STRATEGIC SCHOOL PROFILE 2008-09
Single Elementary School District Edition

Sterling Community School
Sterling School District

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          Location:
               Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Windham   Per Capita Income in 2000: $19,679
Town Population in 2000: 3,099   Percent of Adults without a High School Diploma in 2000*: 20.1%
1990-2000 Population Growth: 31.5%   Percent of Adults Who Were Not Fluent in English in 2000*: 0.2%
Number of Public Schools: 1   District Enrollment as % of Estimated Student Population: 97.4%
*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): F   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.

TYPE OF SCHOOL   **STUDENT ENROLLMENT**
School Type: Traditional/Regular Education   Enrollment on October 1, 2008: 513
School Grade Range: PK- 8   5-Year Enrollment Change: N/A*
          *Between 2003 and 2008, (re)opened

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	145	28.3	24.6	34.2
K-12 Students Who Are Not Fluent in English	0	0.0	3.2	7.0
Students Identified as Gifted and/or Talented	1	0.2	1.5	2.3
Students with Disabilities	45	8.8	11.5	10.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	43	65.2	79.7	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	386	92.1	87.6	84.8
Homeless	0	0.0	0.0	0.2

PROGRAM AND INSTRUCTION

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	976	988

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	**School**	**State**
Art	30	30
Computer Education	30	17
English Language Arts	406	427
Family and Consumer Science	0	1
Health [I]	15	22
Library Media Skills	30	18
Mathematics	183	198
Music	30	32
Physical Education	30	40
Science	111	98
Social Studies	111	91
Technology Education	0	2
World Languages	0	12

[I]Interdisciplinary approach

Type of Kindergarten: This school offers half-day and full-day kindergarten.

World Language
Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

Lunch
An average of 30 minutes is provided for lunch during full school days.

Enrollment in Selected High School Level Courses		
Percent of Grade 8 Students Taking	**School**	**State**
Mathematics	0.0	34.2
World Language	0.0	49.0

Average Class Size	School	DRG	State
Kindergarten	21.7	16.3	18.3
Grade 2	14.7	18.4	19.3
Grade 5	19.7	20.6	21.0
Grade 7	18.0	19.6	20.5

Special Programs	School	Elementary Schools	
		DRG	**State**
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	3.2	7.0
% of Gifted and/or Talented Students Who Received Services	0.0	68.0	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	62.2	83.2	80.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	3.6	3.5	3.3
% of Computers with Internet Access	100.0	94.3	99.0
% of Computers that are High or Moderate Power	100.0	95.6	94.6
# of Print Volumes Per Student*	17.5	33.8	28.2
# of Print Periodical Subscriptions	10	13	13

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education: Teachers and Instructors	30.00
Paraprofessional Instructional Assistants	8.00
Special Education: Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	23.39
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	0.40
School Level	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.60
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	33.67

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	School	Elementary Schools	
		DRG	State
Average Number of Years of Experience in Education	15.2	13.4	13.3
% with Master's Degree or Above	71.4	75.8	78.1
Attendance, 2007-08: Average Days Absent Due to Illness or Personal Time	10.8	8.1	8.6
% Assigned to Same School the Previous Year	85.7	86.6	83.3

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.
Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Sterling Community School uses email, a weekly message for the Principal, a monthly school newsletter, agenda books for students in grades 4 through 8 and a variety of other communication devices to create a strong link between school and home. The school will soon provide a web site that allows students and parents protected access to individualized information including assignments, progress reports, grades and other classroom expectations. The school hosts a variety of forums each year to keep parents informed about their children including an annual open house, fall and spring parent/teacher conferences, parenting discussion groups, Title I information sessions and meetings to discuss topics ranging from health and safety to improving academic performance. Play groups for pre-school aged children are hosted periodically along with information sessions for parents. This year, the school joined with the Community Coalition for Children to host Dr. Kenneth R. Ginsburg, the featured speaker on Building Resilience in Children & Teens.

At the end of each marking term, parents of honor students are invited to celebrate their students' efforts at a special breakfast presentation. In addition to holiday concerts and talent shows, the school's after-school program presents their work at an evening performance highlighting student achievement throughout the year.

The school sends home a variety of flyers and brochures to update parents on policies and procedures including student expectations and homework policies.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	**Number**	**Percent**
American Indian	9	1.8
Asian American	8	1.6
Black	3	0.6
Hispanic	14	2.7
White	479	93.4
Total Minority	34	6.6

Percent of Minority Professional Staff: 0.0%

Non-English Home Language: All of this school's students (excluding prekindergarten students) come from homes where English is the primary language.

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.

Located in the rural community in the Northeast corner of Connecticut, Sterling Community School is miles from urban areas where the makeup of those communities manifests a wide range of economic, racial and ethnic diversity. Throughout the year, many integrated language arts/social studies activities and holiday activities were designed to increase students' awareness of cultural and individual diversity. In social studies classes, there is a focus on cultural and religious customs of people from around the world. The annual eighth grade trip to Washington D.C. is a culmination of activities that emphasizes sensitivity to other cultures. Students read The Diary of Anne Frank, explore Jewish culture through the arts and visit the Holocaust Museum to gain an historical perspective.

