

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25

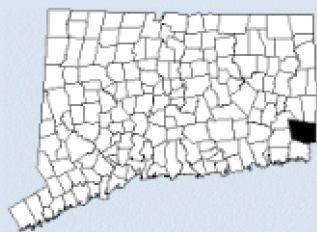
North Stonington School District

Troy Hopkins, Superintendent • 860-535-2800 • <http://www.northstonington.k12.ct.us/>

District Information

Grade Range	PK-12
Number of Schools/Programs	2
Enrollment	726
Per Pupil Expenditures	\$20,659
Total Expenditures	\$15,618,370

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	351	48.3	48.4
Male	375	51.7	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	6	0.8	5.2
Black or African American	6	0.8	12.4
Hispanic or Latino of any race	42	5.8	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	16	2.2	4.8
White	650	89.5	45.1
English Learners/Multilingual Learners	*	*	11.3
Eligible for Free or Reduced-Price Meals	138	19.0	44.8
Students with Disabilities	104	14.3	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	50	14.7	*	*
Male	47	13.2	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	87	14.0	*	*
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	35	25.0	11	7.3
Students with Disabilities	23	21.1	10	7.9
All Students - District	97	14.0	29	3.9
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 32
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	70.1
General Education Paraprofessionals	5.0
Special Education Teachers and Instructors	9.0
Special Education Paraprofessionals	17.0
District Central Office Administrators	2.0
School Level Administrators	4.0
Library/Media Specialists (Certified)	2.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	6.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	37.4

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	10.4
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	0	0.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	97	100.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	8	8.3	6.8
Teachers	9	11.1	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	43	97.7	51	100.0
English Learners/Multilingual Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	12	*	9	*
Students with Disabilities	*	*	*	*
All Students - District	49	98.0	58	100.0
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	8	*
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	30	90.9
Other Health Impairment	15	*
Other Disabilities	0	0
Speech/Language Impairment	18	*
All Disabilities - District	75	82.4
All Disabilities - State		68.0

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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	13	1.9	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	33	4.9	6.5
Other Health Impairment	18	2.7	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	24	3.6	2.0
All Disabilities	99	14.7	17.8

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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	4.5

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 Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$9,889,560	\$13,081	\$13,471
Support services - students	\$1,242,423	\$1,688	\$1,826
Support services - instruction	\$249,299	\$339	\$972
Support services - general administration	\$1,063,348	\$1,445	\$568
Support services - school based administration	\$882,382	\$1,199	\$1,274
Central and other support services	\$14,695	\$20	\$761
Operation and maintenance of plant	\$1,113,587	\$1,513	\$2,125
Student transportation services	\$1,163,077	\$2,009	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$15,618,370	\$20,659	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$1,589,446	47.1	26.4
Instructional Aide Salaries	\$60,510	1.8	10.1
Other Salaries	\$443,978	13.1	10.5
Employee Benefits	\$492,503	14.6	13.3
Purchased Services Other Than Transportation	\$216,902	6.4	6.8
Special Education Tuition	\$285,501	8.5	22.8
Supplies	\$60,568	1.8	0.6
Property Services	\$39,739	1.2	0.4
Purchased Services For Transportation	\$166,202	4.9	8.7
Equipment	\$19,931	0.6	0.2
All Other Expenditures	\$1,278	0.0	0.1
Total	\$3,376,558	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	21.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	77.8
State	17.1
Federal	3.1
Tuition & Other	2.0

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).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	16	*	16	*	9	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	318	72.4	317	72.7	136	72.1
English Learners/Multilingual Learners	*	*	*	*	0	N/A
Non-English Learners/Non-Multilingual Learners	*	*	*	*	151	72.1
Eligible for Free or Reduced-Price Meals	68	65.6	68	63.5	35	64.6
Not Eligible for Free or Reduced-Price Meals	282	74.1	281	74.6	116	74.3
Students with Disabilities	50	53.2	49	53.1	22	54.1
Students without Disabilities	300	75.6	300	75.6	129	75.1
High Needs	98	63.6	97	61.9	47	64.2
Non-High Needs	252	75.8	252	76.5	104	75.6
All Students - District	350	72.4	349	72.4	151	72.1

