

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



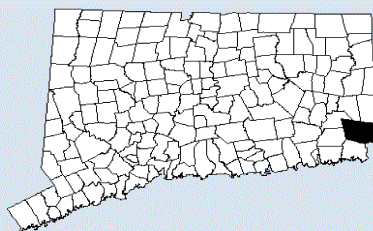
North Stonington School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	2
Enrollment	752
Per Pupil Expenditures ¹	\$17,161
Total Expenditures ¹	\$13,025,244

¹Expenditure data reflect the 2016-17 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	352	46.8	48.4
Male	400	53.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	21	2.8	5.1
Black or African American	11	1.5	12.8
Hispanic or Latino	30	4.0	24.8
Pacific Islander	*	*	0.1
Two or More Races	13	1.7	3.3
White	665	88.4	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	72	9.6	36.7
Students with Disabilities ¹	70	9.3	14.8

¹Students 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	15	4.6	6	1.7
Male	33	8.7	22	5.4
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	0.0
White	42	6.7	26	3.9
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	12	11.7	9	8.1
Students with Disabilities	11	16.7	*	*
District	48	6.8	28	3.7
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: Fewer than 6

²A 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.

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

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North Stonington School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	64.1
Paraprofessional Instructional Assistants	5.0
Special Education	
Teachers and Instructors	9.0
Paraprofessional Instructional Assistants	14.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	3.4
Library/Media	
Specialists (Certified)	2.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.4
Counselors, Social Workers and School Psychologists	5.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	42.5

¹In 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	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	1	1.1	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	1	1.1	0.1
White	86	96.6	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	*	*
White	*	*	40	95.2
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	6	*	9	*
Students with Disabilities	*	*	7	*
District	23	51.1	47	95.9
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	22	100.0
Other Health Impairment	7	*
Other Disabilities	*	*
Speech/Language Impairment	8	*
District	48	85.7
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	7	1.0	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	22	3.0	5.2
Other Health Impairment	9	1.2	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	12	1.6	1.8
All Disabilities	60	8.2	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	0	0.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	7,133,732	9,772	9,847
Instructional Supplies and Equipment	501,975	688	287
Improvement of Instruction and Educational Media Services	196,696	269	589
Student Support Services	852,214	1,167	1,120
Administration and Support Services	2,129,950	2,918	1,905
Plant Operation and Maintenance	1,110,104	1,521	1,648
Transportation	920,781	1,161	904
Costs of Students Tuitioned Out	179,792	N/A	N/A
Other	0	0	208
Total	13,025,244	17,161	16,535

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	1,097,565	54.9	33.8
Noncertified Personnel	356,971	17.9	14.5
Purchased Services	59,589	3.0	5.5
Tuition to Other Schools	0	0.0	23.4
Special Ed. Transportation	19,434	1.0	8.7
Other Expenditures	464,407	23.2	14.1
Total Expenditures	1,997,966	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	75.6	75.6
State	21.8	21.8
Federal	2.5	2.5
Tuition & Other	0.2	0.2

⁴Revenue 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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	10	*	10	*
Black or African American	7	*	7	*
Hispanic or Latino	14	*	14	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	9	*	9	*
White	346	78.2	346	74.9
English Learners	*	*	*	*
Non-English Learners	389	77.9	389	74.7
Eligible for Free or Reduced-Price Meals	48	69.7	48	66.2
Not Eligible for Free or Reduced-Price Meals	342	78.9	342	75.8
Students with Disabilities	27	53.3	27	52.2
Students without Disabilities	363	79.6	363	76.3
High Needs	66	64.9	66	62.4
Non-High Needs	324	80.4	324	77.1
District	390	77.8	390	74.6

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	92.0	88.0	84.4	87.0	210	87.6
Curl Up	84.0	88.0	84.4	93.5	210	87.1
Push Up	72.0	90.0	78.1	89.1	210	81.9
Mile Run/PACER	58.0	80.0	62.5	58.7	210	64.8
All Tests - District	36.0	70.0	51.6	52.2	210	52.4
All Tests - State	53.2	51.4	50.5	45.6		50.1

²The 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.

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

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	10	*
Students with Disabilities	*	*
District	55	92.7
State		87.9

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

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.4	19	50.0
Male	92.9	22	39.3
Black or African American	N/A	N/A	N/A
Hispanic or Latino	*	*	*
White	94.0	37	44.6
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.0	*	*
Students with Disabilities	*	0	*
District	94.7	41	43.6
State	96.3		44.8

³College 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

⁴Participation 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	*	*
Male	72.7	*
Black or African American	*	*
Hispanic or Latino	*	*
White	87.0	91.3
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	80.8	88.5
State	70.9	88.3

⁵College 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.

