

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



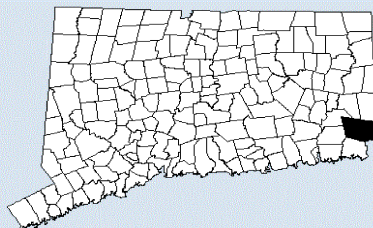
## North Stonington School District

Mr. Peter Nero, Superintendent • 860-535-2800 • <http://www.northstonington.k12.ct.us/>

### District Information

Grade Range	PK-12
Number of Schools/Programs	2
Enrollment	747
Per Pupil Expenditures <sup>1</sup>	\$18,117
Total Expenditures <sup>1</sup>	\$13,750,546

<sup>1</sup> Expenditure data reflect the 2018-19 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 2019-20 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](http://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, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	350	46.9	48.4
Male	397	53.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	17	2.3	5.2
Black or African American	11	1.5	12.7
Hispanic or Latino of any race	33	4.4	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	19	2.5	3.8
White	652	87.3	51.1
English Learners	0	0.0	8.3
Eligible for Free or Reduced-Price Meals	160	21.4	43.3
Students with Disabilities <sup>3</sup>	75	10.0	16.0

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

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

<sup>3</sup> Students 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.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	27	8.3	0	0.0
Male	42	11.1	18	4.4
Black or African American	*	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	62	10.0	13	1.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	24	14.6	6	3.2
Students with Disabilities	14	20.3	*	*
District	69	9.8	18	2.3
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: Fewer than 6**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> 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.

<sup>5</sup> This column displays the 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 2019-20

## North Stonington School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	63.8
Paraprofessional Instructional Assistants	0.0
<b>Special Education</b>	
Teachers and Instructors	9.0
Paraprofessional Instructional Assistants	19.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	3.3
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.8
Counselors, Social Workers and School Psychologists	5.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	42.1

<sup>1</sup> 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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	1	1.1	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	1.1	0.1
White	87	97.8	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.2	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	0	*	*	*
White	13	31.0	37	80.4
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	10	*
Students with Disabilities	0	*	8	*
District	13	28.9	43	81.1
State		75.8		84.8

<sup>2</sup> 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<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0
Intellectual Disability	*	*
Learning Disability	26	92.9
Other Health Impairment	9	*
Other Disabilities	*	*
Speech/Language Impairment	16	*
District	60	85.7
State		67.8

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2019-20

## North Stonington School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	6	0.8	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	28	3.8	5.7
Other Health Impairment	9	1.2	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	22	3.0	1.8
All Disabilities	76	10.4	15.6

<sup>1</sup> This 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 District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

<sup>2</sup> This 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<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$8,658,723	\$11,408	\$10,923
Support services - students	\$886,166	\$1,224	\$1,277
Support services - instruction	\$138,401	\$191	\$682
Support services - general administration	\$996,776	\$1,377	\$467
Support services - school based administration	\$965,575	\$1,334	\$1,021
Central and other support services	\$13,688	\$19	\$679
Operation and maintenance of plant	\$1,045,902	\$1,445	\$1,718
Student transportation services	\$1,037,156	\$1,377	\$1,288
Food services	.	.	\$12
Enterprise operations	\$8,160	\$11	\$163
Minor school construction	.	.	\$59
Total	\$13,750,546	\$18,117	\$17,629

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

### Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,155,038	46.8	28.5
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$305,150	12.4	11.1
Employee Benefits	\$629,661	25.5	13.0
Purchased Services Other Than Transportation	\$142,361	5.8	5.7
Special Education Tuition	\$145,187	5.9	22.5
Supplies	\$30,152	1.2	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$57,415	2.3	8.0
Equipment	\$679	0.0	0.2
All Other Expenditures	\$1,411	0.1	0.1
Total	\$2,467,054	100.0	100.0
Percent of Total Expenditures Used for Special Education		17.9	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	78.3
State	19.7
Federal	2.0
Tuition & Other	.

<sup>4</sup> Revenue 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 2019-20

## North Stonington 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

<sup>1</sup> 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 performance on NAEP by student group, [click here](#).

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## North Stonington School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	13	*
Students with Disabilities	8	*
District	46	91.3
State		88.5

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

<sup>2</sup> Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:*

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### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	*	*
Male	75.0	*
Black or African American	N/A	N/A
Hispanic or Latino of any race	*	*
White	69.2	88.0
English Learners	69.2	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	71.4	90.3
State	71.5	87.5

<sup>3</sup> 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.

