Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

Stonington School District

Mr. Van Riley, Superintendent • 860-572-0506 • www.stoningtonschools.org

District Information

Grade Range	PK-12
Number of Schools/Programs	10
Enrollment	2,108
Per Pupil Expenditures[1]	$16,865
Total Expenditures[1]	$37,710,221

[1]*Expenditure data reflect the 2015-16 year.*
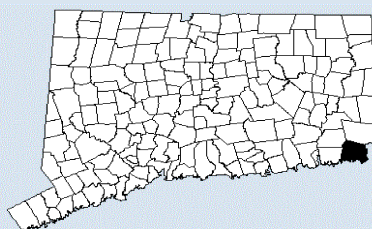
Community Information

[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)

Contents

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	1,032	49.0	48.4
Male	1,076	51.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	55	2.6	5.1
Black or African American	32	1.5	12.9
Hispanic or Latino	109	5.2	24.0
Pacific Islander	*	*	0.1
Two or More Races	62	2.9	2.9
White	1,834	87.0	54.8
English Learners	11	0.5	6.8
Eligible for Free or Reduced-Price Meals	362	17.2	35.9
Students with Disabilities[1]	321	15.2	14.3

[1]Students 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	70	6.9	25	2.4
Male	78	7.3	88	8.0
Black or African American	6	18.8	*	*
Hispanic or Latino	15	14.3	8	7.5
White	112	6.2	99	5.3
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	67	16.1	46	10.4
Students with Disabilities	49	16.1	40	11.5
District	148	7.1	113	5.3
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 22

Number of school-based arrests: Fewer than 6

[2]A 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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	149.4
Paraprofessional Instructional Assistants	12.0
Special Education	
Teachers and Instructors	34.6
Paraprofessional Instructional Assistants	65.8
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	12.6
Library/Media	
Specialists (Certified)	4.0
Support Staff	6.3
Instructional Specialists Who Support Teachers	4.8
Counselors, Social Workers and School Psychologists	16.6
School Nurses	9.1
Other Staff Providing Non-Instructional Services/Support	99.1

[1]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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	230	100.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	9.6

Instruction and Resources

11th and 12th Graders Enrolled in
College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	0	0.0
White	76	48.1	109	65.3
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	9	29.0	12	44.4
Students with Disabilities	*	*	12	38.7
District	90	49.7	116	63.0
State		63.6		77.5

[3]College-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 Peers[4]

	Count	Rate (%)
Autism	24	57.1
Emotional Disturbance	7	*
Intellectual Disability	*	*
Learning Disability	99	83.9
Other Health Impairment	63	84.0
Other Disabilities	*	*
Speech/Language Impairment	42	95.5
District	238	76.3
State		68.2

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	43	2.0	1.7
Emotional Disturbance	13	0.6	1.0
Intellectual Disability	11	0.5	0.5
Learning Disability	118	5.5	4.9
Other Health Impairment	77	3.6	2.9
Other Disabilities	13	0.6	1.1
Speech/Language Impairment	50	2.3	1.8
All Disabilities	325	15.1	13.9

[1]Grades K-12

Overall Expenditures:[3] 2015-16

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	19,060,424	8,861	9,663
Instructional Supplies and Equipment	427,598	199	321
Improvement of Instruction and Educational Media Services	1,822,867	847	578
Student Support Services	2,304,575	1,071	1,103
Administration and Support Services	4,352,670	2,024	1,861
Plant Operation and Maintenance	4,362,023	2,028	1,637
Transportation	2,239,683	975	877
Costs of Students Tuitioned Out	2,695,271	N/A	N/A
Other	445,110	207	201
Total	37,710,221	16,865	16,236
Additional Expenditures			
Land, Buildings, and Debt Service	2,370,357	1,102	1,749

[3]Expenditures 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	3,606,528	34.5	34.6
Noncertified Personnel	1,809,461	17.3	14.6
Purchased Services	218,488	2.1	5.8
Tuition to Other Schools	2,420,167	23.1	21.8
Special Ed. Transportation	801,650	7.7	8.5
Other Expenditures	1,603,198	15.3	14.7
Total Expenditures	10,459,492	100.0	100.0

Expenditures by Revenue Source:[4] 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	90.7	90.1
State	7.0	7.4
Federal	2.1	2.2
Tuition & Other	0.2	0.2

[4]Revenue 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).

