Connecticut State Department of Education

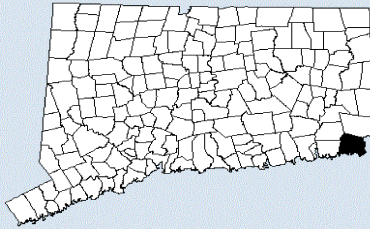# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

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	2,174
Per Pupil Expenditures[1]	$16,029
Total Expenditures[1]	$37,155,553

[1]*Expenditure 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

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	1,042	47.9	48.3
Male	1,132	52.1	51.6
American Indian or Alaska Native	*	*	0.2
Asian	56	2.6	4.9
Black or African American	33	1.5	12.8
Hispanic or Latino	73	3.4	23.0
Pacific Islander	*	*	0.0
Two or More Races	65	3.0	2.7
White	1,932	88.9	55.9
English Learners	15	0.7	6.4
Eligible for Free or Reduced-Price Meals	428	19.7	38.0
Students with Disabilities[1]	326	15.0	13.7

[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	66	6.4	28	2.6
Male	69	6.3	93	8.2
Black or African American	*	*	*	*
Hispanic or Latino	11	11.3	7	7.1
White	98	5.2	101	5.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	64	15.3	53	11.6
Students with Disabilities	36	11.4	36	10.2
District	135	6.3	121	5.5
State		9.6		7.0

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

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	145.1
Paraprofessional Instructional Assistants	75.8
Special Education	
Teachers and Instructors	34.8
Paraprofessional Instructional Assistants	72.9
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	11.5
Library/Media	
Specialists (Certified)	4.0
Support Staff	7.1
Instructional Specialists Who Support Teachers	6.2
Counselors, Social Workers and School Psychologists	15.6
School Nurses	9.1
Other Staff Providing Non-Instructional Services/Support	125.8

[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	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	229	100.0	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	99.7
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

[2]Core 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	10.5	9.4

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	72	45.3	123	73.2
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	6	18.2	13	52.0
Students with Disabilities	*	*	15	65.2
District	75	42.9	142	73.6
State		61.2		73.9

[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	31	66.0
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	120	89.6
Other Health Impairment	59	84.3
Other Disabilities	*	*
Speech/Language Impairment	32	94.1
District	251	78.9
State		68.8

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	50	2.3	1.6
Emotional Disturbance	13	0.6	1.0
Intellectual Disability	11	0.5	0.5
Learning Disability	134	6.1	4.6
Other Health Impairment	70	3.2	2.8
Other Disabilities	13	0.6	1.0
Speech/Language Impairment	40	1.8	1.9
All Disabilities	331	15.0	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	19,646,769	8,744	9,387
Instructional Supplies and Equipment	190,722	85	318
Improvement of Instruction and Educational Media Services	1,735,793	772	541
Student Support Services	1,974,833	879	1,048
Administration and Support Services	4,381,898	1,950	1,790
Plant Operation and Maintenance	4,019,054	1,789	1,608
Transportation	2,395,573	978	845
Costs of Students Tuitioned Out	2,348,382	N/A	N/A
Other	462,529	206	194
Total	37,155,553	16,029	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	2,468,967	1,099	1,524

[3]Expenditures 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 Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,235,768	34.7	35.1
Noncertified Personnel	1,538,575	16.5	14.5
Purchased Services	335,775	3.6	5.5
Tuition to Other Schools	2,086,905	22.4	21.6
Special Ed. Transportation	880,078	9.4	8.3
Other Expenditures	1,240,701	13.3	15.0
Total Expenditures	9,317,802	100.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	90.7	90.1
State	7.3	7.8
Federal	1.9	2.0
Tuition & Other	0.1	0.1

