

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



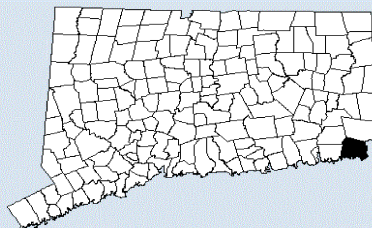
## Stonington School District

Mr. Van Riley, Superintendent • 860-572-0506 • [www.stoningtonschools.org](http://www.stoningtonschools.org)

### District Information

Grade Range	PK-12
Number of Schools	10
Enrollment	2,320
Per Pupil Expenditures <sup>1</sup>	\$14,455
Total Expenditures <sup>1</sup>	\$34,981,020

<sup>1</sup>Expenditure data reflect the 2012-13 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)  
(2014® The College Board)

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### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,124	48.4	48.3
Male	1,196	51.6	51.6
American Indian	*	*	0.2
Asian	63	2.7	4.6
Black or African American	48	2.1	12.9
Hispanic or Latino	72	3.1	21.2
Pacific Islander	*	*	0.0
White	2,104	90.7	58.4
Two or More Races	31	1.3	2.3
English Language Learners	13	0.6	5.7
Eligible for Free or Reduced-Price Meals	488	21.0	37.3
Students with Disabilities <sup>1</sup>	302	13.0	12.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	95	8.6	43	3.7
Male	105	8.9	104	8.5
Black or African American	7	15.2	15	31.9
Hispanic or Latino	19	24.1	6	7.4
White	160	7.8	120	5.6
English Language Learners	10	50.0	*	*
Eligible for Free or Reduced-Price Meals	90	19.3	62	12.0
Students with Disabilities	50	16.5	30	8.5
District	200	8.8	147	6.2
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 74**

<sup>2</sup>A 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.

<sup>3</sup>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 2013-14

## Stonington School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	154.1
Paraprofessional Instructional Assistants	68.1
<b>Special Education</b>	
Teachers and Instructors	35.4
Paraprofessional Instructional Assistants	65.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.2
School Level	11.1
<b>Library/Media</b>	
Specialists (Certified)	3.4
Support Staff	10.6
Instructional Specialists Who Support Teachers	4.6
Counselors, Social Workers and School Psychologists	14.2
School Nurses	8.9
Other Staff Providing Non-Instructional Services/Support	105.1

<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 (%)
Asian	3	1.3	1.0
Black or African American	1	0.4	3.5
Hispanic	1	0.4	3.6
Native American	0	0	0.1
White	229	97.9	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.1
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement<sup>®</sup> or International Baccalaureate<sup>®</sup> Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	*	*	0	0
White	24	13.9	*	*
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0	*	*
Students with Disabilities	0	0	0	0
District	27	13.9	43	23.8
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	29	67.4
Emotional Disturbance	12	57.1
Intellectual Disability	*	*
Learning Disability	116	93.5
Other Health Impairment	59	95.2
Other Disabilities	*	*
Speech/Language Impairment	28	93.3
District	251	83.9
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Stonington School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	44	1.9	1.4
Emotional Disturbance	21	0.9	1.0
Intellectual Disability	11	0.5	0.4
Learning Disability	124	5.3	4.2
Other Health Impairment	63	2.7	2.5
Other Disabilities	11	0.5	1.0
Speech/Language Impairment	33	1.4	1.9
All Disabilities	307	13.1	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	10	3.2	2.8
Private Schools or Other Settings	33	10.7	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	19,089,501	8,141	8,769
Instructional Supplies and Equipment	255,293	109	275
Improvement of Instruction and Educational Media Services	1,444,924	616	487
Student Support Services	2,025,307	864	965
Administration and Support Services	3,073,566	1,311	1,600
Plant Operation and Maintenance	3,745,467	1,597	1,472
Transportation	2,518,067	1,009	786
Costs of Students Tuitioned Out	2,384,145	N/A	N/A
Other	444,750	190	178
Total	34,981,020	14,455	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	2,605,191	1,111	1,434
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<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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,066,541	33.4	35.6
Noncertified Personnel	1,573,632	17.1	14.5
Purchased Services	216,272	2.4	5.0
Tuition to Other Schools	2,157,279	23.5	21.4
Special Ed. Transportation	1,028,992	11.2	8.5
Other Expenditures	1,142,705	12.4	14.9
Total Expenditures	9,185,421	100.0	100.0
PK-12 Expenditures Used for Special Education		26.3	21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	89.7	88.9
State	8.4	9.0
Federal	1.8	2.0
Tuition & Other	0.1	0.1

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2013-14

## Stonington School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	71.8	70.2	69.6	.	.	.	.	.	
Hispanic or Latino	78.4	76.7	72.3	84.8	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	73.0	69.7	72.4	72.1	.	.	.	.	
Students with Disabilities	51.8	45.9	47.1	49.3	.	.	.	.	
High Needs	67.0	63.1	65.5	66.2	.	.	.	.	
District	84.7	83.2	84.2	84.8	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	57.7	.	64.3	71.2	.	.	.	.	
Students with Disabilities	50.4	51.5	.	43.5	.	.	.	.	
High Needs	55.4	62.1	56.9	65.3	.	.	.	.	
District	78.6	81.5	80.5	82.3	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	99.3	92.2	95.2	81.2	689	91.9
Curl Up	89.3	93.3	92.6	90.6	689	91.6
Push Up	67.3	76.1	78.8	91.2	689	78.7
Mile Run/PACER	72.7	90.6	89.4	84.7	689	84.9
All Tests - District	48.7	68.9	68.3	74.7	689	65.7
All Tests - State	50.2	50.7	50.3	53.9		51.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## Stonington School District

