

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



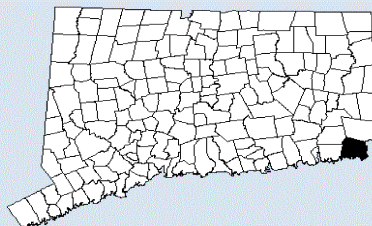
Stonington School District

Mr. Van Riley, Superintendent • 860-572-0506 • <http://www.stoningtonschools.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	1,981
Per Pupil Expenditures ¹	\$19,284
Total Expenditures ¹	\$41,268,419

¹ Expenditure data reflect the 2018-19 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 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	946	47.8	48.4
Male	1,035	52.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	41	2.1	5.2
Black or African American	26	1.3	12.7
Hispanic or Latino of any race	118	6.0	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	84	4.2	3.8
White	1,702	85.9	51.1
English Learners	13	0.7	8.3
Eligible for Free or Reduced-Price Meals	535	27.0	43.3
Students with Disabilities ³	313	15.8	16.0

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	110	11.8	25	2.6
Male	113	11.3	64	6.0
Black or African American	*	*	*	*
Hispanic or Latino of any race	16	13.6	14	11.5
White	194	11.8	69	4.0
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	90	16.9	50	7.9
Students with Disabilities	50	17.2	36	10.2
District	223	11.5	89	4.4
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 7

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A 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.

⁵ This 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 2019-20

Stonington School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	136.0
Paraprofessional Instructional Assistants	11.4
Special Education	
Teachers and Instructors	30.8
Paraprofessional Instructional Assistants	59.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	15.4
Library/Media	
Specialists (Certified)	2.8
Support Staff	4.6
Instructional Specialists Who Support Teachers	6.2
Counselors, Social Workers and School Psychologists	15.4
School Nurses	6.5
Other Staff Providing Non-Instructional Services/Support	92.7

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	215	100.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.9	10.4

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	*
Hispanic or Latino of any race	8	*	8	*
White	104	70.7	141	89.8
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	18	54.5	39	83.0
Students with Disabilities	10	47.6	19	67.9
District	122	68.9	158	89.8
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	30	66.7
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	81	81.0
Other Health Impairment	72	80.0
Other Disabilities	0	0
Speech/Language Impairment	27	93.1
District	220	75.1
State		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	45	2.2	2.0
Emotional Disturbance	15	0.7	1.1
Intellectual Disability	7	0.3	0.5
Learning Disability	101	5.0	5.7
Other Health Impairment	90	4.4	3.3
Other Disabilities	15	0.7	1.1
Speech/Language Impairment	33	1.6	1.8
All Disabilities	306	15.0	15.6

¹ This 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	15	4.9	8.2
Private Schools or Other Settings	36	11.8	5.0

² This 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$23,865,946	\$11,152	\$10,923
Support services - students	\$2,372,864	\$1,170	\$1,277
Support services - instruction	\$2,127,970	\$1,049	\$682
Support services - general administration	\$795,653	\$392	\$467
Support services - school based administration	\$2,769,045	\$1,365	\$1,021
Central and other support services	\$973,837	\$480	\$679
Operation and maintenance of plant	\$5,478,298	\$2,701	\$1,718
Student transportation services	\$2,315,185	\$1,098	\$1,288
Food services	.	.	\$12
Enterprise operations	\$568,621	\$280	\$163
Minor school construction	\$1,000	\$0	\$59
Total	\$41,268,419	\$19,284	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,954,486	33.7	28.5
Instructional Aide Salaries	\$1,526,941	13.0	10.1
Other Salaries	\$972,716	8.3	11.1
Employee Benefits	\$1,612,209	13.7	13.0
Purchased Services Other Than Transportation	\$206,288	1.8	5.7
Special Education Tuition	\$2,684,467	22.8	22.5
Supplies	\$47,042	0.4	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$700,119	6.0	8.0
Equipment	\$44,593	0.4	0.2
All Other Expenditures	\$141	0.0	0.1
Total	\$11,749,003	100.0	100.0
Percent of Total Expenditures Used for Special Education		28.5	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	92.1
State	5.3
Federal	2.5
Tuition & Other	0.1

⁴ Revenue 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 2019-20 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	6	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	53	75.5
Students with Disabilities	28	60.7
District	177	90.4
State		88.5

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.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	86.3	92.8
Male	65.9	81.6
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	77.1	88.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	58.5	84.6
Students with Disabilities	*	*
District	75.9	88.6
State	71.5	87.5

³ 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.

