

STRATEGIC SCHOOL PROFILE 2007-08**Stonington School District**

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Location: 49 North Stonington Road
Old Mystic,
Connecticut

Website: www.stoningtonschools.org

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New London	Per Capita Income in 2000: \$29,653
Town Population in 2000: 17,906	Percent of Adults without a High School Diploma in 2000*: 12.2%
1990-2000 Population Growth: 5.8%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.6%
Number of Public Schools: 6	District Enrollment as % of Estimated. Student Population: 89.8%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2007	2,536
5-Year Enrollment Change	3.7%

DISTRICT GRADE RANGE

Grade Range	PK-12
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INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	234	9.2	10.5	28.7
K-12 Students Who Are Not Fluent in English	13	0.5	2.4	5.4
Students Identified as Gifted and/or Talented*	133	5.2	4.5	4.0
PK-12 Students Receiving Special Education Services in District	264	10.4	10.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	139	82.2	84.1	79.2
Homeless	2	0.1	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	105	27.9	22.2	20.2

*0.0% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	30	1.2
Asian American	89	3.5
Black	66	2.6
Hispanic	71	2.8
White	2,280	89.9
Total Minority	256	10.1

Percent of Minority Professional Staff: 2.2%

Non-English Home Language: 0.9% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 10.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Through a concentrated effort, more and more activities and programs have been undertaken since 1997 to reduce racial, ethnic and economic isolation. The number of days devoted to activities related to reducing racial, ethnic, and economic isolation increased ten fold from 1997 until 2007. Schools have created special units, assemblies, theme days, and programs devoted to this effort. Interaction between students in Stonington and students in more diverse communities is the ultimate for activities that reduce this isolation and such interaction has increased for our students. However, the greatest increase of activities has been the increase in teacher sensitivity training and teachers teaching multiculturalism in connection with our revised social studies curriculum. Intra-district projects and activities with the focus of reducing racial, ethnic and economic isolation have greatly increased.

The high school has received recognition for its diversity day held at least once a year. All students in the school participate. This day is devoted to workshops and assemblies emphasizing reducing racial, ethnic and economic isolation. Students self-select the activities that they want to attend. Guest speakers and facilitators conduct the sessions that include cognitive learning, discussions, and hands-on activities. Teachers utilize classroom discussions and writing prompts to extend the students' experiences beyond the actual diversity day.

The district has several programs connecting teachers and students with teachers and students around the world. Never has more attention been devoted to the effort of building understanding about foreign cultures and establishing positive relationships with students in other countries with cultures much different from ours. Two sister high schools were established in China. One middle school has established a web-based literacy magazine with schools in Czechoslovakia, Australia, France, Senegal, Tasmania & Costa Rica. Pawcatuck Middle Schools immersed itself in African culture with a Chikumbuso project that ended with the school financing the addition of a 5th grade classroom to the local school.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	68.5	52.0	72.4
Writing	72.5	63.4	58.9
Mathematics	70.8	60.0	58.9
Grade 4 Reading	63.4	55.9	51.3
Writing	67.4	62.9	44.7
Mathematics	65.5	60.3	48.4
Grade 5 Reading	71.9	62.2	51.2
Writing	78.6	64.5	67.3
Mathematics	74.0	65.9	53.1
Science	64.6	54.9	46.3
Grade 6 Reading	78.2	66.3	62.5
Writing	69.3	61.9	55.4
Mathematics	75.3	66.4	54.2
Grade 7 Reading	80.9	71.1	49.7
Writing	62.1	62.0	37.4
Mathematics	74.0	63.0	56.8
Grade 8 Reading	79.3	64.8	68.6
Writing	70.9	63.4	49.7
Mathematics	63.1	60.8	37.1
Science	74.9	58.6	59.1

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	51.5	45.5	51.5
Writing Across the Disciplines	64.1	57.9	46.9
Mathematics	62.2	50.1	60.0
Science	58.1	46.3	54.6

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	56.8	36.1	94.1

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		70.5	77.6	
Average Score	Mathematics	519	504	63.1
	Critical Reading	528	502	72.3
	Writing	534	503	77.7

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	95.3	92.6	40.8
Cumulative Four-Year Dropout Rate for Class of 2007	4.3	6.2	36.8
2006-07 Annual Dropout Rate for Grade 9 through 12	1.6	1.7	32.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	84.7	83.4
% Employed (Civilian Employment and in Armed Services)	14.8	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	158.10
Paraprofessional Instructional Assistants	16.81
Special Education	
Teachers and Instructors	31.30
Paraprofessional Instructional Assistants	55.66
Library/Media Specialists and Assistants	10.26
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	10.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	12.80
School Nurses	7.56
Other Staff Providing Non-Instructional Services and Support	118.58

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.6	14.1	13.6
% with Master's Degree or Above	85.7	74.9	75.6