Teachers regularly provide students with opportunities to communicate and collaborate with others outside the Sterling Community through the use of technology – for example, our sixth grade classes established a relationship through email with students from Sterling, Alaska and our entire school made a virtual trip there as part of the Read Across America program.

The PTO sponsors activities to promote and celebrate our commonalities and differences. Last year, they hosted a school wide assembly entitled "Don't Laugh at Me" which highlighted acceptance of students with different learning abilities. The school's Social Worker presents school- wide programs to provide students strategies to deal with teasing and bullying and to encourage teamwork among our community of learners.

Each year we host a presentation by the Mashantucket Pequot Museum on Native culture and history. Programs are designed specifically for elementary and secondary students to increase awareness of Native American customs and culture.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	48.0	33.6	79.7
Grade 6	45.3	35.3	72.5
Grade 8	51.0	36.8	80.0

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.
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Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	37.5	54.6	14.5
Writing	45.8	62.5	9.4
Mathematics	41.7	62.8	8.8
Grade 4 Reading	50.0	60.7	14.1
Writing	53.3	64.2	12.7
Mathematics	45.5	63.6	11.0
Grade 5 Reading	52.7	66.0	13.0
Writing	50.0	66.5	12.3
Mathematics	60.3	68.8	19.8
Science	50.0	58.1	17.9
Grade 6 Reading	64.7	68.9	23.9
Writing	47.1	62.2	12.9
Mathematics	62.7	68.8	20.9
Grade 7 Reading	52.0	74.9	8.3
Writing	30.8	62.9	5.1
Mathematics	42.0	66.0	10.2
Grade 8 Reading	56.9	68.4	18.7
Writing	50.0	66.5	14.8
Mathematics	42.3	64.5	11.0
Science	42.3	60.6	13.5

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.

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

Student Attendance	School	State Elementary Schools
% Present on October 1	94.5	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 33 students were responsible for these incidents. These students represent 6.3% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

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Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	2	0
Personally Threatening Behavior	2	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	25	0
Property Damage	3	0
Weapons	2	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	12	0
Total	46	0

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	10.8%

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	7	1.1	0.8	0.8
Learning Disability	35	5.3	3.7	3.9
Intellectual Disability	0	0.0	0.5	0.5
Emotional Disturbance	2	0.3	1.1	1.0
Speech Impairment	11	1.7	2.3	2.3
Other Health Impairment*	9	1.4	1.9	2.1
Other Disabilities**	8	1.2	0.9	0.9
Total	72	10.8	11.1	11.6

*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

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	1	1.4

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	48	66.7	74.5	72.7
40.1 to 79.0 Percent of Time	19	26.4	15.3	16.1
0.0 to 40.0 Percent of Time	5	6.9	10.3	11.2

Connecticut Mastery Test, Fourth Generation, % of Students with Disabilities Meeting State Goal. The reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the science test to students in Grades 5 and 8. 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. The results below are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading	19.0	30.2	52.5	65.7
Writing	7.1	19.5	46.1	64.1
Mathematics	12.0	30.7	49.5	65.7
Science	N/A	N/A	46.4	59.4

Results for fewer than 20 students are not presented. 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."

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.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT % Without Accommodations		32.5
% With Accommodations		67.5
% Assessed Using Skills Checklist		22.9

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	Elementary Districts	DRG	State
Instructional Staff and Services	$3,722	$7,400	$7,411	$6,983	$7,522
Instructional Supplies and Equipment	$128	$255	$332	$294	$271
Improvement of Instruction and Educational Media Services	$83	$164	$232	$273	$446
Student Support Services	$171	$341	$796	$695	$806
Administration and Support Services	$509	$1,012	$1,508	$1,317	$1,369
Plant Operation and Maintenance	$497	$987	$1,249	$1,310	$1,377
Transportation	$538	$770	$610	$670	$644
Costs for Students Tuitioned Out *	$551	N/A	N/A	N/A	N/A
Other	$43	$85	$87	$184	$151
Total*	$6,242	$12,535	$12,897	$11,955	$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	$1,921	$3,820	$1,185	$2,326	$1,759

*Town total expenditures (in 1000s) for PK-12 are: Total, $7,825; Tuition Costs, $2,133.
Total town expenditures per pupil for PK-12 are $11,275.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	$2,203,002	28.2	19.8	20.5

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	20.9	76.1	2.3	0.7
Excluding School Construction	54.3	42.0	2.9	0.9

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Sterling Community School is in its third year of developing and implementing a school improvement program focusing on curriculum, social and emotional success of students, improving teacher collaboration and information sharing, student support and assistance and facility health and safety.   During the 2009 – 2010 school year emphasis will be placed on expanding its Scientific   Research-Based Intervention (SRBI) model to all grade levels for both Mathematics and Language Arts.

The school introduced AIMSweb as a universal assessment and data management tool. Plans are in place to expand data-teams to analyze student data and make decisions regarding instruction and intervention strategies.

The school is involved in revising its s curriculum. Sterling Community School places a strong emphasis on preparing students to read, write and communicate their knowledge effectively while making connections to our world community. During the 2009 – 2010 school year, staff will continue to update its Language Arts curriculum by adding additional Common Performance Assessments for each grade level.

The school is on track for making a decision on the purchase of a new K-5 Reading program by mid-year. Additional plans are in place to revise and update the mathematics curriculum based upon the Connecticut Framework Standards .

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.