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	87.0	78.8	90.4	68.5	204	80.9
Curl Up	80.0	81.8	88.5	96.3	195	87.2
Push Up	67.4	41.2	73.1	81.5	203	66.0
Mile Run/PACER	67.4	55.8	48.1	63.6	205	58.5
All Tests - District	46.7	27.3	46.2	46.2	193	42.0
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	43	93.0
English Learners/Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	13	*
Students with Disabilities	*	*
All Students - District	47	93.6
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	29	55.8
Male	20	35.7
Non-Binary	N/A	N/A
Black or African American	0	*
Hispanic or Latino of any race	*	*
White	45	47.4
English Learners/ Multilingual Learners	0	*
Eligible for Free or Reduced-Price Meals	7	33.3
Students with Disabilities	*	*
All Students - District	49	45.4
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	73.9	92.6
Male	58.3	*
Non-Binary	N/A	N/A
Black or African American	*	N/A
Hispanic or Latino of any race	*	*
White	67.4	89.2
English Learners/ Multilingual Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*
Students with Disabilities	*	*
All Students - District	66.0	88.1
All Students - State	67.0	88.2

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.

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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	72.4	75	48.3	50	96.5	64.7
ELA Performance Index	High Needs Students	63.6	75	42.4	50	84.8	54.9
Math Performance Index	All Students	72.4	75	48.3	50	96.6	61.1
Math Performance Index	High Needs Students	61.9	75	41.3	50	82.5	50.6
Science Performance Index	All Students	72.1	75	48.0	50	96.1	62.6
Science Performance Index	High Needs Students	64.2	75	42.8	50	85.6	52.1
ELA Academic Growth	All Students	54.3%	100%	54.3	100	54.3	60.6%
ELA Academic Growth	High Needs Students	54.4%	100%	54.4	100	54.4	55.7%
Math Academic Growth	All Students	50.3%	100%	50.3	100	50.3	62.3%
Math Academic Growth	High Needs Students	43.5%	100%	43.5	100	43.5	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	14.0%	<=5%	32.1	50	64.2	17.2%
Chronic Absenteeism	High Needs Students	21.8%	<=5%	16.3	50	32.6	24.8%
% Taking CCR Courses	All Students	99.1%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	45.4%	75%	30.2	50	60.5	47.2%
On-track to High School Graduation	All Students	100.0%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	93.6%	94%	99.6	100	99.6	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	100.0%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	66.0%	75%	88.0	100	88.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	42.0%	75%	28.0	50	56.0	49.0%
Arts Access	All Students	75.3%	60%	50.0	50	100.0	55.1%
Accountability Index				1017.7	1350	75.4	

Physical Fitness Estimated Participation Rate - District: 91.5% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	63.6	11.4	16.9	N
Math Performance Index Gap	75.0	61.9	13.1	18.4	N
Science Performance Index Gap	75.0	64.2	10.8	18.2	N
Graduation Rate Gap	94.0%	100.0%	0.0%	8.6%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	94.2
ELA	High Needs Students	89.2
Math	All Students	93.9
Math	High Needs Students	88.3
Science	All Students	95.0
Science	High Needs Students	88.9

Minimum 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: * **State: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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North Stonington School District