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

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	26	92.3	80.0	Yes	81.4
Students with Disabilities	27	74.1	75.1	No	77.0
District	202	95	93.4	Yes	93.5
State <sup>4</sup>		85.5			

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	83.2	101	50.0
Male	70.5	80	46.2
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	77.4	167	49.7
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	47.8	11	16.4
Students with Disabilities	*	*	*
District	77.3	181	48.3
State	72.9		37.6

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

<sup>6</sup>Participation 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 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	83.1	89.4
Male	72.0	87.7
Black or African American	N/A	N/A
Hispanic or Latino	N/A	N/A
White	75.6	88.6
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	74.1	*
Students with Disabilities	*	*
District	76.8	88.6
State	72.7	88.5

<sup>7</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>8</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 2013-14

## Stonington School District

### Narratives

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

Stonington Public Schools has focused its improvement efforts on aligning curriculum and instructional practices and resources to support student achievement of high standards. Revised ELA and Math curriculums have been implemented with revisions to Social Studies and Science planned. Professional development for regular and special ed teachers is an integral part of that implementation. Improving special education programs for the district have centered on management of student behaviors as well as new initiatives in the area of individualized reading instruction. The district has expanded and added specialized programs, throughout the elementary schools and middle schools to meet the needs of students with Autism as well as students who need specialized behavioral support classrooms. Classroom programs include individualized curriculum, BCBA support services, access to assistive technology, and mental health support services. Special education teachers receive training in the formulation of FBAs to analyze student behavior. The district provided regular consultation and working partnerships with multiple BCBA agencies to assist staff in the drafting and management of behavior plans. Communication with parents and the community is ongoing. Our goal is to provide parents opportunities to learn about our curriculum, to teach strategies they can use to support their child's learning and to explore topics identified as areas of interest or concern. Workshops and meetings are held to inform parents on school-wide initiatives and programs as well as provide parents opportunities to celebrate student work, learn about curricular standards and expectations as well as strategies to use to gain better insight on how to support their child's academic, social and emotional needs. Grade-level teams use a variety of social media platforms, and provide websites and other electronic communication for parents with resources for helping students with assignments. Staff uses Power School, Edmodo and Class Dojo to communicate classroom activities with families. Schools utilize parents and community volunteers to support school programs. PTOs have been integral in helping schools provide enriching experiences for our students, scheduling evening and daytime enrichment activities for students and their siblings so parents may attend our curriculum-based programs. The district works closely with parents to ensure that students are present in school. At the elementary level social workers and administration meet with parents to discuss attendance concerns. Middle school teams (typically administration, mental health, guidance, the school nurse, the town's youth officer) meet with families and students on a regular basis to improve attendance. Stonington High School has developed alternative education programs designed to help students with school avoidance issues. The district works closely with parents to ensure that students are present in school. At the elementary level social workers and administration meet with parents to discuss attendance concerns. Middle level teams (administration, mental health, guidance, the school nurse, the town's youth officer) meet with families and students on regular basis to improve attendance. Stonington High School has developed alternative education programs designed to help students with school avoidance issues.

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

Stonington Public Schools continues to foster student understanding and respect for the diverse populations who attend our schools and live in our community. School climate data and teacher and parent conversations inform our efforts. In the elementary positive behavioral support program, "It's Up to Me," students learn collaboration and communication skills. Lessons focus on developing compassion and empathy for others. Mental health staff works with students to instill common language and positive behavioral expectations. Elementary students run and participate in Community Gatherings to create a sense of community and share learning. Through classroom studies, students develop an appreciation for cultural perspective, learning about family customs and traditions. The use of technology expands access to local and global information, while music and art instruction support cultural studies. Each year, students participate in a variety of service projects to support needs found within our community. PTOs provided cultural arts programs for students. Pawcatuck Middle School participates in the Amistad Friendship Society, an interdisciplinary program involving students, parents, teachers, and community members in the exploration of individual attitudes about basic civil rights and strategies to reduce prejudice and increase cooperation skills. The School-Based Health Center works with local agencies to provide programs for students and families on health and nutrition, included are mental and physical well-being activities along with healthy food and meal preparation based on simple, low cost ingredients. Middle school provides presentations and assemblies on diversity and anti-bullying. Stonington High School Friends of Rachel Club provides opportunities to become aware of the importance of relationships in the school and community. They partnered with the Stonington Community Center to sponsor a screening of the feature film Bully. Stonington High School organized the Gay Straight Alliance Club to heighten awareness of student differences. The district has a robust Unified Sports program supported at all building levels, with elementary teams added in 2014. Students participate in a variety of Unified Sports as well as Unified Arts and Talents events.

# District Profile and Performance Report for School Year 2013-14

## Stonington School District

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

Stonington's Board of Education dictates that comparable resources are distributed to each school in district. Students in each grade, regardless of school assignment, receive equal access to these resources. Budgets are developed annually to address school and district needs. Consideration is given to enrollment figures, class-size, programs, student achievement data, curriculum and district initiatives. The process of budget development at the district level is informed by building level contributions to budget discussions. Equitable requests are made to the Board of Education. Monies for supplies, texts and other academic materials are budgeted on per-pupil basis. In January, the Superintendent presents a proposed budget to the Board of Education. This is formulated based on input from building level and district administrators, as well as on the input of school based teams. Public meetings are conducted in January and February as the Board of Education studies financial figures and builds its budget for presentation to the Board of Finance. Input from the community is welcomed. May brings a town-wide referendum.