

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



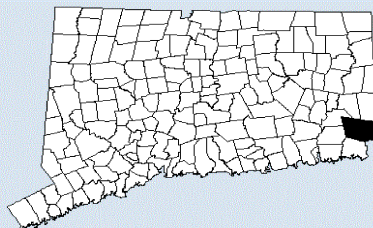
North Stonington School District

Mr. Peter Nero, Superintendent • 860-535-2800 • www.northstonington.k12.ct.us/

District Information

Grade Range	PK-12
Number of Schools	3
Enrollment	751
Per Pupil Expenditures ¹	\$15,647
Total Expenditures ¹	\$12,377,036

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	352	46.9	48.3
Male	399	53.1	51.6
American Indian	*	*	0.2
Asian	17	2.3	4.6
Black or African American	19	2.5	12.9
Hispanic or Latino	24	3.2	21.2
Pacific Islander	*	*	0.0
White	673	89.6	58.4
Two or More Races	9	1.2	2.3
English Language Learners	0	0.0	5.7
Eligible for Free or Reduced-Price Meals	148	19.7	37.3
Students with Disabilities ¹	75	10.0	12.8

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	23	6.7	8	2.2
Male	28	7.4	24	5.9
Black or African American	*	*	*	*
Hispanic or Latino	0	0.0	*	*
White	44	6.9	26	3.8
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	10	7.2	13	8.0
Students with Disabilities	7	10.4	*	*
District	51	7.1	32	4.1
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 0

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	63.8
Paraprofessional Instructional Assistants	5.5
Special Education	
Teachers and Instructors	9.0
Paraprofessional Instructional Assistants	13.5
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	3.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.0
Counselors, Social Workers and School Psychologists	5.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	46.4

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 (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	1	1.1	3.6
Native American	0	0	0.1
White	87	98.9	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.1
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.1	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	0	0
Hispanic or Latino	0	0	0	0
White	9	20.9	13	23.2
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	0	0
Students with Disabilities	0	0	0	0
District	9	18.4	13	21.3
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	N/A	N/A
Intellectual Disability	*	*
Learning Disability	17	*
Other Health Impairment	18	90.0
Other Disabilities	*	*
Speech/Language Impairment	10	*
District	56	91.8
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	7	0.9	1.4
Emotional Disturbance	0	0	1.0
Intellectual Disability	*	*	0.4
Learning Disability	18	2.4	4.2
Other Health Impairment	20	2.7	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	15	2.0	1.9
All Disabilities	65	8.8	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	7,073,570	9,259	8,769
Instructional Supplies and Equipment	694,717	909	275
Improvement of Instruction and Educational Media Services	165,752	217	487
Student Support Services	538,723	705	965
Administration and Support Services	1,372,462	1,796	1,600
Plant Operation and Maintenance	1,391,258	1,821	1,472
Transportation	968,837	1,073	786
Costs of Students Tuitioned Out	154,224	N/A	N/A
Other	17,493	23	178
Total	12,377,036	15,647	14,642

Additional Expenditures

Land, Buildings, and Debt Service	599,000	784	1,434
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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: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	939,510	49.7	35.6
Noncertified Personnel	328,101	17.4	14.5
Purchased Services	62,535	3.3	5.0
Tuition to Other Schools	6,008	0.3	21.4
Special Ed. Transportation	20,788	1.1	8.5
Other Expenditures	534,000	28.2	14.9
Total Expenditures	1,890,942	100.0	100.0

PK-12 Expenditures Used for Special Education	15.3	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.2	73.7
State	25.9	24.4
Federal	1.9	2.0
Tuition & Other	0.0	0.0

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 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	.	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	74.1	78.2	76.2	75.4	.	.	.	.
Students with Disabilities	47.3	53.7	47.3	51.4	.	.	.	.
High Needs	66.5	72.0	68.1	71.4	.	.	.	.
District	83.7	87.1	86.4	85.2	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	
Hispanic or Latino	
English Language Learners	
Eligible for Free or Reduced-Price Meals	
Students with Disabilities	
High Needs	
District	76.8	84.0	81.7	82.2	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	76.9	86.3	76.5	87.0	200	81.5
Curl Up	76.9	78.4	94.1	97.8	200	86.5
Push Up	36.5	80.4	64.7	78.3	200	64.5
Mile Run/PACER	55.8	64.7	68.6	71.7	200	65.0
All Tests - District	11.5	58.8	51.0	65.2	200	46.0
All Tests - State	50.2	50.7	50.3	53.9		51.1

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.

