

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



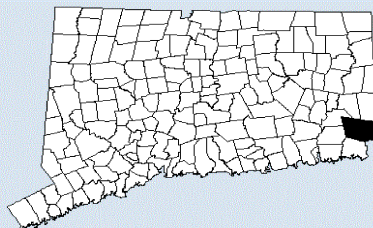
North Stonington School District

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	727
Per Pupil Expenditures ¹	\$16,819
Total Expenditures ¹	\$13,085,327

¹Expenditure data reflect the 2017-18 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 2018-19 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 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	337	46.4	48.4
Male	390	53.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	17	2.3	5.2
Black or African American	10	1.4	12.8
Hispanic or Latino of any race	29	4.0	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	19	2.6	3.6
White	639	87.9	52.4
English Learners	0	0.0	7.6
Eligible for Free or Reduced-Price Meals	91	12.5	42.1
Students with Disabilities ³	74	10.2	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	22	6.7	*	*
Male	29	7.8	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	43	6.9	19	2.9
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	15	14.7	8	7.7
Students with Disabilities	12	18.8	*	*
District	51	7.3	26	3.5
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 42

Number of school-based arrests: Fewer than 6

⁴A 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.

⁵This 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 2018-19

North Stonington School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	64.9
Paraprofessional Instructional Assistants	0.0
Special Education	
Teachers and Instructors	11.0
Paraprofessional Instructional Assistants	21.0
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	3.2
Library/Media	
Specialists (Certified)	2.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.8
Counselors, Social Workers and School Psychologists	4.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	39.9

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	3.8
Hispanic or Latino of any race	1	1.1	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	87	96.7	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	10.0

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 of any race	*	*	*	*
White	22	56.4	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	9	*
Students with Disabilities	*	*	7	*
District	26	55.3	41	83.7
State		74.5		85.2

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	18	*
Other Health Impairment	10	*
Other Disabilities	*	*
Speech/Language Impairment	12	*
District	52	85.2
State		67.6

³This 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 2018-19

North Stonington School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	19	2.6	5.5
Other Health Impairment	11	1.5	3.2
Other Disabilities	8	1.1	1.1
Speech/Language Impairment	17	2.4	1.8
All Disabilities	67	9.3	15.0

¹This 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 District²

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

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$8,310,554	\$10,682	\$10,545
Support services - students	\$859,316	\$1,144	\$1,373
Support services - instruction	\$161,965	\$216	\$644
Support services - general administration	\$923,540	\$1,230	\$462
Support services - school based administration	\$901,593	\$1,201	\$1,007
Central and other support services	\$25,199	\$34	\$671
Operation and maintenance of plant	\$920,647	\$1,226	\$1,629
Student transportation services	\$982,362	\$1,326	\$1,231
Food services	.	.	\$13
Enterprise operations	\$150	\$0	\$157
Minor school construction	.	.	\$65
Total	\$13,085,327	\$16,819	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$1,092,004	53.3	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	\$316,575	15.5	10.4
Employee Benefits	\$438,865	21.4	13.0
Purchased Services Other Than Transportation	\$136,753	6.7	5.5
Special Education Tuition	\$15,668	0.8	22.6
Supplies	\$21,325	1.0	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$19,485	1.0	8.0
Equipment	\$5,132	0.3	0.2
All Other Expenditures	\$1,193	0.1	0.1
Total	\$2,046,999	100.0	100.0
Percent of Total Expenditures Used for Special Education		15.6	24.4

Expenditures by Revenue Source:⁴ 2017-18

	Percent of Total (%) Excluding School Construction
Local	79.4
State	18.8
Federal	1.8
Tuition & Other	.

⁴Revenue 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 2018-19

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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	11	*	11	*	*	*
Black or African American	6	*	6	*	*	*
Hispanic or Latino of any race	16	*	16	*	7	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	12	*	12	*	9	*
White	334	80.1	334	78.5	141	80.4
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	385	79.6	385	77.9	165	79.7
Eligible for Free or Reduced-Price Meals	47	74.2	47	71.9	19	*
Not Eligible for Free or Reduced-Price Meals	338	80.3	338	78.7	146	80.4
Students with Disabilities	32	56.1	32	52.6	13	*
Students without Disabilities	353	81.7	353	80.2	152	81.9
High Needs	70	67.5	70	65.5	28	69.4
Non-High Needs	315	82.2	315	80.6	137	81.8
District	385	79.6	385	77.9	165	79.7

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	76.1	83.9	84.7	71.7	238	79.4
Curl Up	66.2	90.3	96.6	95.7	238	85.7
Push Up	60.6	85.5	71.2	78.3	238	73.1
Mile Run/PACER	36.6	75.8	62.7	39.1	238	53.8
All Tests - District	21.1	71.0	37.3	37.0	238	41.2
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	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	8	*
Students with Disabilities	*	*
District	45	93.3
State		88.3