<sup>4</sup> 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

# District Profile and Performance Report for School Year 2019-20

## North Stonington 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	9.8%	<=5%	12.2%
	High Needs Students	15.9%	<=5%	18.0%
Preparation for CCR	% Taking Courses	57.1%	75%	80.4%
On-track to High School Graduation		100.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		91.3%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		71.4%	75%	71.5%
Arts Access		68.6%	60%	51.8%

*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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	.	.	.	10.9%	N

<sup>1</sup> 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.

<sup>2</sup> 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.*

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## North Stonington School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

We are fortunate that North Stonington Public Schools is a small district in a small town located in the southeastern corner of Connecticut and doesn't have the same issues of a larger and/or more urban district. Our Special Education statistics are well below the state and our District Reference Groups (DRG). Having an excellent pre-kindergarten and all-day kindergarten helps identify educational gaps for our students at a very early age. The district employees a comprehensive Response to Intervention (RTI) program for when a disability in a child may be suspected. Truancy is a nonissue for our district.

For the very first time, North Stonington Public Schools has developed a Strategic Plan. Our Strategic Plan is a "Blueprint" for "The Vision of the Graduate." It is a 3-5 year plan which will be revised and updated periodically. In the 2017-2018 school year, the Board of Education developed "Board Goals." The Strategic Plan was a natural extension of the goals.

In order to insure the development of a successful Strategic Plan, the district brought in a consultant. The first order of business was to establish a Design Team. The eight-member team facilitated by the consultant, included the Superintendent of Schools, Board of Education members, administrators and parents.

The Design Team met beginning in December, 2018 and conducted a number of exercises to establish, The Vision of the Graduate. To be clear, this was not a high school initiative; our Strategic Plan addresses the total growth and education of all our students from the time that they walk into North Stonington Elementary School to the day that a Wheeler diploma is placed in our student's hands.

In addition to the Design Team, a Steering Committee was developed. The Steering Committee was comprised of residents of North Stonington, represented by a member of every town board and commission. The Committee also included senior citizens, administrators, teachers, parents and students. In total, there were 20 members on the Steering Committee. A number of meetings were held throughout the course of the year.

Data was collected from members of the Design Team and Steering Committee. The district assembled a number of Focus Groups. The Focus Groups were comprised of members of the greater community to include students from all grade levels, teachers, parents, and residents. In order to accommodate the North Stonington community, Focus Groups were held during the daytime hours, on nights and on a Saturday. The data collected was very robust and played a considerable roll in the development of the Strategic Plan.

As Superintendent of Schools I am grateful for the participation and outstanding work on this endeavor and thank everyone for their contribution to make North Stonington Public Schools a better place to teach and learn.

The Strategic Plan can be found on our website.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

As stated earlier, North Stonington is a small rural community which was at one time primarily a farming community. Students have the ability to attend charter and magnet schools. Given the academic success of our elementary and middle/high school which in recent years have both been classified by the state as Schools of Distinction (performing in the top 10% of all CT schools) many of our students choose not to leave the district and attend schools elsewhere. In fact, Wheeler High School has become a School of Choice for Voluntown and Preston Public Schools. High schools students from both towns can attend Wheeler High School on a tuition bases.

In the last two-years, our high school has developed a partnership with the Westerly, Rhode Island based Westerly Education Center (WEC). In conjunction with Electric Boat (EB) and a number of college and universities, the WEC serves a number of purposes including career based programs, undergraduate college and graduate programs. The relationship between EB and the WEC provides apprenticeship programs for our high school students. Students from our high school who attend the WEC will receive their academic course work at our high school and the technical and hands-on experience at the WEC. That coursework is taught by EB trades people. Students that graduate Wheeler and complete the WEC/EB program will receive a certificate of completion and eligible to work at EB. The program is an opportunity and alternative for those students who are not college or military bound. Students who complete the program and are working for EB are offered to attend the WEC and receive college credits and advance in the industry.

North Stonington Public Schools' Wheeler High School is a State of Connecticut, Department of Labor, certified apprenticeship school.

# District Profile and Performance Report for School Year 2019-20

## North Stonington School District

### **Equitable Allocation of Resources among District Schools**

Despite resources being tight, in regards to annual budgets, the Town of North Stonington has been extremely generous in developing a long-range capital improvement plan. In 2017, a referendum was passed to build a new middle/high school and "renovate as new" the elementary school.

The nearly \$40 million dollar project commenced with the groundbreaking of the new middle/high school in February, 2018. That project completed and opened in March 2019. The next focus, which was the renovate as new of the elementary school began in March, 2019 and was completed for the opening of the 2020-2021 school year.

Both schools are state-of-the art schools and meet all Connecticut high performance and safety standards.