Connecticut State Department of Education

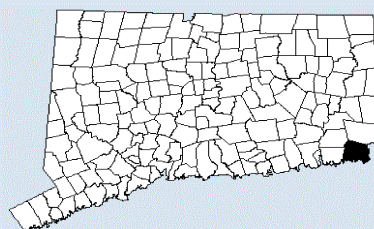# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Stonington School District

Mr. Van Riley, Superintendent • 860-572-0506 • www.stoningtonschools.org

District Information

Grade Range	PK-12
Number of Schools/Programs	10
Enrollment	2,267
Per Pupil Expenditures[1]	$15,178
Total Expenditures[1]	$36,002,481

[1]*Expenditure data reflect the 2013-14 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 2015)
(2015® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2014-15 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 (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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,085	47.9	48.3
Male	1,182	52.1	51.6
American Indian or Alaska Native	*	*	0.2
Asian	63	2.8	4.7
Black or African American	35	1.5	12.9
Hispanic or Latino	83	3.7	22.1
Pacific Islander	*	*	0.0
Two or More Races	44	1.9	2.5
White	2,040	90.0	57.2
English Language Learners	18	0.8	6.3
Eligible for Free or Reduced-Price Meals	444	19.6	37.6
Students with Disabilities[1]	325	14.3	13.3

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	80	7.5	38	3.4
Male	105	9.1	71	6.0
Black or African American	*	*	*	*
Hispanic or Latino	11	14.1	8	10.1
White	149	7.6	87	4.2
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	83	18.9	58	11.7
Students with Disabilities	62	19.4	34	9.3
District	185	8.4	109	4.7
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 14

[2]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.

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

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	149.9
Paraprofessional Instructional Assistants	69.9
Special Education	
Teachers and Instructors	31.8
Paraprofessional Instructional Assistants	67.1
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	10.3
Library/Media	
Specialists (Certified)	4.0
Support Staff	9.0
Instructional Specialists Who Support Teachers	5.6
Counselors, Social Workers and School Psychologists	16.6
School Nurses	8.9
Other Staff Providing Non-Instructional Services/Support	107.9

[1]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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	224	100.0	91.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	96.5
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

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

Instruction and Resources

11th and 12th Graders Enrolled in
College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	68	40.7	119	66.9
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	6	23.1	16	45.7
Students with Disabilities	*	*	9	33.3
District	80	41.7	131	66.5
State		58.4		73.8

[3]College-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 Peers[4]

	Count	Rate (%)
Autism	33	71.7
Emotional Disturbance	10	*
Intellectual Disability	*	*
Learning Disability	126	92.6
Other Health Impairment	64	82.1
Other Disabilities	*	*
Speech/Language Impairment	23	95.8
District	262	82.1
State		69.7

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	48	2.1	1.5
Emotional Disturbance	16	0.7	1.0
Intellectual Disability	11	0.5	0.5
Learning Disability	136	5.9	4.4
Other Health Impairment	78	3.4	2.6
Other Disabilities	13	0.6	1.0
Speech/Language Impairment	32	1.4	1.9
All Disabilities	334	14.5	13.0

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	18	5.4	8.1
Private Schools or Other Settings	33	9.9	5.4

[2]Grades K-12

Overall Expenditures:[3] 2013-14

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	19,545,603	8,480	9,134
Instructional Supplies and Equipment	122,143	53	334
Improvement of Instruction and Educational Media Services	1,575,742	684	498
Student Support Services	2,186,462	949	1,001
Administration and Support Services	3,808,987	1,652	1,694
Plant Operation and Maintenance	3,600,283	1,562	1,572
Transportation	2,405,434	987	813
Costs of Students Tuitioned Out	2,280,636	N/A	N/A
Other	477,191	207	186
Total	36,002,481	15,178	15,289
Additional Expenditures			
Land, Buildings, and Debt Service	2,588,150	1,123	1,272

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

Special Education Expenditures: 2013-14

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,137,880	34.7	35.1
Noncertified Personnel	1,536,048	17.0	14.2
Purchased Services	285,308	3.2	5.2
Tuition to Other Schools	1,994,168	22.1	22.0
Special Ed. Transportation	932,122	10.3	8.6
Other Expenditures	1,153,172	12.8	14.9
Total Expenditures	9,038,698	100.0	100.0

Expenditures by Revenue Source:[4] 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	90.0	89.3
State	8.0	8.6
Federal	1.8	1.9
Tuition & Other	0.2	0.2

[4]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).