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	23	76.1	23	74.9	16	*
Black or African American	18	*	18	*	6	*
Hispanic or Latino	60	69.7	60	65.7	29	55.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	28	70.2	28	68.9	8	*
White	979	76.1	979	71.2	443	64.4
English Learners	13	*	13	*	*	*
Non-English Learners	1099	75.5	1099	70.8	502	63.3
Eligible for Free or Reduced-Price Meals	205	66.6	205	61.0	88	51.5
Not Eligible for Free or Reduced-Price Meals	907	77.3	907	72.8	419	65.5
Students with Disabilities	166	53.2	166	47.7	77	42.3
Students without Disabilities	946	79.2	946	74.7	430	66.8
High Needs	316	63.4	316	57.5	137	49.4
Non-High Needs	796	80.1	796	75.8	370	68.2
District	1112	75.4	1112	70.6	507	63.1

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	25%

[1]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. To view student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	90.1	84.2	85.6	87.1	649	86.7
Curl Up	90.1	92.4	95.4	96.1	649	93.5
Push Up	69.8	72.8	69.5	93.5	649	76.1
Mile Run/PACER	72.2	82.3	91.4	85.8	649	83.1
All Tests - District	60.5	63.3	63.2	72.3	649	64.7
All Tests - State	52.8	51.4	51.4	50.6		51.6

[2]The 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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2015-16	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	44	81.8
Students with Disabilities	22	59.1
District	194	92.8
State		87.4

[1]The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

[2]Cohort 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 Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.0	121	63.0
Male	95.4	81	46.8
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	96.9	179	55.1
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	98.3	14	24.1
Students with Disabilities	83.3	*	*
District	97.3	202	55.3
State	96.1		43.5

[3]College 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

[4]Participation 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.

Copyright © 2017 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2017 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2017

College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	84.1	88.4
Male	71.7	93.3
Black or African American	*	*
Hispanic or Latino	*	*
White	77.6	90.2
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	52.8	78.3
Students with Disabilities	*	*
District	77.3	90.4
State	72.0	88.5

[5]College 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.

[6]College 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

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	75.4	75	50.0	50	100.0	67.1
	High Needs Students	63.4	75	42.3	50	84.6	55.9
Math Performance Index	All Students	70.6	75	47.1	50	94.2	62.2
	High Needs Students	57.5	75	38.4	50	76.7	50.5
Science Performance	All Students	63.1	75	42.1	50	84.1	55.3
	High Needs Students	49.4	75	32.9	50	65.8	45.2
ELA Academic Growth	All Students	59.0%	100%	59.0	100	59.0	55.4%
	High Needs Students	49.5%	100%	49.5	100	49.5	49.8%
Math Academic Growth	All Students	60.0%	100%	60.0	100	60.0	61.7%
	High Needs Students	49.1%	100%	49.1	100	49.1	53.7%
Chronic Absenteeism	All Students	7.1%	<=5%	45.8	50	91.5	9.9%
	High Needs Students	15.3%	<=5%	29.4	50	58.9	15.8%
Preparation for CCR	% Taking Courses	56.4%	75%	37.6	50	75.3	70.7%
	% Passing Exams	55.3%	75%	36.9	50	73.8	43.5%
On-track to High School Graduation		94.9%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		92.8%	94%	98.7	100	98.7	87.4%
6-year Graduation - High Needs Students (2014		86.8%	94%	92.3	100	92.3	82.0%
Postsecondary Entrance (Class of 2016)		77.3%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness		95.4% | 64.7%	75%	43.1	50	86.3	92.0% | 51.6%
Arts Access		53.3%	60%	44.4	50	88.8	50.5%
Accountability Index				**1048.7**	**1350**	**77.7**	

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?					Y
ELA Performance Index Gap	75.0	63.4	11.6	16.7	
Math Performance Index Gap	75.0	57.5	17.5	18.7	
Science Performance Index Gap	68.2	49.4	18.8	16.6	
Graduation Rate Gap	94.0%	86.8%	7.2%	12.0%	N

[1]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.