Average Class Size	District	DRG	State
Grade K	18.8	17.4	18.1
Grade 2	20.1	19.1	19.3
Grade 5	20.6	20.6	20.9
Grade 7	23.0	21.0	20.5
High School	24.6	20.2	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	998	987	987
Middle School	1,037	1,023	1,017
High School	1,012	1,001	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.7	3.7	3.4
Middle School	2.3	3.0	2.7
High School	2.2	3.1	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$16,157	\$6,287	\$7,153	\$6,689	\$7,159
Instructional Supplies and Equipment	\$373	\$145	\$262	\$257	\$266
Improvement of Instruction and Educational Media Services	\$1,494	\$581	\$443	\$364	\$429
Student Support Services	\$2,049	\$797	\$764	\$705	\$761
Administration and Support Services	\$2,675	\$1,041	\$1,256	\$1,201	\$1,271
Plant Operation and Maintenance	\$3,606	\$1,403	\$1,329	\$1,202	\$1,322
Transportation	\$1,895	\$691	\$605	\$552	\$601
Costs for Students Tuitioned Out	\$1,171	N/A	N/A	N/A	N/A
Other	\$369	\$143	\$147	\$139	\$145
Total	\$29,788	\$11,439	\$12,203	\$11,370	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,100	\$1,206	\$1,875	\$1,149	\$1,882

Special Education Expenditures	
Total Expenditures	\$5,830,717
Percent of Total PK-12 Expenditures Used for Special Education	19.6%

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	88.7	8.7	2.4	0.3
Excluding School Construction	88.2	8.9	2.6	0.3

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

It is the policy of the Board of Education that each school in the district receives comparable resources within financial limitations and needs. Each school serves different grade levels. Students at each grade level, assigned to the same school, receive equal access to resources.

Building level principals and central office administration work together to develop a budget reflective of each school's needs. Issues such as enrollment, teacher/student ratio, school-based improvement plans, curriculum initiatives, and multi-year district-wide initiatives drive budget decisions. This process insures that requests made to the Board of Education are equitable. Funds for supplies, textbooks, and library materials are budgeted on a per pupil basis. A recent renovation and expansion insured that school facilities all offer equitable opportunity for all students in all curricula areas. The school principals and the superintendent hold monthly parent/faculty advisory meetings. During the budget season, which spans October through May, funding is discussed. The Board of Education conducts several public hearings and workshops during the budget season, allowing input from the community and parents. A \$39 million addition and renovate-as-new project on the high school was completed for school opening 2005. The Building Committee is also charged with studying the facility needs of all other schools in town

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	273
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.8%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	34	1.3	0.8	0.7
Learning Disability	105	4.2	3.3	4.0
Intellectual Disability	16	0.6	0.4	0.5
Emotional Disturbance	15	0.6	0.9	1.0
Speech Impairment	31	1.2	2.5	2.4
Other Health Impairment*	56	2.2	2.2	2.1
Other Disabilities**	16	0.6	0.8	0.9
Total	273	10.8	10.9	11.5

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	100.0	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	5.2	2.8

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	16.8	20.4	73.8	62.1
	Writing	8.4	19.3	70.0	63.0
	Mathematics	13.3	22.6	70.4	62.7
	Science	12.5	22.2	69.8	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	51.5	45.5
	Writing Across the Disciplines	N/A	N/A	64.1	57.9
	Mathematics	10.0	14.7	62.2	50.1
	Science	10.0	14.4	58.1	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	15.6
	% With Accommodations	84.4
CAPT	% Without Accommodations	100.0
	% With Accommodations	0.0
% Assessed Using Skills Checklist		10.6

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	1	0.4
Private Schools or Other Settings	23	8.4

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	175	64.1	73.4	71.6
40.1 to 79.0 Percent of Time	69	25.3	16.6	16.6
0.0 to 40.0 Percent of Time	29	10.6	10.0	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

In the area of special education, SPS has been and is working on an improvement plan for meeting the educational needs of children who fall on the Autism Spectrum Disorder and multi-handicapped exceptionalities. This included a collaborative training attended by parents, teachers, administrators, clinicians and paraprofessionals from all grade levels on the SERCTS model which stands for Social Communication Emotional Regulation Transformation Support. This model was chosen as preferred with a high level of parental feedback and input. It focuses on home/school wrap-around support. Our district has an autism consultant specialist who works to support children , parents and programs preschool through high school in an inclusive environment.

A clinical program was established at Stonington High School to support students with significant emotional needs in the least restrictive environment. It provides an opportunity for students to return to their regular high school, which is supported by parents. Also, it provides an appropriate educational program for students who would otherwise require an out-of-district placement.

At the high school level we have piloted a reverse inclusion social skills course for students with ASD diagnosis. This course is staffed by regular education staff and clinicians. It encourages non-disabled students to engage in recreational activity during the school day, in response parental concern that students have not mastered games and activities preferred by their peer group.

Across the grade levels we are increasing access to the community for life skills exposure and training. For collaboration with parents, their TCL program for students with ID and multi-handicapped exceptionalities have moved to a high school setting to increase access to same age non-disabled peers.
