

STRATEGIC SCHOOL PROFILE 2011-12**North Stonington School District**

NATALIE J. PUKAS, Superintendent

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North Stonington,
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New London
 Town Population in 2000: 4,991
 1990-2000 Population Growth: 2.2%
 Number of Public Schools: 3

Per Capita Income in 2000: \$25,815
 Percent of Adults without a High School Diploma in 2000*: 10.3%
 Percent of Adults Who Were Not Fluent in English in 2000*: 0.2%
 District Enrollment as % of Estimated. Student Population: 94.6%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): E DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2011 781
 5-Year Enrollment Change -3.5%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	121	15.5	14.9	35.2
K-12 Students Who Are Not Fluent in English	1	0.1	0.7	5.6
Students Identified as Gifted and/or Talented*	2	0.3	3.3	4.0
PK-12 Students Receiving Special Education Services in District	78	10.0	11.1	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	42	89.4	86.6	79.8
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	16	18.4	15.3	13.0

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	4	0.5
Black	20	2.6
Hispanic	21	2.7
Pacific Islander	0	0.0
White	711	91.0
Two or more races	24	3.1
Total Minority	70	9.0

Percent of Minority Professional Staff: 0.0%

Non-English Home Language:

0.7% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 4.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The North Stonington Schools' population has remained relatively stable over the last few years. However, there has been an increase in our minority population as well as those eligible for free and reduced lunches. 17.8% of our student population was eligible for free or reduced price meals. Several North Stonington students are enrolled in inter-district magnet schools. We continue to make progress in reducing racial, ethnic and economic isolation in a variety of ways and using multiple resources. We offer activities and programs for our students and staff. Positive Behavioral Intervention and Support (PBIS) continues to guide the values and learning of our students to be respectful and caring citizens of our schools. Positive behavior and respect for all is acknowledge continually and students exhibiting these traits are recognized. We work with LEARN, our area RESC, to seek out opportunities for our students and professional development for our staff. This past year, we participated in an interdistrict program sponsored by LEARN which partnered our elementary students with students from a nearby city. Our entire district participates in the Chikumbuso Project and raises money for children's needs in Zambia. Some former students and current staff members have visited and made presentations. There have been specific activities and programs at the building level that have further worked to reduce isolation. Our technological resources and extensive use of the Internet have helped our students to bring the world a little closer. Each and every classroom is equipped with computers that have Internet capability. Our high school and middle school participates in the Virtual High School Program and we offer several online courses. Although our student and staff population is not as diversified as other districts, it does not mean that we do not offer our children and staff opportunities to learn about, interact with, and respect those from other backgrounds.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	72.3	59.2	68.8
Writing	71.9	62.7	58.1
Mathematics	89.2	66.5	90.6
Grade 4 Reading	85.1	64.1	91.9
Writing	83.3	65.3	82.5
Mathematics	87.5	68.0	83.8
Grade 5 Reading	72.5	67.6	41.0
Writing	63.2	68.1	27.4
Mathematics	72.2	71.6	31.5
Science	77.2	63.9	56.0
Grade 6 Reading	79.2	74.1	44.0
Writing	62.3	67.4	25.9
Mathematics	73.6	69.3	43.4
Grade 7 Reading	93.0	79.8	80.5
Writing	75.3	65.6	54.7
Mathematics	76.4	68.1	48.8
Grade 8 Reading	73.6	76.8	25.2
Writing	64.8	68.3	29.4
Mathematics	64.8	67.2	30.2
Science	68.5	61.9	39.4

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	56.6	47.5	60.2
Writing Across the Disciplines	79.2	63.0	67.2
Mathematics	58.5	49.2	57.1
Science	54.7	47.1	53.7

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	47.8	50.6	39.8

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		70.5	77.3	
Average Score	Mathematics	511	505	49.6
	Critical Reading	500	502	45.8
	Writing	493	506	31.3

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	89.6	82.7	50.4
2010-11 Annual Dropout Rate for Grade 9 through 12	0.4	2.6	79.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	82.0	84.5
% Employed (Civilian Employment and in Armed Services)	18.0	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	65.60
Paraprofessional Instructional Assistants	5.80
Special Education	
Teachers and Instructors	9.00
Paraprofessional Instructional Assistants	15.40
Library/Media Specialists and/or Assistants	2.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	2.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	5.00
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	46.43

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	12.0	15.4	13.9
% with Master's Degree or Above	68.0	81.8	79.6

Average Class Size	District	DRG	State
Grade K	15.3	15.5	18.5
Grade 2	21.0	17.0	19.7
Grade 5	18.7	18.5	21.6
Grade 7	18.5	19.1	20.3
High School	14.2	17.4	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,001	992	993
Middle School	1,074	1,027	1,024
High School	1,074	1,013	1,024

