

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



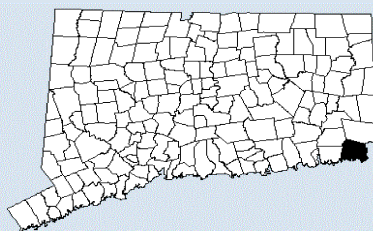
Stonington School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	10
Enrollment	2,097
Per Pupil Expenditures ¹	\$17,788
Total Expenditures ¹	\$38,688,160

¹Expenditure data reflect the 2016-17 year.



Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

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	1,009	48.1	48.4
Male	1,088	51.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	56	2.7	5.1
Black or African American	33	1.6	12.8
Hispanic or Latino	113	5.4	24.8
Pacific Islander	*	*	0.1
Two or More Races	72	3.4	3.3
White	1,809	86.3	53.6
English Learners	15	0.7	7.2
Eligible for Free or Reduced-Price Meals	414	19.7	36.7
Students with Disabilities ¹	313	14.9	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	64	6.4	26	2.6
Male	52	4.9	77	7.0
Black or African American	*	*	*	*
Hispanic or Latino	9	7.8	13	10.8
White	93	5.3	82	4.5
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	54	9.8	50	8.6
Students with Disabilities	28	9.5	34	9.7
District	116	5.6	103	4.9
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 9

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.

District Profile and Performance Report for School Year 2017-18

Stonington School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	133.2
Paraprofessional Instructional Assistants	13.6
Special Education	
Teachers and Instructors	33.2
Paraprofessional Instructional Assistants	71.2
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	12.0
Library/Media	
Specialists (Certified)	3.0
Support Staff	3.8
Instructional Specialists Who Support Teachers	4.8
Counselors, Social Workers and School Psychologists	15.6
School Nurses	9.3
Other Staff Providing Non-Instructional Services/Support	101.2

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	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	212	100.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.5	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	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	93	60.0	115	71.0
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	16	37.2	16	47.1
Students with Disabilities	*	*	15	65.2
District	102	57.0	130	71.0
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	22	55.0
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	86	86.9
Other Health Impairment	74	87.1
Other Disabilities	0	0
Speech/Language Impairment	41	93.2
District	233	78.2
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

Stonington School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	42	1.9	1.8
Emotional Disturbance	14	0.6	1.1
Intellectual Disability	9	0.4	0.5
Learning Disability	99	4.6	5.2
Other Health Impairment	86	4.0	3.1
Other Disabilities	9	0.4	1.1
Speech/Language Impairment	53	2.5	1.8
All Disabilities	312	14.5	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	10	3.2	8.3
Private Schools or Other Settings	38	12.2	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	20,059,022	9,653	9,847
Instructional Supplies and Equipment	199,119	96	287
Improvement of Instruction and Educational Media Services	1,899,338	914	589
Student Support Services	2,091,883	1,007	1,120
Administration and Support Services	4,589,204	2,208	1,905
Plant Operation and Maintenance	4,229,878	2,036	1,648
Transportation	2,330,571	1,008	904
Costs of Students Tuitioned Out	2,823,769	N/A	N/A
Other	465,376	224	208
Total	38,688,160	17,788	16,535

Additional Expenditures

Land, Buildings, and Debt Service	3,096,507	1,490	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	3,730,960	35.1	33.8
Noncertified Personnel	1,832,627	17.2	14.5
Purchased Services	148,120	1.4	5.5
Tuition to Other Schools	2,474,153	23.3	23.4
Special Ed. Transportation	799,345	7.5	8.7
Other Expenditures	1,646,604	15.5	14.1
Total Expenditures	10,631,809	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	90.4	91.7
State	7.7	6.2
Federal	1.8	1.9
Tuition & Other	0.1	0.1

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).

District Profile and Performance Report for School Year 2017-18

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.