[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	6	*	6	*	*	*
Asian	28	75.0	28	69.8	16	*
Black or African American	14	*	14	*	*	*
Hispanic or Latino	50	68.9	50	64.9	17	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	21	78.7	21	71.8	11	*
White	1011	75.2	1011	70.5	449	64.9
English Learners	8	*	8	*	6	*
Non-English Learners	1122	74.8	1122	70.0	498	64.8
Eligible for Free or Reduced-Price Meals	222	65.4	223	60.9	91	58.3
Not Eligible for Free or Reduced-Price Meals	908	76.8	907	72.1	413	65.8
Students with Disabilities	187	54.3	186	49.4	83	48.7
Students without Disabilities	943	78.6	944	73.9	421	67.6
High Needs	338	62.1	338	57.5	147	54.9
Non-High Needs	792	79.9	792	75.1	357	68.4
District	1130	74.6	1130	69.9	504	64.5

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	81.0	93.5	82.3	90.2	652	86.3
Curl Up	91.8	94.1	92.9	94.4	652	93.3
Push Up	70.3	75.8	72.2	88.8	652	76.2
Mile Run/PACER	86.1	92.8	83.3	76.9	652	84.8
All Tests - District	57.6	65.4	61.6	68.5	652	63.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

[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]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	54	77.8	82.8	No	84.2
Students with Disabilities	21	57.1	78.9	No	80.8
District	200	90.5	93.5	No	93.6
State[4]		87.2			

[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. Statewide, district and school results for cohorts of 2010 through 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

[3]Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.8	99	55.3
Male	95.2	77	40.7
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	96.3	158	48.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.6	14	24.1
Students with Disabilities	65.0	*	*
District	96.5	176	47.8
State	95.6		40.7

[5]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

[6]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.
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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	85.1	95.6
Male	75.6	94.6
Black or African American	*	*
Hispanic or Latino	*	*
White	81.9	94.5
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	56.1	*
Students with Disabilities	*	*
District	81.0	95.2
State	71.9	88.3

[7]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.

[8]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

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	74.6	75	49.7	50	99.5	67.7
	High Needs Students	62.1	75	41.4	50	82.8	56.7
Math Performance Index	All Students	69.9	75	46.6	50	93.1	61.4
	High Needs Students	57.5	75	38.3	50	76.6	49.9
Science Performance Index	All Students	64.5	75	43.0	50	86.0	57.5
	High Needs Students	54.9	75	36.6	50	73.2	47.0
ELA Academic Growth	All Students	61.4%	100%	61.4	100	61.4	63.8%
	High Needs Students	53.0%	100%	53.0	100	53.0	58.3%
Math Academic Growth	All Students	69.2%	100%	69.2	100	69.2	65.0%
	High Needs Students	60.0%	100%	60.0	100	60.0	57.4%
Chronic Absenteeism	All Students	6.3%	<=5%	47.3	50	94.7	9.6%
	High Needs Students	13.5%	<=5%	33.1	50	66.2	15.6%
Preparation for CCR	% Taking Courses	59.0%	75%	39.3	50	78.6	67.6%
	% Passing Exams	47.8%	75%	31.9	50	63.8	40.7%
On-track to High School Graduation		96.6%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		90.5%	94%	96.3	100	96.3	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		88.9%	94%	94.6	100	94.6	78.6%
Postsecondary Entrance (Class of 2015)		81.0%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.6% | 63.0%	75%	42.0	50	84.0	89.2% | 50.5%
Arts Access		60.3%	60%	50.0	50	100.0	47.5%
Accountability Index				**1083.7**	**1350**	**80.3**	

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	62.1	12.9	16.5	
Math Performance Index Gap	75.0	57.5	17.5	18.9	
Science Performance Index Gap	68.4	54.9	13.5	17.2	
Graduation Rate Gap	94.0%	88.9%	5.1%	15.3%	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	97.6
	High Needs Students	95.1
Math	All Students	97.5
	High Needs Students	94.8
Science	All Students	98.7
	High Needs Students	96.2