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Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	.		.
Students with Disabilities	*	*	.		.
District	48	95.8	90.2	Yes	90.6
State ⁴		85.5			

¹The 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](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	80.4	17	33.3
Male	71.2	25	42.4
Black or African American	*	*	*
Hispanic or Latino	*	0	*
White	78.8	*	*
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*
Students with Disabilities	*	0	*
District	75.5	42	38.2
State	72.9		37.6

⁵College 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

⁶Participation 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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	75.9	*
Male	*	*
Black or African American	N/A	N/A
Hispanic or Latino	N/A	N/A
White	71.4	80.0
English Language Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
District	74.5	80.0
State	72.7	88.5

⁷College 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.

⁸College 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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Narratives

School District Improvement Plans and Parental Outreach Activities

The North Stonington Public Schools have a strong accountability component as a part of the instructional program. We analyze CMT and CAPT results annually; included in the analysis is a review of the data longitudinally. Our students' scores generally remain at to above the state level and DRG. In 2013-2014, the district chose to pilot the Smarter Balanced Assessment (SBA). In addition to the state mandated testing, each school has developed an "in-house" plan of assessment.

The elementary school provides high quality instruction based on formative assessments and the continual revision of curriculum aligned to the CCS. Studies of formal assessment results such as the DRA's determine student need and the direction of instruction and Research-Based Intervention (SRBI) to be able to develop best practices. The district supports an all-day K and a pre-K program.

The school is committed to supporting the family's role through open communication, support for the family and to take an active role in school. Open House is held in early fall. A bimonthly newspaper is distributed by hardcopy and is available on our website which includes classroom highlights and upcoming events with our families. The district communicates through Power-Announcement. Families attend the prekindergarten and Kindergarten New Family Orientations and community events. The North Stonington PTO supports the Cultural Arts programs, grants, book fairs and enrichment activities as does the North Stonington Education Foundation. Parent volunteers are welcomed.

Wheeler High-Middle School created a Theory of Action (TOA), geared toward continuous school improvement with a set of our core beliefs and academic expectations which was driven by the NEASC self-study. Our curriculum revision targets the CCS. Our TOA and our data analysis allow us to target instruction and professional development.

Wheeler utilizes the Scientific Research-Based Interventions (SRBI) and Positive Behavioral Interventions and Support (PBIS). SRBI-RTI assists us to meet the needs of individual students and to impact achievement. The Renaissance Program along with PBIS, rewards positive behavior.

Wheeler is committed to supporting the family's role in the education of our students through our Parent Teacher Organization. Communication with families is done via an on-line as well as a telephone message communication. An electronic sign message board is located outside the school. The Community Advisory Council meets monthly. Our school counselors and social worker hold parent and student meetings. Our school counseling department also holds transition nights for incoming 6th and 9th graders.

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 continued in the 2013-14 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.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The North Stonington Schools' population is stable regarding our minority population, English Language Learners and students eligible for free and reduced lunches. Each school utilizes Positive Behavioral Intervention and Support (PBIS). The district participates in the Chikumbuso Project to raise money for the children in Zambia.

District activities and programs work to reduce isolation. Technological resources, such as the internet are extensive and help bring the world a little closer. We offer opportunities for students to learn about, interact with, and respect those from other backgrounds.

PBIS guides the values and learning of our students to be respectful and caring citizens of our school. Expectations are displayed throughout the schools and positive behavior and respect for all is acknowledged continually. School staff provides lessons and events to appreciate diversity, focusing on Native American culture, Armed Forces Veterans and African American History.

Wheeler Middle-High School provides continuous exposure for students to gain increased awareness of diverse cultures so they can appreciate and value everyone regardless of race, ethnicity or economic status. The school participates in regional activities to expose students to different types of cultures. Opportunities presented by the faculty include art and music projects focusing on different cultures, diversity and tolerance. Students have the opportunity to attend regional magnet schools that have a diverse student body. Wheeler offers pen-pal letters and video exchanges with students from Indonesia. Clubs organize such activities as blood drives and service projects that take our students into a variety of socio-economic cultures.

We offer a Middle Ground Book Club where students and parents read a book together, often focusing on diversity and multiculturalism. Our One Book, One Summer program encourages our students and families to use one book to bridge together socioeconomic and cultural differences. The guidance department has developed a Developmental Guidance curriculum and has taught lessons on many issues toward the promotion of tolerance, self-respect and anti-bullying.

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Equitable Allocation of Resources among District Schools

The North Stonington School District consists of an elementary school and a combined middle-high school. The total student population is 765 and employs 124. Building level administrators, the Special Services Director, the Technology Coordinator, Maintenance Supervisor and grounds 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 the replacement of capital equipment, including computer labs and other technology, textbooks and sports uniforms. The district has consistently followed its multiyear plans. 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. When cuts are necessary they are initiated where they will have the least impact on classroom instruction. The district has moved to a form of a "zero-based" budgetary process. The district has adopted in the last two years a zero-based budget process.