

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



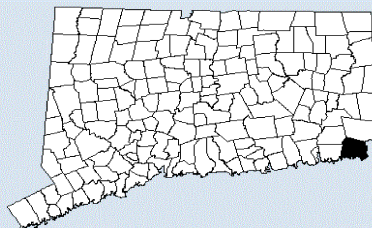
Stonington School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	10
Enrollment	2,050
Per Pupil Expenditures ¹	\$18,121
Total Expenditures ¹	\$39,757,188

¹Expenditure data reflect the 2017-18 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 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	979	47.8	48.4
Male	1,071	52.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	52	2.5	5.2
Black or African American	23	1.1	12.8
Hispanic or Latino of any race	128	6.2	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	78	3.8	3.6
White	1,755	85.6	52.4
English Learners	17	0.8	7.6
Eligible for Free or Reduced-Price Meals	550	26.8	42.1
Students with Disabilities ³	314	15.3	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	88	9.4	30	3.0
Male	95	9.1	82	7.4
Black or African American	*	*	*	*
Hispanic or Latino of any race	18	16.1	15	11.5
White	146	8.6	90	5.0
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	93	17.3	56	8.9
Students with Disabilities	53	18.2	35	9.7
District	183	9.2	112	5.3
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 29

Number of school-based arrests: 0

⁴A 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.

⁵This 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 2018-19

Stonington School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	141.8
Paraprofessional Instructional Assistants	8.3
Special Education	
Teachers and Instructors	33.2
Paraprofessional Instructional Assistants	66.4
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	12.6
Library/Media	
Specialists (Certified)	3.0
Support Staff	5.6
Instructional Specialists Who Support Teachers	5.4
Counselors, Social Workers and School Psychologists	16.4
School Nurses	8.8
Other Staff Providing Non-Instructional Services/Support	102.3

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	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	219	99.6	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.2	10.0

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	*	*	*
Hispanic or Latino of any race	6	*	*	*
White	112	75.7	134	84.8
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	30	68.2	27	69.2
Students with Disabilities	8	*	21	75.0
District	125	74.9	148	83.6
State		74.5		85.2

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	24	60.0
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	87	82.9
Other Health Impairment	64	76.2
Other Disabilities	*	*
Speech/Language Impairment	33	94.3
District	217	74.3
State		67.6

³This 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	42	2.0	1.9
Emotional Disturbance	12	0.6	1.1
Intellectual Disability	8	0.4	0.5
Learning Disability	105	5.0	5.5
Other Health Impairment	84	4.0	3.2
Other Disabilities	16	0.8	1.1
Speech/Language Impairment	39	1.9	1.8
All Disabilities	306	14.6	15.0

¹This 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	14	4.6	8.2
Private Schools or Other Settings	32	10.5	5.0

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$23,361,902	\$10,648	\$10,545
Support services - students	\$1,747,127	\$843	\$1,373
Support services - instruction	\$2,177,128	\$1,051	\$644
Support services - general administration	\$1,337,024	\$645	\$462
Support services - school based administration	\$2,579,909	\$1,245	\$1,007
Central and other support services	\$878,764	\$424	\$671
Operation and maintenance of plant	\$4,800,049	\$2,317	\$1,629
Student transportation services	\$2,258,737	\$1,021	\$1,231
Food services	.	.	\$13
Enterprise operations	\$556,604	\$269	\$157
Minor school construction	\$59,944	\$29	\$65
Total	\$39,757,188	\$18,121	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,839,511	34.2	29.7
Instructional Aide Salaries	\$1,479,984	13.2	9.6
Other Salaries	\$1,017,271	9.1	10.4
Employee Benefits	\$1,469,694	13.1	13.0
Purchased Services Other Than Transportation	\$295,434	2.6	5.5
Special Education Tuition	\$2,413,852	21.5	22.6
Supplies	\$92,314	0.8	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$605,702	5.4	8.0
Equipment	\$380	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$11,214,141	100.0	100.0
Percent of Total Expenditures Used for Special Education		28.2	24.4

Expenditures by Revenue Source:⁴ 2017-18

	Percent of Total (%) Excluding School Construction
Local	92.2
State	5.2
Federal	2.5
Tuition & Other	0.1