[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: 61   State: 51.4

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 its improvement efforts on aligning curriculum and instructional practices and resources to support student achievement of high standards. Revised ELA and Math curriculums have been implemented with revisions to Social Studies and Science underway. Professional development for regular and special ed teachers is an integral part of that implementation. Improving special education programs for the district have centered on management of student behaviors as well as on individualized reading instruction. The district has expanded and added specialized programs throughout the elementary schools and middle schools to meet the needs of students with Autism as well as students who need specialized behavioral support classrooms. Classroom programs include individualized curriculum, BCBA support services, access to assistive technology, and mental health support services. The district provides regular consultation and working partnerships with multiple BCBA agencies. Our goal district-wide is to provide parents opportunities to learn about our curriculum, to teach strategies they can use to support their child's learning and to explore topics identified as areas of interest or concern. Administration and grade-level teams use a variety of social media platforms, newsletters, websites and other electronic communication as a means of keeping parents informed on all things related to their students. A newly designed website and other social media tools such as Facebook and Twitter, also provide information, media clips of students in action as well as curricular links. Workshops, special events (Science and Math Nights, Art Shows, Curriculum Nights) and meetings are held to inform parents on school-wide initiatives and programs as well as provide parents opportunities to celebrate student work, learn about curricular standards and expectations as well as strategies to use to gain better insight on how to support their child's' academic, social -emotional needs both at home and in school. Staff uses Power School and other learning programs to communicate classroom activities with families. Schools utilize parents and community volunteers to support school programs. PTOs have been integral in helping schools provide enriching experiences for our students, scheduling evening and daytime activities for students and their siblings so parents may attend our curriculum-based programs. The district works closely with parents to ensure that students are present in school. At the elementary level, social workers and administration meet with parents to discuss attendance concerns. Middle school teams (typically administration, mental health, guidance, the school nurse, and the town's youth officer) track attendance and meet with families and students on a regular basis to improve attendance and address any school avoidance issues. Stonington High School has partnered with the University of Connecticut for the EnvisionIT Transition Program to help prepare special education students for life after high school. They also utilize job-training programs that include job coaches as part of their transition program. The high school, in partnership with Human Services, participates in the Family With Service Needs program to help students and their families with chronic absenteeism problems to keep our students in school.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Stonington Public Schools continues to foster student understanding and respect for the diverse populations who attend our schools and live in our community. School climate data and teacher and parent conversations inform our efforts. In the elementary 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 works with students to instill common language and positive behavioral expectations. Elementary students run and participate in Community Gatherings to create a sense of community and share learning. Through classroom studies, students develop an appreciation for cultural perspective, learning about family customs and traditions. The use of technology expands access to local and global information, while music and art instruction support cultural studies. Each year, students participate in a variety of service projects to support needs found within our community. PTOs provided cultural arts programs for students. 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 basic civil rights and strategies to reduce prejudice and increase cooperation skills. The School-Based Health Center works with local agencies to provide programs for students and families on health and nutrition, included are mental and physical well-being activities and healthy meal preparation based on simple, low cost ingredients. Middle school provides presentations and assemblies on diversity and anti-bullying. Stonington High School Friends of Rachel Club provides opportunities to become aware of the importance of relationships in the school and community. The high school's Alliance for Acceptance Club works throughout the year to promote social diversity in the school. The French and Spanish clubs promote multi-culturalism and the Interact Club fundraises to support disadvantaged families regionally and internationally. The district has a robust Unified Sports program supported at all building levels with students participating in a variety of Unified Sports and Unified Arts and Talent events.

Equitable Allocation of Resources among District Schools

Stonington's Board of Education dictates that comparable resources are distributed to each school in district. Students in each grade, regardless of school assignment, receive equal access to these resources. Budgets are developed annually to address school and district needs. Consideration is given to enrollment figures, class-size, programs, student achievement data, curriculum and district initiatives. The process of budget development at the district level is informed by building level contributions to budget discussions. Equitable requests are made to the Board of Education. Monies for supplies, texts and other academic materials are budgeted on per-pupil basis. In January, the Superintendent presents a proposed budget to the Board of Education. This is formulated based on input from building level and district administrators, as well as on the input of school based teams. Public meetings are conducted 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 referendum.