

**STRATEGIC SCHOOL PROFILE 2009-10****North Stonington School District**

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Connecticut

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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](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: New London

Town Population in 2000: 4,991

1990-2000 Population Growth: 2.2%

Number of Public Schools: 3

Per Capita Income in 2000: \$25,815

Percent of Adults without a High School Diploma in 2000\*: 10.3%

Percent of Adults Who Were Not Fluent in English in 2000\*: 0.2%

District Enrollment as % of Estimated. Student Population: 94.0%

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\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): E 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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2009      791  
5-Year Enrollment Change      -6.4%

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**DISTRICT GRADE RANGE**

Grade Range      PK - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	147	18.6	12.9	32.6
K-12 Students Who Are Not Fluent in English	1	0.1	0.7	5.4
Students Identified as Gifted and/or Talented*	6	0.8	3.7	4.1
PK-12 Students Receiving Special Education Services in District	80	10.1	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	58	87.9	87.2	80.5
Homeless	1	0.1	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	5	9.4	12.9	13.6

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

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	22	2.8
Asian American	17	2.1
Black	17	2.1
Hispanic	24	3.0
White	711	89.9
Total Minority	80	10.1

**Percent of Minority Professional Staff:** 0.0%

**Non-English Home Language:**

1.3% 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 3.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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.

The North Stonington Schools' population has remained relatively stable over the last few years. However, there has been an increase in our minority population as well as those eligible for free and reduced lunches. Several North Stonington students are enrolled in the interdistrict multi-cultural magnet school located in New London, CT. We continue to make progress in reducing racial, ethnic and economic isolation in a variety of ways and using multiple resources. We offer activities and programs for our students and staff. One of our faculty members who originally began teaching in our district through the Connecticut Teacher Exchange Program is a native of Spain. We continue our recruitment efforts when advertising for vacancies in our staff. We work with LEARN, our area RESC, to seek out opportunities for our students and professional development for our staff. This past year, we participated in an interdistrict program sponsored by LEARN which partnered our elementary students with students from a nearby city. Our entire district participates in the Chikumbuso Project and raises money for children's needs in Zambia. Some former students and current staff members have visited and made presentations. Our technological resources and extensive use of the Internet have helped our students to bring the world a little closer. Each and every classroom is equipped with computers that have Internet capability. Our high school participates in the Virtual High School Program and we offer several online courses through North Dakota University. Although our student and staff population is not as diversified as other districts, it does not mean that we do not offer our children and staff opportunities to learn about, interact with, and respect those from other backgrounds.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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	72.0	57.0	69.3
Writing	50.9	58.3	17.2
Mathematics	76.5	62.4	69.3
Grade 4 Reading	76.3	59.9	73.6
Writing	78.0	63.6	68.1
Mathematics	74.6	67.0	51.6
Grade 5 Reading	80.0	61.8	77.6
Writing	75.3	68.2	45.8
Mathematics	80.6	72.4	58.4
Science	86.3	59.4	91.6
Grade 6 Reading	65.5	74.9	17.2
Writing	55.2	65.9	18.9
Mathematics	74.1	70.7	39.9
Grade 7 Reading	85.5	77.4	47.4
Writing	76.2	61.2	65.6
Mathematics	75.8	68.5	47.4
Grade 8 Reading	70.5	73.3	27.4
Writing	50.8	62.6	18.5
Mathematics	70.0	67.3	38.9
Science	77.0	62.8	63.1

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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 scorable 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	45.5	45.9	43.2
Writing Across the Disciplines	53.6	59.6	30.1
Mathematics	49.1	48.7	41.7
Science	48.2	45.3	45.5

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	52.7	50.7	51.8

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		59.2	68.5	
Average Score	Mathematics	540	508	76.7
	Critical Reading	522	503	62.8
	Writing	538	506	77.5

**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 2009	90.7	91.3	23.8
2008-09 Annual Dropout Rate for Grade 9 through 12	0.9	3.0	58.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	85.7	84.5
% Employed (Civilian Employment and in Armed Services)	14.3	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	64.60
Paraprofessional Instructional Assistants	1.00
Special Education	
Teachers and Instructors	11.00
Paraprofessional Instructional Assistants	24.52
Library/Media Specialists and/or Assistants	2.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	2.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	5.00
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	44.96

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	13.0	15.1	13.8
% with Master's Degree or Above	68.4	79.5	77.8