⁴Revenue 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 2018-19

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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	19	*	19	*	10	*
Black or African American	8	*	8	*	*	*
Hispanic or Latino of any race	63	69.7	63	62.7	26	66.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	38	76.3	38	69.6	10	*
White	903	77.6	902	72.3	403	72.8
English Learners	12	*	12	*	*	*
Non-English Learners	1,025	77.2	1,024	71.8	*	*
Eligible for Free or Reduced-Price Meals	284	71.2	283	64.4	108	66.9
Not Eligible for Free or Reduced-Price Meals	753	79.2	753	74.4	347	73.8
Students with Disabilities	166	56.9	165	50.0	68	54.5
Students without Disabilities	871	80.8	871	75.7	387	75.3
High Needs	382	68.4	381	61.7	151	64.2
Non-High Needs	655	82.0	655	77.4	304	76.2
District	1,037	77.0	1,036	71.6	455	72.2

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	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 performance on NAEP by student group, [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	98.8	83.8	84.0	93.3	567	88.7
Curl Up	100.0	95.4	91.3	98.8	567	95.9
Push Up	90.0	82.1	80.7	95.7	567	86.8
Mile Run/PACER	92.5	82.1	84.0	82.3	567	84.1
All Tests - District	87.5	63.0	61.3	80.5	567	71.1
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	35	91.4
Students with Disabilities	17	*
District	178	93.8
State		88.3

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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.7	97	63.0
Male	97.4	99	52.1
Black or African American	*	0	*
Hispanic or Latino of any race	*	*	*
White	98.0	183	59.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.4	30	36.1
Students with Disabilities	84.4	*	*
District	98.0	196	57.0
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	83.8	97.3
Male	70.0	95.7
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	77.7	96.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	60.5	*
Students with Disabilities	*	*
District	78.1	96.7
State	71.0	87.8

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

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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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	77.0	75	50.0	50	100.0	67.7
	High Needs Students	68.4	75	45.6	50	91.2	58.1
Math Performance Index	All Students	71.6	75	47.8	50	95.5	63.1
	High Needs Students	61.7	75	41.1	50	82.3	52.7
Science Performance Index	All Students	72.2	75	48.1	50	96.3	63.8
	High Needs Students	64.2	75	42.8	50	85.6	54.2
ELA Academic Growth	All Students	67.2%	100%	67.2	100	67.2	59.9%
	High Needs Students	62.0%	100%	62.0	100	62.0	55.1%
Math Academic Growth	All Students	69.7%	100%	69.7	100	69.7	62.5%
	High Needs Students	61.3%	100%	61.3	100	61.3	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	9.2%	<=5%	41.5	50	83.0	10.4%
	High Needs Students	15.9%	<=5%	28.2	50	56.4	16.1%
Preparation for CCR	% Taking Courses	79.4%	75%	50.0	50	100.0	80.0%
	% Passing Exams	57.0%	75%	38.0	50	76.0	42.6%
On-track to High School Graduation		98.7%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		93.8%	94%	99.8	100	99.8	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		88.5%	94%	94.1	100	94.1	83.3%
Postsecondary Entrance (Class of 2018)		78.1%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		87.1% 71.1%	75%	23.7	50	47.4	96.4% 52.9%
Arts Access		53.6%	60%	44.7	50	89.3	51.9%
Accountability Index				1105.5	1350	81.9	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	68.4	6.6	15.4	
Math Performance Index Gap	75.0	61.7	13.3	17.6	
Science Performance Index Gap	75.0	64.2	10.8	16.1	
Graduation Rate Gap	94.0%	88.5%	5.5%	11.1%	N

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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.3
	High Needs Students	98.3
Math	All Students	99.3
	High Needs Students	98.0
Science	All Students	99.1
	High Needs Students	97.5

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 61 State: 51.5

District Profile and Performance Report for School Year 2018-19

Stonington School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The focus of Stonington Public Schools District Improvement Plan continues to be 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. 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. 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. 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. 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. The implementation of a new software program to communicate attendance concerns to parents has been effective to improve attendance concerns. 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 track attendance and meet with families and students on a regular basis to improve attendance and address any school avoidance issues. Stonington High School has developed alternative education programs for students with school avoidance issues.

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 middle school level, the school uses the Second Step curriculum in weekly small group advisory sessions to develop these prosocial behaviors. At the elementary level there are positive behavioral support programs that center around developing core values. The focus is on building a school community that is inclusive and helps students develop collaboration and communication skills while simultaneously developing empathy and compassion for others. Mental health staff works with students to instill common language and positive behavioral expectations. 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. 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. 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 civil rights and strategies to reduce prejudice and increase cooperation skills. The School-Based Health Center works with local agencies to provide programs for student 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 schools provide presentations on diversity and bullying. Stonington High School's Alliance for Acceptance Club heightens awareness of student differences. 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.

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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 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.