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	11	*	11	*
Asian	26	73.5	26	64.5
Black or African American	15	*	15	*
Hispanic or Latino	60	64.6	60	60.7
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	24	72.3	24	71.0
White	951	75.9	950	70.4
English Learners	13	*	13	*
Non-English Learners	1075	75.0	1074	69.7
Eligible for Free or Reduced-Price Meals	294	67.7	293	60.6
Not Eligible for Free or Reduced-Price Meals	794	77.4	794	72.7
Students with Disabilities	165	54.8	165	47.1
Students without Disabilities	923	78.4	922	73.4
High Needs	389	66.0	388	58.8
Non-High Needs	699	79.7	699	75.3
District	1088	74.8	1087	69.4

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			
Grade 4			
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	87.8	88.8	93.2	89.1	585	89.7
Curl Up	93.9	95.4	98.6	98.1	585	96.6
Push Up	73.3	80.9	87.7	93.6	585	84.3
Mile Run/PACER	82.4	87.5	93.8	82.7	585	86.7
All Tests - District	53.4	71.7	78.1	75.0	585	70.1
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.

District Profile and Performance Report for School Year 2017-18

Stonington School District

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	51	76.5
Students with Disabilities	28	64.3
District	183	89.6
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	98.4	121	65.1
Male	96.6	84	47.7
Black or African American	*	*	*
Hispanic or Latino	*	*	*
White	97.8	188	59.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	98.7	21	27.3
Students with Disabilities	85.4	*	*
District	97.5	205	56.6
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	86.2	94.2
Male	61.5	85.9
Black or African American	*	*
Hispanic or Latino	*	*
White	75.0	90.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	46.2	*
Students with Disabilities	*	*
District	74.5	90.0
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

District Profile and Performance Report for School Year 2017-18

Stonington School District

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	74.8	75	49.9	50	99.8	67.6
	High Needs Students	66.0	75	44.0	50	88.0	57.5
Math Performance Index	All Students	69.4	75	46.3	50	92.6	62.7
	High Needs Students	58.8	75	39.2	50	78.4	52.0
ELA Academic Growth	All Students	58.8%	100%	58.8	100	58.8	60.7%
	High Needs Students	53.7%	100%	53.7	100	53.7	55.6%
Math Academic Growth	All Students	54.4%	100%	54.4	100	54.4	61.9%
	High Needs Students	48.1%	100%	48.1	100	48.1	55.4%
Chronic Absenteeism	All Students	5.6%	<=5%	48.7	50	97.5	10.7%
	High Needs Students	9.1%	<=5%	41.8	50	83.5	16.6%
Preparation for CCR	% Taking Courses	64.1%	75%	42.7	50	85.5	74.8%
	% Passing Exams	56.6%	75%	37.8	50	75.5	44.8%
On-track to High School Graduation		97.7%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		89.6%	94%	95.3	100	95.3	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		76.1%	94%	81.0	100	81.0	81.8%
Postsecondary Entrance (Class of 2017)		74.5%	75%	99.4	100	99.4	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.9% 70.1%	75%	46.7	50	93.4	96.6% 50.1%
Arts Access		54.1%	60%	45.1	50	90.2	51.2%
Accountability Index				982.9	1250	78.6	

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	66.0	9.0	15.9	
Math Performance Index Gap	75.0	58.8	16.2	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	76.1%	17.9%	12.7%	Y

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	98.5
	High Needs Students	97.3
Math	All Students	98.4
	High Needs Students	97.1
Science	All Students	98.8
	High Needs Students	96.6

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](#)