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	N/A	N/A	N/A	*	*	*
Asian	29	74.3	29	67.3	14	*
Black or African American	13	*	13	*	*	*
Hispanic or Latino	42	68.9	42	63.0	12	*
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A	*	*	*
Two or More Races	13	*	13	*	*	*
White	898	74.5	890	67.9	480	60.4
English Language Learners	11	*	11	*	*	*
Non-English Language Learners	984	74.2	976	67.5	*	*
Eligible for Free or Reduced-Price Meals	219	64.4	216	58.2	113	51.5
Not Eligible for Free or Reduced-Price Meals	776	76.8	771	70.0	406	62.5
Students with Disabilities	173	51.5	173	46.8	92	45.5
Students without Disabilities	822	78.8	814	71.8	427	63.2
High Needs	329	61.2	326	55.2	167	50.6
Non-High Needs	666	80.4	661	73.5	352	64.6
District	995	74.1	987	67.4	519	60.1

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	25%

[1]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 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 Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	83.0	93.6	85.7	92.5	622	88.6
Curl Up	97.3	96.5	86.8	91.7	622	92.9
Push Up	74.1	74.6	79.1	90.0	622	78.8
Mile Run/PACER	79.6	84.4	85.2	72.5	622	81.2
All Tests - District	54.4	68.8	66.5	71.7	622	65.3
All Tests - State	50.8	51.0	50.3	51.9		51.0

[2]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.

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

Cohort Graduation: Four-Year[1]

	2013-14				2014-15
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	40	90.0	81.4	Yes	82.8
Students with Disabilities	*	*	77.0	No	78.9
District	177	93.2	93.5	No	93.5
State[4]		87.0			

[1]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.

[2]Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	82.2	92	46.7
Male	63.0	78	40.6
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	73.6	152	44.1
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	42.6	14	23.0
Students with Disabilities	*	*	*
District	72.8	170	43.7
State	67.2		37.3

[5]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
- Smarter Balanced - Level 3 or higher on both ELA and math

[6]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 2014	Class of 2013
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	73.1	94.2
Male	73.7	85.7
Black or African American	*	*
Hispanic or Latino	*	*
White	73.8	89.9
English Language Learners	73.8	*
Eligible for Free or Reduced-Price Meals	45.0	76.2
Students with Disabilities	*	*
District	73.4	89.7
State	72.6	88.8

[7]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.

[8]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

Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	74.1	75	98.8	100	98.8	67.9
	High Needs Students	61.2	75	81.6	100	81.6	56.7
Math Performance Index	All Students	67.4	75	89.9	100	89.9	59.3
	High Needs Students	55.2	75	73.6	100	73.6	47.8
Science Performance Index	All Students	60.1	75	80.1	100	80.1	56.5
	High Needs Students	50.6	75	67.5	100	67.5	45.9
Chronic Absenteeism	All Students	8.4%	<=5%	43.3	50	86.5	10.6%
	High Needs Students	17.1%	<=5%	25.7	50	51.5	17.3%
Preparation for CCR	% Taking Courses	54.2%	75%	36.2	50	72.3	66.1%
	% Passing Exams	43.7%	75%	29.1	50	58.3	37.3%
On-track to High School Graduation		97.2%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		93.2%	94%	99.2	100	99.2	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		88.6%	94%	94.3	100	94.3	77.6%
Postsecondary Entrance (Class of 2014)		72.8%	75%	97.0	100	97.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		88.5% | 65.3%	75%	21.8	50	43.5	87.6% | 51.0%
Arts Access		27.0%	60%	22.5	50	45.0	45.7%
Accountability Index				**1010.7**	**1250**	**80.9**	

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	61.2	13.8	17.3	
Math Performance Index Gap	73.5	55.2	18.2	19.6	
Science Performance Index Gap	64.6	50.6	14.0	17.2	
Graduation Rate Gap	94.0%	88.6%	5.4%	15.2%	N

[1]If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

[2]If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	84.6
	High Needs Students	88.7
Math	All Students	83.8
	High Needs Students	87.9
Science	All Students	99.6
	High Needs Students	98.8

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: 61.3   **State: 50.1**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

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 curriculum have been implemented with revisions to Social Studies and Science underway. 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 district-wide 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. Administration and grade-level teams use a variety of social media platforms, newsletters, websites and other electronic communication as a means of keeping parents informed on all things related to their students. Workshops, special events (i.e. Science and or Math Nights, Art Shows, Grade level Curriculum Nights) 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 both at home and in school. Staff uses Power School, and other learning programs such as 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, and the town's youth officer) track attendance and meet with families and students on a regular basis to improve attendance and address any school avoidance issues. Additionally, 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 also 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 Talent events.

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.