Average Class Size	District	DRG	State
Grade K	22.0	16.3	18.5
Grade 2	17.3	18.3	19.7
Grade 5	18.8	19.4	21.1
Grade 7	15.5	19.3	20.8
High School	14.1	18.5	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,010	997	992
Middle School	1,074	1,023	1,018
High School	1,074	1,026	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*	2.3	2.6	3.2
Middle School	2.0	2.2	2.5
High School	1.4	1.8	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$7,371	\$9,271	\$7,819	\$7,407	\$7,829
Instructional Supplies and Equipment	\$384	\$483	\$274	\$320	\$279
Improvement of Instruction and Educational Media Services	\$149	\$187	\$474	\$410	\$459
Student Support Services	\$584	\$734	\$863	\$912	\$859
Administration and Support Services	\$1,511	\$1,900	\$1,405	\$1,419	\$1,426
Plant Operation and Maintenance	\$1,046	\$1,315	\$1,469	\$1,482	\$1,462
Transportation	\$792	\$934	\$701	\$715	\$694
Costs for Students Tuitioned Out	\$243	N/A	N/A	N/A	N/A
Other	\$22	\$27	\$163	\$189	\$162
<b>Total</b>	<b>\$12,101</b>	<b>\$14,921</b>	<b>\$13,458</b>	<b>\$13,230</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$732	\$921	\$1,864	\$2,416	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,255,085	18.6	19.3	20.7

**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	70.1	27.3	2.3	0.3
Excluding School Construction	71.7	25.6	2.4	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.

The North Stonington School District consists of an elementary school and a combined middle/high school. Building level administrators, the Special Services Director, the Technology Coordinator, and Maintenance Supervisor submit budget requests for “non-fixed costs” such as textbooks, supplies, capital equipment, program funds, clubs, and sports. Teacher requests are an integral part of the process. There are plans in place for replacement of capital equipment, including computer labs and other technology, textbooks and sports uniforms. The Central Office is responsible for the “fixed costs” portion of the budget. The district’s plan, building level plans and special education identified needs also serve as a blueprint for the initiation and implementation of new programs and the hiring of new staff. Cuts are based on the least to the most impact on students. The superintendent meets with all administrators and the business manager to review the budget and make necessary adjustments before it is presented to the Board of Education for review and adoption. Each administrator, the technology coordinator, maintenance supervisor, business manager and superintendent make a presentation to this group. Copies of the proposed budget are made available to the public for review and questions. When applicable, grant monies are dispersed on a rotating basis to each school for initiatives and/or programs.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	81
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.2%

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	4	0.5	0.9	1.0
Learning Disability	26	3.3	3.8	3.9
Intellectual Disability	5	0.6	0.4	0.5
Emotional Disturbance	3	0.4	0.7	1.0
Speech Impairment	19	2.4	2.7	2.2
Other Health Impairment*	21	2.6	1.9	2.1
Other Disabilities**	3	0.4	0.7	0.9
<b>Total</b>	<b>81</b>	<b>10.2</b>	<b>11.2</b>	<b>11.6</b>

\*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 2008-09 with a Standard Diploma	66.7	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	0.0	4.1

## 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	21.9	31.6	75.3	67.5
	Writing	15.4	19.6	65.1	63.3
	Mathematics	32.4	32.9	75.4	68.1
	Science	43.8	23.7	82.1	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	45.5	45.9
	Writing Across the Disciplines	N/A	N/A	53.6	59.6
	Mathematics	N/A	N/A	49.1	48.7
	Science	N/A	N/A	48.2	45.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	20.0
	% With Accommodations	80.0
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		9.1

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	0	0.0
Private Schools or Other Settings	2	2.5

### 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	73	90.1	74.9	73.4
40.1 to 79.0 Percent of Time	6	7.4	18.0	15.3
0.0 to 40.0 Percent of Time	2	2.5	7.0	11.3

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

The North Stonington Public Schools have a strong accountability component as a part of the instructional program. A careful analysis of our CMT and CAPT results is done yearly and areas in need of improvement are identified and targeted. The District Improvement Plan is reviewed and revised accordingly. Our students' scores generally remain at/above the state level and the DRG. In addition to the state mandated testing, each school has developed an "in-house" plan of assessment to measure student performance and to track individual and group performance over time. We are currently working on common benchmark assessments. The district has also utilized the Blue Ribbon Software Programs to provide individualized information on every student from grades 3 - 8 in the areas of language arts and mathematics. As a result of the District's Long Range and Improvement Plans the following has taken place:

- District goals have been developed based on identified needs. The use of data to make informed decisions has been and will continue as the primary focus for developing initiatives. School goals and individual teacher goals must be aligned with those of the district. Progress toward goals is monitored regularly.
- Our Advanced Placement course offerings have been expanded and our students continue to score well on these exams.
- A Senior Project (Capstone) was added to the Graduation Performance Requirements beginning with the class of 2008; well ahead of the state requirement.
- Wheeler students can now earn credit from UCONN and from Three Rivers Community College through enrollment in cooperative programs established within the past two years.
- Positive Behavioral Support (PBS) has been implemented at the elementary and at the middle and high schools beginning in the fall of 2010.
- Scientific Research-Based Intervention (SRBI) is being implemented in each school at varied levels.

In the area of special education, two years ago, a state mandated improvement plan on decreasing the number of students with disabilities who are suspended or expelled was developed, implemented, and was successfully completed. Data teams were established to track and review monthly office referrals, suspensions and expulsions of students. Data walls were created to determine patterns and areas of concern and shared with the Superintendent, district administrators, and staff. To ensure maximum educational benefit and access to the general education curriculum, professional development was provided in the area of writing standard based goals and objectives and alignment to documented areas of concerns.

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