District Profile and Performance Report for School Year 2017-18

Stonington School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Stonington Public Schools has focused its improvement efforts on aligning curriculum, instructional practices, and resources to accelerate learning for all students. The district improvement plan, and all school improvement plans, continue to focus on the implementation of standards-based curricula and student-centered learning. Curriculum development continued at the secondary level. Targeted professional development to support a structured co-teaching model at Stonington High School is underway and will be used to limit the tracking of students while maintaining high expectations for all students. The Response to Intervention (RtI) technical support to align processes and practices at the elementary level has been completed and initial work at the middle school level has commenced. The RtI framework allows for equitable and appropriate access to supplemental programs in the academic and social-emotional areas. The district expanded services to students with Autism as well as students who need specialized behavioral support. The final members of a teacher cohort completed training in a specialized reading program to ensure students have access to appropriate academic supports. Other classroom programs include individualized instruction, BCBA support services, appropriate assistive technology, and mental health supports. Special education teachers receive training in BCBAs to analyze student behavior and inform programming. The district provided regular consultation with BCBA agencies to assist staff in the drafting and management of behavior plans. Central office and building administrators use a variety of social media platforms, newsletters, websites, and other electronic communication to keep families current on district and school news. Workshops, special events (Science Nights, Math Nights, Art Shows, Music and Drama performances, Curriculum Nights) and meetings help to inform families about programming, celebrate student performance across content areas, and support links to learning from school to home. Staff uses Power School and other learning programs to communicate classroom activities with families. Schools utilize parent and community volunteers to enhance programs. PTOS are an integral part of the schools. These organizations provide enrichment opportunities for students, support families with childcare by providing childcare to afford family members the chance to actively participate in curriculum-based programs. The district partners with families to ensure students attend school. At the elementary level, social workers and administrators meet with families to discuss attendance concerns. Middle school teams (administrators, mental health, counselors, and nurses) track attendance and meet with families and students on a regular basis to improve attendance and address school avoidance issues. The school resource officer supports building administrators at all levels, including Stonington High School, to address attendance issues.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Stonington Public Schools continues to foster students' understanding and respect for the diverse populations who attend our schools and live in our community. School climate data and input from staff and families inform the work. In the elementary schools, positive behavioral support programs such as "WISH" and "SWIM" have been implemented to teach students collaboration and communication skills. Lessons focus on developing compassion and empathy for others. Mental health staff work with students to instill common language and positive behavioral expectations. Elementary schools also participate in selected Second Step lessons, "Looking for the Good," and the Kindness Week Challenge. Through classroom studies, students develop an appreciation for cultural perspectives, learning about family customs, and traditions. Pawcatuck Middle School and Mystic Middle School began professional learning sessions on Restorative Practices and will continue to explore this framework with implementation beginning in the upcoming school year. Pawcatuck Middle School and Mystic Middle School each have award winning Unified Sports Programs, with elementary and high school teams in place as well. The school resource officer provides instruction on internet safety and the implications of cyber-bullying to all middle school students. Pawcatuck Middle School added a workshop, facilitated by Safe Futures, to include families as partners in creating a safe and healthy school climate. Secondary and Central Office administrators attend the Martin Luther King, Jr. Scholarship Award Banquet with minority students to share in the celebration of high school scholarship recipients and foster relationships between the middle school students and the high school role models. Stonington High School hosts Town Hall Meetings for all grade levels facilitated by the Assistant Principal and School Resource Officer. These forums provide opportunities for discussions about healthy, respectful relationships within the school and community. The school social worker meets with 9th grade academy students about safe dating practices and anti-bullying strategies. The Alliance for Acceptance is an inclusive student club that provides supports to students through their "Pride Jam" and club meetings.

District Profile and Performance Report for School Year 2017-18

Stonington School District

Equitable Allocation of Resources among District Schools

The Stonington Board of Education is dedicated to the delivery of equitable programming and distribution of resources across the district. Budgets are developed annually to address the unique needs of each school and the district. Consideration is given to enrollment figures, class-size, program needs, student achievement and growth data, curriculum needs, and district initiatives. Budget development is informed by conversations with the building leaders. Equitable requests are made to the Board of Education for funding. Monies for supplies, text, and other academic resources are budgeted on a per-pupil basis. In January, the Superintendent presents a proposed budget to the Board of Education. Public meetings are held 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. A town-wide budget referendum is held in May.