Narratives

School District Improvement Plans and Parental Outreach Activities

North Stonington Public Schools is seeking district accreditation by the New England Association of Schools and Colleges. We are the first school district in Connecticut to start this process and are hosting a visiting team in fall 2025. Our vision of the graduate is district-wide and includes the following skills and dispositions: Analytical Problem Solver, Collaborative, Literate, Communicative, Respectful and Responsible, Resilient, and Lifelong Learner. District improvement efforts continue to be centered around three specific goals including: 1. Imbed practices and procedures throughout the schools and curriculum experiences that ensure all students, staff, and families feel safe, valued and have a sense of belonging. 2. Design, document and implement innovative instructional opportunities that empower each learner. 3. Develop and follow efficient and transparent processes to ensure smooth flow of operations and enable increased focus on learning. Our new Director of Teaching and Learning position has improved instruction and intervention throughout the district. Rather than continuing to contract for behavioral services, we hired our own BCBA and RBTs as district employees. We are implementing our new educator evaluation plan, which is directly tied to the district goals. Parent and student surveys are administered annually and this year we used NEASC surveys to provide data to write our self-reflection report, including our draft school improvement plan. Monthly advisory activities focus on the topics of respect, responsibility, and resiliency. To the satisfaction of parents, student-led parent conferences were held in grade 5 through grade 8 this year. At both schools, weekly email updates kept families informed of school news and events. This year, we added the opportunity for 6th graders to participate on middle school sports teams. North Stonington Elementary School hosted several family fun nights, an art show, drama productions, and several concerts, all of which were well-attended by families. In addition, we have been increasing interdisciplinary learning and held a successful STEAM night. The superintendent holds periodic meetings for parents and community members who want to learn more about the school district.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The demographics of North Stonington Public Schools have been very consistent over generations. The town of North Stonington is a small rural/farming and bedroom community of approximately 5,000 residents, of which about 750 are students in our PK through grade 12 school district. We border Preston, Griswold, Stonington, Ledyard, Montville, Voluntown and the Rhode Island Communities of Hopkinton and Westerly. Students can choose to attend North Stonington Public Schools or choose other programs of interest such as Ledyard Agricultural High School. Wheeler High School students can also attend the Westerly Education Center as part of his/her high school curriculum, which is in partnership with Electric Boat, and can lead to employment upon graduation. This year, we sent two students to the Rhode Island Institute of Technology in a dual enrollment program for their senior year. Our high school seniors completed senior projects and presented them at a Senior Project Day, which was attended by numerous organizations and individuals from surrounding communities. The district is presently accepting tuition students from the bordering towns of Preston and Voluntown. Wheeler High School also has co-op sports teams with several surrounding towns. In addition, we are exploring international opportunities for students and teachers. One of our teachers participated in an educational experience in Spain last summer. This school year, we hosted students and a teacher from China for an entire week during which our guests experienced our high school classes and activities.

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Equitable Allocation of Resources among District Schools

Administrators and Department Heads were tasked with developing a building-based budget that comprehensively addresses the needs of all students. This initial budget, referred to as the "superintendent's budget," was presented to the Board of Education for further scrutiny. The Board of Finance provided additional guidance in the budget-building process, based on revenue and affordability. Beginning with the 2021-2022 fiscal year, the Board of Finance approved a "Non-lapsing Account" for the Board of Education. This account permits the Board of Education to carry over surplus funds, provided they do not exceed 2% of the previous year's total budget. This change allows for more strategic expenditures of surplus funds without the constraint of the fiscal year-end deadline, enabling better long-term financial planning and resource allocation. For example, the BOE recently decided to use NLA funds to upgrade technology infrastructure and place decade old laptops. As pandemic-relief funds expired, we allocated budget funds for intervention teachers based on detailed analysis of student data, conducted collaboratively by the district office, Student Support Services and both schools.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	.	2.1
Deceased	0	.	0.5
District/School Shut Down	0	.	0.0
Moved Out of State	0	.	2.2
Personal Reasons	0	.	6.7
Position Eliminated or Expired	0	.	9.8
Position Filled Permanently	0	.	0.1
Resigned (no reason given)	0	.	32.0
Retired	0	.	23.7
Teach/Admin in Other CT Dist	0	.	18.0
Teach/Admin in CT Nonpublic School	0	.	0.1
Teach/Admin Out-of-State (public or private)	0	.	1.3
Terminated	0	.	1.2
Took Job Related To Education	0	.	2.3
TOTAL	.		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.