⁴ 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

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	11.5%	<=5%	12.2%
	High Needs Students	15.9%	<=5%	18.0%
Preparation for CCR	% Taking Courses	79.3%	75%	80.4%
On-track to High School Graduation		97.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		90.4%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		83.3%	94%	84.5%
Postsecondary Entrance (Class of 2019)		75.9%	75%	71.5%
Arts Access		57.1%	60%	51.8%

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
Graduation Rate Gap	94.0%	83.3%	10.7%	10.9%	N

¹ If 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.

² If 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Stonington Public Schools District Improvement Plan continues to focus on the development and implementation of standards-based, student-centered curricula in all disciplines preK-12. The improvement plan includes a goal to improve student growth and performance in the area of mathematics, especially at the middle grades where performance gaps have existed. Improving special education programs for the district have centered on the management of student behaviors as well as supporting resources and staffing for the area of individualized reading instruction. Primary and special education teachers have been provided professional development on the Enhanced Core Reading Instruction to support Tier I and II instruction in foundation reading skills. A cohort of teachers at the elementary and middle school level have been trained in the delivery of the Wilson reading program. 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. The district provided regular consultation and working partnerships with multiple BCBA agencies to assist staff in the drafting and management of behavior plans. A Learning Annex has been established to provide educational programming for students returning from outside placements as well as for secondary students not meeting with success in the traditional setting. Administration and staff 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, 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. Learning resources for grades K-8 are posted on the district website to guide families who are interested in supporting learning over the summer break. 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. Stonington High School has an active Parent Advisory Council that meets with the principal monthly to provide input on programs, practices, and policies. The high school aggressively targets attendance issues by providing daily increased mentorships for at-risk students to improve attendance in school. Attendance Success Plans for students are developed and implemented before students are identified as chronically absent. A software program that communicates attendance concerns to parents has been effective to improve attendance concerns. Middle school teams track attendance and meet with families and students on a regular basis to improve attendance and address any school avoidance issues. At the elementary level, social workers and administration meet with parents to discuss attendance concerns.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Stonington Public Schools continues to foster student understanding and respect for diverse populations who attend our schools and live in our community. School climate data and teacher and parent conversations inform our efforts. At the elementary level, there are positive behavioral support programs that center around developing core values. Elementary students participate in community gatherings to create a sense of community and sharing. Through classroom studies, students develop an appreciation for cultural perspective, learning about family customs and traditions. Stonington Middle School implements the Second Step curriculum in grades 6-8 to support social-emotional learning and the development of pro-social behaviors. The focus is on building a school community that is inclusive and helps students develop communication skills while simultaneously developing empathy and compassion for others. 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. Mental health staff works with students to instill common language and positive behavioral expectations. The use of technology expands access to local and global information, while music and art instruction support cultural studies. Students participate in a variety of service projects to support needs found within our community. PTOs provide cultural arts programs for students. The district has a robust and award-winning Unified Sports Programs. Students participate in a variety of Unified Sports, Unified Arts, and Talent events at all levels. In January of 2020 the district crafted a Minority Teacher Recruitment Plan as an effort to diversify the teaching staff across the district.

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Equitable Allocation of Resources among District Schools

Stonington's Board of Education dictates that comparable resources are distributed to each school in the 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 administrators recommendations and contributions to budget discussions. Equitable requests are made to the Board of Education. Monies for supplies, texts, and other academic materials are budgeted on a per-pupil basis. In January, the Superintendent presents a proposed budget to the Board of Education. This is formulated based upon input from building level and district level administrators, as well as input from 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.