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.0	2.4	2.8
Middle School	2.0	1.9	2.2
High School	1.2	1.5	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$7,463	\$9,375	\$8,464	\$8,407	\$8,469
Instructional Supplies and Equipment	\$528	\$664	\$267	\$300	\$271
Improvement of Instruction and Educational Media Services	\$160	\$201	\$487	\$412	\$482
Student Support Services	\$627	\$787	\$901	\$905	\$901
Administration and Support Services	\$1,306	\$1,641	\$1,468	\$1,532	\$1,490
Plant Operation and Maintenance	\$1,244	\$1,563	\$1,471	\$1,547	\$1,463
Transportation	\$852	\$990	\$735	\$768	\$724
Costs for Students Tuitioned Out	\$186	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$165	\$178	\$165
Total	\$12,365	\$15,153	\$14,238	\$14,452	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$667	\$838	\$1,290	\$1,107	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,289,931	18.5	20.1	21.7

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	70.9	22.9	6.0	0.1
Excluding School Construction	72.4	21.1	6.4	0.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The North Stonington School District consists of an elementary school and a combined middle/high school. Building level administrators, the Special Services Director, the Technology Coordinator, and Maintenance Supervisor submit budget requests for “non-fixed costs” such as textbooks, supplies, capital equipment, program funds, clubs, and sports. Teacher requests are an integral part of the process. There are plans in place for replacement of capital equipment, including computer labs and other technology, textbooks and sports uniforms. The Central Office is responsible for the “fixed costs” portion of the budget. The district’s plan, building level plans and special education identified needs also serve as a blueprint for the initiation and implementation of new programs and the hiring of new staff. Cuts are based on the least to the most impact on students. The superintendent meets with all administrators and the business manager to review the budget and make necessary adjustments before it is presented to the Board of Education for review and adoption. Each administrator, the technology coordinator, maintenance supervisor, business manager and superintendent make a presentation to this group. Copies of the proposed budget are made available to the public for review and questions. When applicable, grant monies are dispersed on a rotating basis to each school for initiatives and/or programs.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	72
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.4%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	4	0.5	1.1	1.2
Learning Disability	25	3.3	3.6	3.9
Intellectual Disability	2	0.3	0.4	0.4
Emotional Disturbance	0	N/A	N/A	N/A
Speech Impairment	18	2.4	2.5	2.1
Other Health Impairment*	21	2.8	1.9	2.2
Other Disabilities**	2	0.3	0.8	1.0
Total	72	9.4	11.1	11.7

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2010-11 with a Standard Diploma	100.0	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	0.0	5.1

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	13.6	36.0	79.7	70.4
	Writing	15.6	21.5	70.2	66.3
	Mathematics	28.6	31.8	77.5	68.4
	Science	18.8	23.0	73.0	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	56.6	47.5
	Writing Across the Disciplines	N/A	N/A	79.2	63.0
	Mathematics	N/A	N/A	58.5	49.2
	Science	N/A	N/A	54.7	47.1

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	41.5
	% With Accommodations	58.5
CAPT	% Without Accommodations	50.0
	% With Accommodations	50.0
% Assessed Using Skills Checklist		6.1

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	3	4.2

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	66	91.7	74.3	72.1
40.1 to 79.0 Percent of Time	6	8.3	18.2	16.3
0.0 to 40.0 Percent of Time	0	0.0	7.5	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The North Stonington Public Schools have a strong accountability component as a part of the instructional program. A careful analysis of our CMT and CAPT results is done yearly and areas in need of improvement are identified and targeted. Included in the analysis is a review of the data longitudinally. Our students' scores generally remain at/above the state level and the DRG. In addition to the state mandated testing, each school has developed an "in-house" plan of assessment to measure student performance and to track individual and group performance over time. As a result of the District's Long Range and Improvement Plans the following has taken place:

- District goals have been developed based on identified needs. The use of data has been and will continue as the primary focus for developing initiatives.
- Our Advanced Placement course offerings have been expanded and our students continue to score well on these exams.
- Wheeler students can now earn credit from UCONN through enrollment in a cooperative program established within the past three years. Our offerings continue to expand and we now have these courses in almost all departments.
- Positive Behavioral Interventions and Support (PBIS) has been implemented at all grade levels.
- Scientific Research-Based Intervention (SRBI) has been implemented in each school at varied levels.
- An intervention block was developed at the elementary school to support students not meeting benchmark.
- Data teams were established to track and review academic and behavioral information. Data walls have been created to determine patterns and areas of concern and shared with the Superintendent, district administrators, and staff.
- A District Professional Development Plan was written by a representative group of teachers and administrators and adopted by the Board in the spring of 2011. This plan for meeting district and individual professional development needs focuses on improved instruction.
- The Teacher Evaluation Plan is currently being revised with the same focus as that of Professional Development.
- Revision of curriculum documents to align with CCSS in a curriculum map format to determine instruction throughout the school year.

North Stonington has implemented programs geared towards truancy prevention. We have continued to offer more elective options to meet the needs of the students with six new electives being added over the last two years. DOPP (Drop-out Prevention Program) was started in the 2011-12 school year and a credit recovery program has been initiated. The social worker has worked with administration to develop individual plans for students to meet their educational, physical and social needs. A Parent Outreach program as well as a Senior Academy has been implemented. There is also increased rigor to engage more students on the upper level.