[2]If 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	98.3
	High Needs Students	96.2
Math	All Students	98.3
	High Needs Students	96.2
Science	All Students	99.6
	High Needs Students	98.6

[3]Minimum 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: 69.7   **State: 50.2**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

Stonington Public Schools has focused it improvement efforts on aligning curriculum and instructional practices and resources to accelerate learning for all students. The district improvement plan and all school improvement plans have goals specific to curriculum development, curriculum implementation, and student-centered learning opportunities for all students. Revised Language arts, mathematics, and social studies curricula have been implemented. The science curriculum has been mapped and writing will commence during the upcoming academic year. Initial work commenced on a system-wide development of a multi-tiered system of support beginning at the elementary level to ensure equitable and appropriate access to supplemental programming for students in need both in the academic and socio-emotional areas. Professional development for general and special education teachers. Improving special education programs for the district have centered on management of student behaviors as well as new initiatives in the areas of individualized reading instruction. The district has expanded and added specialized programs, throughout the elementary and middle schools to meet the needs of students with Autism as well as students who need specialized behavioral support services. Classroom program include individualized curriculum, BCBA support services, access to assistive technology, and mental health support services. Special education teachers receive training in the formulation of FBAs to analyze student behavior. The district provided regular consultation with multiple BCBA agencies to assist staff in the drafting and management of behavior plans. Administration and grade-level teams use a variety of social media platforms, newsletters, websites, and other electronic communication as a means of keeping families informed on all things related to their students. Workshops, special events (Science Nights, Math Nights, Art Shows, Curriculum Nights) and meetings are held to inform families about programming, strategies to link learning from the classroom to home, as well as to provide opportunities to celebrate student work. Staff uses Power School, and other learning programs to communicate classroom activities with families. Schools utilize parent and community volunteers to support programs. PTOs have been integral in providing enrichment opportunities for students, scheduling evening and daytime activities for students and their siblings so parents may attend curriculum-based programs. The district partners with parents and families to ensure students are present in school. At the elementary level, social workers, and administration meet with families to discuss attendance concerns. Middle school teams (administration, mental health, guidance, school nurse, school resource officer) track attendance and meet with families and students on a regular basis to improve attendance and address school avoidance issues.

Efforts to Reduce Racial, Ethnic and Economic Isolation

.Stonington Public Schools continues to foster students' understanding and respect for the diverse populations who attend our schools and live in our community. School climate data and input from staff and families inform the work. In the elementary schools positive behavioral support program, "It's Up to Me" students learn collaboration and communication skills. Lessons focus on developing compassion and empathy for others. Mental health staff work with students to instill common language and positive behavioral expectations. Elementary students run and participate in Community Gatherings to create a sense of belonging and share learning. Through classroom studies, students develop an appreciation for cultural perspective, learning about family customs, and traditions. Pawcatuck Middle School participates in the Amistad Friendship Society, an interdisciplinary program involving students, parents, teachers, and community members in the exploration of individual attitudes about civil rights and strategies to reduce prejudice and increase collaboration. Pawcatuck Middle School and Mystic Middle School each have award winning Unified Sports Programs with elementary and high school teams in place as well. The school resource officer provides instruction on internet safety and the implications of cyber-bullying to all middle school students. Middle school administrators attend the Martin Luther King, Jr. Scholarship Award Banquet with minority students to share in the celebration of high school scholarship recipients and foster relationships between the middle school students and the high school role models. Stonington High School hosts Town Hall Meetings for all grade levels facilitated by the Assistant Principal and School Resource Officer. These forums provide opportunities for discussions about healthy, respectful relationships within the school and community. The school social worker meets with 9th grade academy students about safe dating practices and bullying. The Alliance for Acceptance is an inclusive student club that provides supports to students through their "Pride Jam" and club meetings.

Equitable Allocation of Resources among District Schools

The Stonington Board of Education is dedicated to the delivery of equitable programming and distribution of resources across the district. Budgets are developed annually to address the unique needs of each school and the district. Consideration is given to enrollment figures, class-size, program needs, student achievement and growth data, curriculum needs, and district initiatives. Budget development is informed by conversations with the building leaders. Equitable requests are made to the Board of Education for funding. Monies for supplies, text, and other academic resources are budgeted on a per-pupil basis. In January, the Superintendent presents a proposed budget to the Board of Education. Public meetings are held in January and February as the Board of Education studies financial figures and builds its budget for presentation to the Board of Finance. Input from the community is welcomed. May brings a town-wide budget referendum.