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 2017-18 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	90.9	16	48.5
Male	95.2	35	55.6
Black or African American	N/A	N/A	N/A
Hispanic or Latino of any race	*	*	*
White	92.9	46	54.1
English Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	90.0	8	40.0
Students with Disabilities	*	*	*
District	93.8	51	53.1
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	85.0	*
Male	56.0	100.0
Black or African American	56.0	*
Hispanic or Latino of any race	*	*
White	65.8	92.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	68.9	92.9
State	71.0	87.8

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

District Profile and Performance Report for School Year 2018-19

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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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	79.6	75	50.0	50	100.0	67.7
	High Needs Students	67.5	75	45.0	50	90.0	58.1
Math Performance Index	All Students	77.9	75	50.0	50	100.0	63.1
	High Needs Students	65.5	75	43.6	50	87.3	52.7
Science Performance Index	All Students	79.7	75	50.0	50	100.0	63.8
	High Needs Students	69.4	75	46.2	50	92.5	54.2
ELA Academic Growth	All Students	66.7%	100%	66.7	100	66.7	59.9%
	High Needs Students	53.7%	100%	53.7	100	53.7	55.1%
Math Academic Growth	All Students	68.8%	100%	68.8	100	68.8	62.5%
	High Needs Students	52.6%	100%	52.6	100	52.6	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	7.3%	<=5%	45.4	50	90.9	10.4%
	High Needs Students	15.4%	<=5%	29.1	50	58.3	16.1%
Preparation for CCR	% Taking Courses	69.8%	75%	46.5	50	93.1	80.0%
	% Passing Exams	53.1%	75%	35.4	50	70.8	42.6%
On-track to High School Graduation		96.5%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		93.3%	94%	99.3	100	99.3	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		68.9%	75%	91.9	100	91.9	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		102.6% 41.2%	75%	27.5	50	54.9	96.4% 52.9%
Arts Access		59.2%	60%	49.3	50	98.6	51.9%
Accountability Index				1001.1	1250	80.1	

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 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	67.5	7.5	15.4	
Math Performance Index Gap	75.0	65.5	9.5	17.6	
Science Performance Index Gap	75.0	69.4	5.6	16.1	
Graduation Rate Gap	.	.	.	11.1%	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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.0
	High Needs Students	100.0
Math	All Students	99.0
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	100.0

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

District Profile and Performance Report for School Year 2018-19

North Stonington School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Since December 2018, the district has been involved in the development of a first-ever, Strategic Plan. A consultant was hired to facilitate the endeavor. A Strategic Plan leadership team consisting the superintendent, administrators, a Board of Education member parents met a several times to develop "A Theory of Action" with the plan's theme of "The Vision of the Graduate."

The Vision of the Graduate will allow for:. Students will be afforded a high-quality academic and non-academic program of studies. Students will be provided with a culture where academic rigor is at the core value in all content areas. Students will obtain mastery in literacy and mathematics. Students will develop skills to enable them to be self-driven. Students will have the ability to perform critical thinking and problem solving and to think outside of the ordinary. Classroom employ higher thinking order questioning and discussions. Students will be prepared for ongoing and continuous education and the world of work. Students will develop the ability to speak and converse in small and in large group settings. Students will develop a strong sense of confidence and self-esteem. Students will be resourceful and have the ability to use technology to excel . Students will understand his/her civic commitment to the town, state, and country . Students will have the opportunity for physical fitness and health conscious. Students who work collaboratively with peers and teachers . Students will be instructed by a highly qualified and trained staff; a staff who are reflective practitioners that are provided with the necessary resources and ongoing professional development . Staff will have a have high expectations for all students of all ability levels to excel.

A Steering Committee is in place consisting of 20 members from the town. It includes students, teachers, administrators, taxpayers, one member from every town board and commission, a BOE member, parents and senior citizens.

Focus group meetings were held with a wide-variety of attendees present. The focus groups were held during school days, on evenings and on a Saturday.

When school opens for the 2019-2020 school year, the Strategic Plan will be completed and presented to the board of Education for approval.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The demographics of North Stonington Public Schools has been very consistent over the generations. North Stonington is a small rural/farming and/or bedroom community of approximately 5,000 residents. We border Preston, Griswold, Stonington, Ledyard, Montville, Voluntown and the Rhode Island Communities of Hopkinton and Westerly. Students can choose to attend North Stonington Public Schools or choose other programs of interest. Wheeler High School students can also attend the Westerly Education Center as part of his/her high school curriculum which in partnership with Electric Boat. Students who successfully complete the program are eligible for employment with Electric Boat.

The district is presently being the process in accepting tuition students from our bordering towns. Presently, some of our athletic programs coop with neighboring districts. It is with hope that it will make the district high school more diverse.

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North Stonington School District

Equitable Allocation of Resources among District Schools

The district employs zero-based budgeting system. Administrators and Department Heads are asked to provide a building-based budget to the superintendent of schools which will meet the needs of all students to the Superintendent. Meetings are held to review each school and departments needs. A "Superintendent's" budget then moves to the Board of Education The Board of Education then deliberates on the budget. The BOE will approve a final budget and it will then send the approved budget to the Board of Selectmen. A town hearing on the budget is held prior to the budget going to referendum.