | N/A      | 0             | N/A         |
| Asian                                          | *         | *       | *          | *        | *             | *           |
| Black or African American                      | 10        | *       | 10         | *        | *             | *           |
| Hispanic or Latino of any race                 | 40        | 64.0    | 40         | 61.0     | 19            | *           |
| Native Hawaiian or Other Pacific Islander      | *         | *       | *          | *        | 0             | N/A         |
| Two or More Races                              | 22        | 62.2    | 22         | 60.6     | 7             | *           |
| White                                          | 72        | 67.3    | 72         | 67.1     | 28            | 73.0        |
| English Learners/Multilingual Learners         | *         | *       | *          | *        | *             | *           |
| Non-English Learners/Non-Multilingual Learners | *         | *       | *          | *        | *             | *           |
| Eligible for Free or Reduced-Price Meals       | 71        | 62.8    | 71         | 62.7     | 30            | 64.4        |
| Not Eligible for Free or Reduced-Price Meals   | 77        | 66.5    | 77         | 64.4     | 29            | 75.5        |
| Students with Disabilities                     | 30        | 49.9    | 30         | 47.5     | 12            | *           |
| Students without Disabilities                  | 118       | 68.5    | 118        | 67.7     | 47            | 74.9        |
| High Needs                                     | 89        | 60.6    | 89         | 59.8     | 37            | 63.0        |
| Non-High Needs                                 | 59        | 71.0    | 59         | 69.3     | 22            | 81.4        |
| School                                         | 148       | 64.7    | 148        | 63.6     | 59            | 69.9        |

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

| Year | Subject | Grade | CT  | National Public |
|------|---------|-------|-----|-----------------|
| 2024 | Reading | 4     | 36% | 30%             |
| 2024 | Reading | 8     | 35% | 29%             |
| 2024 | Math    | 4     | 42% | 39%             |
| 2024 | Math    | 8     | 32% | 27%             |

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

### Physical Fitness Tests: Percent of Students Reaching Health Standard

| Test                 | Grade 4 Percent (%) | Grade 6 Percent (%) | Grade 8 Percent (%) | HS Percent (%) | All Tested Grades Count | All Tested Grades Percent (%) |
|----------------------|---------------------|---------------------|---------------------|----------------|-------------------------|-------------------------------|
| Sit & Reach          | 83.7                | N/A                 | N/A                 | N/A            | 43                      | 83.7                          |
| Curl Up              | 90.7                | N/A                 | N/A                 | N/A            | 43                      | 90.7                          |
| Push Up              | 48.8                | N/A                 | N/A                 | N/A            | 43                      | 48.8                          |
| Mile Run/PACER       | 74.4                | N/A                 | N/A                 | N/A            | 43                      | 74.4                          |
| All Tests - School   | 30.2                | N/A                 | N/A                 | N/A            | 43                      | 30.2                          |
| All Tests - District | 33.8                | 50.5                | 42.0                | 54.2           |                         | 44.0                          |

The 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.

**Note: Only students assessed in all four areas are included in the All Tests calculation.**

# School Profile and Performance Report for School Year 2024-25

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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                                  | Student Group       | Index/Rate | Target | Points Earned | Max Points | % Points Earned | State Average Index/Rate |
|--------------------------------------------|---------------------|------------|--------|---------------|------------|-----------------|--------------------------|
| ELA Performance Index                      | All Students        | 64.7       | 75     | 43.2          | 50         | 86.3            | 64.7                     |
| ELA Performance Index                      | High Needs Students | 60.6       | 75     | 40.4          | 50         | 80.8            | 54.9                     |
| Math Performance Index                     | All Students        | 63.6       | 75     | 42.4          | 50         | 84.8            | 61.1                     |
| Math Performance Index                     | High Needs Students | 59.8       | 75     | 39.9          | 50         | 79.8            | 50.6                     |
| Science Performance Index                  | All Students        | 69.9       | 75     | 46.6          | 50         | 93.2            | 62.6                     |
| Science Performance Index                  | High Needs Students | 63.0       | 75     | 42.0          | 50         | 84.0            | 52.1                     |
| ELA Academic Growth                        | All Students        | 46.9%      | 100%   | 46.9          | 100        | 46.9            | 60.6%                    |
| ELA Academic Growth                        | High Needs Students | 47.0%      | 100%   | 47.0          | 100        | 47.0            | 55.7%                    |
| Math Academic Growth                       | All Students        | 59.9%      | 100%   | 59.9          | 100        | 59.9            | 62.3%                    |
| Math Academic Growth                       | High Needs Students | 67.0%      | 100%   | 67.0          | 100        | 67.0            | 55.9%                    |
| Progress Toward English Proficiency        | Literacy            | .          | 100%   | .             | .          | .               | 58.7%                    |
| Progress Toward English Proficiency        | Oral                | .          | 100%   | .             | .          | .               | 55.7%                    |
| Chronic Absenteeism                        | All Students        | 17.2%      | <=5%   | 25.6          | 50         | 51.3            | 17.2%                    |
| Chronic Absenteeism                        | High Needs Students | 21.5%      | <=5%   | 17.1          | 50         | 34.1            | 24.8%                    |
| % Taking CCR Courses                       | All Students        | .          | 75%    | .             | .          | .               | 92.4%                    |
| % Meeting CCR Benchmark                    | All Students        | .          | 75%    | .             | .          | .               | 47.2%                    |
| On-track to High School Graduation         | All Students        | .          | 94%    | .             | .          | .               | 85.9%                    |
| 4-year Graduation Rate (2024 Cohort)       | All Students        | .          | 94%    | .             | .          | .               | 88.9%                    |
| 6-year Graduation Rate (2022 Cohort)       | High Needs Students | .          | 94%    | .             | .          | .               | 87.3%                    |
| Postsecondary Entrance (Class of 2024)     | All Students        | .          | 75%    | .             | .          | .               | 67.0%                    |
| Physical Fitness % Meeting Health Standard | All Students        | 30.2%      | 75%    | 20.2          | 50         | 40.3            | 49.0%                    |
| Arts Access                                | All Students        | .          | 60%    | .             | .          | .               | 55.1%                    |
| <b>Accountability Index</b>                |                     |            |        | <b>538.1</b>  | <b>850</b> | <b>63.3</b>     |                          |

Physical Fitness Estimated Participation Rate - School: 93.5% | State: 95.6%

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 Indicator                 | Non-High Needs Rate | High Needs Rate | Size of Gap | State Gap Mean +1 Stdev | Is Gap an Outlier? |
|-------------------------------|---------------------|-----------------|-------------|-------------------------|--------------------|
| ELA Performance Index Gap     | 71.0                | 60.6            | 10.4        | 17.1                    | N                  |
| Math Performance Index Gap    | 69.3                | 59.8            | 9.4         | 18.6                    | N                  |
| Science Performance Index Gap | 75.0                | 63.0            | 12.0        | 18.3                    | N                  |
| Graduation Rate Gap           | .                   | .               | .           | .                       |                    |

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.

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. Gap calculations are based on unrounded rates.

| Subject | Student Group       | Participation Rate (%) |
|---------|---------------------|------------------------|
| ELA     | All Students        | 100.0                  |
| ELA     | High Needs Students | 100.0                  |
| Math    | All Students        | 100.0                  |
| Math    | High Needs Students | 100.0                  |
| Science | All Students        | 100.0                  |
| Science | High Needs Students | 100.0                  |

Minimum participation standard is 95%.

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>