⁶College 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

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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	77.8	75	50.0	50	100.0	67.6
	High Needs Students	64.9	75	43.3	50	86.6	57.5
Math Performance Index	All Students	74.6	75	49.8	50	99.5	62.7
	High Needs Students	62.4	75	41.6	50	83.3	52.0
ELA Academic Growth	All Students	67.4%	100%	67.4	100	67.4	60.7%
	High Needs Students	62.9%	100%	62.9	100	62.9	55.6%
Math Academic Growth	All Students	58.1%	100%	58.1	100	58.1	61.9%
	High Needs Students	49.4%	100%	49.4	100	49.4	55.4%
Chronic Absenteeism	All Students	6.8%	<=5%	46.4	50	92.8	10.7%
	High Needs Students	12.7%	<=5%	34.7	50	69.3	16.6%
Preparation for CCR	% Taking Courses	74.5%	75%	49.6	50	99.3	74.8%
	% Passing Exams	43.6%	75%	29.1	50	58.2	44.8%
On-track to High School Graduation		98.0%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		92.7%	94%	98.6	100	98.6	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		80.8%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.6% 52.4%	75%	34.9	50	69.8	96.6% 50.1%
Arts Access		51.6%	60%	43.0	50	86.1	51.2%
Accountability Index				908.8	1150	79.0	

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	64.9	10.1	15.9	
Math Performance Index Gap	75.0	62.4	12.6	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	.	.	12.7%	N

¹If 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.

²If 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	99.0
	High Needs Students	98.6
Math	All Students	99.0
	High Needs Students	98.6
Science	All Students	97.1
	High Needs Students	94.4

³Minimum 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: * **State: 51.5**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

.Due to the size of North Stonington Public Schools, the district has a very minimal minority population. In terms of poverty, the district has a free and reduce lunch rate of 20%. The district's social worker works closely with those who are in need and the student body and staff are very altruistic to those who are in need.

The district is always looking for ways for its students to develop a more inclusive environment. Due to the low percentage of students reflective of minority demographics, the town and district has reached outside the community to bring in students of color and-or with cultural differences.

For the last decade, the town and district adopted a community from Zambia, Africa. The community is called Chikumbuso. It is a poverty community that has been ravaged by the HIV virus and AIDS. Over the course of time, residents and the school community have raised fund to support the "Widows" of Chikumbuso and the students who attend school at Chikumbuso.

Beginning about four years ago, North Stonington Public School students began to Skype with students from Chikumbuso. This was done in order for North Stonington Public Schools students to get a basic understanding of the lifestyle of students their own age living in poverty where food and water are extremely limited.

About two years ago, discussion began regarding sponsoring two of the students to come to America and to North Stonington to attend Wheeler High School. After a long application process with immigration and approval of visas, the BOE approved two Chikumbuso students attending Wheeler High School. The North Stonington PTO and NSEF provided grant funds to pay for the application process. As a result, two young men who walked two-hours each way to attend school at Chikumbuso, arrived in North Stonington.

In an educational program that shared educational services between Wheeler High School and Saint Bernard School, the two young men graduated with a diploma in June, 2018. The two students will be attending Three Rivers Community College in September,. Needless to say, that the young men received a wonderful education and a student body, faculty and town that embraced them, also received an education of its own of the Zambian culture and way of life.

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North Stonington School District

Equitable Allocation of Resources among District Schools

There are only two schools in North Stonington; the North Stonington Elementary School and the Wheeler High & Middle School. The town is very supportive of its schools despite some difficult economic conditions that existed in prior years. General funds allocated to the schools are distributed fairly. The budget process begins in January with the Superintendent's budget presented to BOE. The BOE scrutinizes the budget for fiscal equity and efficiencies. The BOE will adopt a final budget in March which will then proceed to the Board of Finance. A town referendum on the budget is held in late May or June. The 2018-2019 BOE budget was overwhelmingly approved for a 4.97% increase by the taxpayers of North Stonington. Considering that the town overwhelmingly approved a building construction modernization project in January of approximately \$39 million, the town has invested well in its children's education.

The fiscal resources provided by the town have benefited the district and used well. In 2017 the Governor recognized North Stonington Elementary school and Wheeler High School as "Schools of Distinction" and rank in the top 10% of schools in Connecticut.