

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



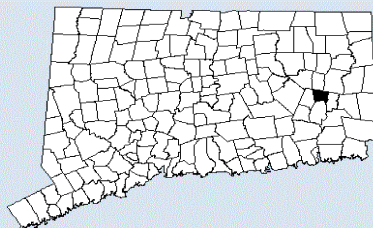
Sprague School District

Mr. William Hull, Superintendent • 860-822-8264 • <http://www.saylesschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	280
Per Pupil Expenditures ¹	\$14,467
Total Expenditures ¹	\$6,712,498

¹ Expenditure data reflect the 2018-19 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 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	123	43.9	48.4
Male	157	56.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	14	5.0	12.7
Hispanic or Latino of any race	38	13.6	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	25	8.9	3.8
White	195	69.6	51.1
English Learners	8	2.9	8.3
Eligible for Free or Reduced-Price Meals	158	56.4	43.3
Students with Disabilities ³	51	18.2	16.0

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

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

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	14	12.6	*	*
Male	27	18.5	*	*
Black or African American	*	*	*	*
Hispanic or Latino of any race	9	23.1	*	*
White	29	16.4	8	3.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	28	17.2	11	6.4
Students with Disabilities	17	34.7	*	*
District	41	16.0	13	4.3
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 39

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ This 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 2019-20

Sprague School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	19.0
Paraprofessional Instructional Assistants	5.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	8.1
Administrators, Coordinators and Department Chairs	
District Central Office	0.4
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	1.8
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	17.8

¹ 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.

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	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	1	3.6	0.1
Two or More Races	0	0.0	0.1
White	27	96.4	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.8	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	18	72.0
Other Health Impairment	9	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	44	61.1
State		67.8

² 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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Sprague School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	12	3.1	2.0
Emotional Disturbance	7	1.8	1.1
Intellectual Disability	*	*	0.5
Learning Disability	25	6.5	5.7
Other Health Impairment	15	3.9	3.3
Other Disabilities	7	1.8	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	74	19.1	15.6

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	23	31.1	8.2
Private Schools or Other Settings	6	8.1	5.0

² 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$5,035,774	\$10,853	\$10,923
Support services - students	\$185,267	\$592	\$1,277
Support services - instruction	\$126,286	\$403	\$682
Support services - general administration	\$174,881	\$559	\$467
Support services - school based administration	\$159,979	\$511	\$1,021
Central and other support services	\$157,678	\$504	\$679
Operation and maintenance of plant	\$283,224	\$905	\$1,718
Student transportation services	\$589,408	\$1,184	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$6,712,498	\$14,467	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$333,762	17.0	28.5
Instructional Aide Salaries	\$224,849	11.4	10.1
Other Salaries	\$74,421	3.8	11.1
Employee Benefits	\$193,512	9.8	13.0
Purchased Services Other Than Transportation	\$115,669	5.9	5.7
Special Education Tuition	\$858,651	43.6	22.5
Supplies	\$3,152	0.2	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$162,907	8.3	8.0
Equipment	.	.	0.2
All Other Expenditures	\$1,076	0.1	0.1
Total	\$1,967,999	100.0	100.0
Percent of Total Expenditures Used for Special Education		29.3	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	53.7
State	42.9
Federal	3.3
Tuition & Other	0.2

⁴ 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).

District Profile and Performance Report for School Year 2019-20

Sprague 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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District Profile and Performance Report for School Year 2019-20 Sprague School District

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	16.0%	<=5%	12.2%
	High Needs Students	20.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		84.6%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

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
Graduation Rate Gap

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

Sprague School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Sprague maintains its focus on continuous improvement. Grade level teachers meet at least weekly to discuss classroom instruction and student achievement data. Administrators and teachers meet monthly by grade level to discuss student achievement and behavioral data. There are also monthly faculty meetings held to disseminate and discuss important data points in addition to other school events and activities that focus on continuous improvement. Data is analyzed at the district, school, grade and individual level. Teachers collaboratively target instruction using a variety of strategies, including PBIS, to increase positive behavior and student achievement. The strategies include support for managing student behavior which minimizes disruptions to classroom instruction and assists children with challenging behaviors. SRBI meetings are held throughout the year with classroom teachers, support staff, and interventionists to monitor student achievement in math and language arts. Students are supported through tiered interventions that target areas of need. Sayles School has an attendance team that meets weekly to review attendance records and to identify students at risk for truancy. SAT meetings are held with families to discuss attendance concerns and to proactively put plans in place to increase attendance. Letters are also mailed home to families to keep them apprised of attendance and tardy concerns. SAT meetings are also held to review academic and behavior concerns. School staff and family members meet to discuss student progress and make appropriate recommendations for the continued success of our students. A Sayles School Mentoring program continued this year with a focus on developing strong relationships between mentees in the school and mentors from the community. After school tutoring programs and summer school sessions for students with disabilities, continual assessment of progress coupled with data analysis and allocating staff to meet the needs of the district, allows the district to be flexible and to quickly adapt to student needs. After school programs, including Bowling Club, Invention Convention Club, Robotics Club and Coding Club, are available for students grades 4-8 to participate in throughout the school year. The Sprague Board of Education has goals to encourage greater parental family involvement and communication. Activities conducted to meet these goals include: an annual Back to School Bash, an opportunity to visit classrooms the day before school, a Meet the Teacher Open House Night, fall and spring parent teacher conferences, The Mustang Memo school newsletter written by the principal, a Sayles School website and individual teacher websites, a school-wide digital backpack, concerts and plays open to the public & parents, a 5k Run, individual student assistance team meetings with parents, administrators, teachers and other staff as appropriate, PPT and 504 meetings, preschool and kindergarten parent programs and visits, an active PTO which assists teachers with various tasks and supports student programs, use of a mass notification system, school-wide Good News Assemblies with families and communities, annual Veterans' Day Programs with the community, and regular family events, for example, early childhood education committee meetings, school-wide community Outreach, Kindergarten orientation, & Grinchmas.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Sprague Public Schools continues to maintain an ongoing effort to reduce racial, ethnic and economic isolation. Students attending Sayles School may attend our designated high school (Norwich Free Academy) and have the option to attend a number of technical or magnet schools in the area (Norwich Technical High School, Windham Technical High School, Lyman VoAg Program, New London Science and Technology Magnet High School, Three Rivers Middle College Magnet High School, Bennie Dover Middle Magnet School, Nathan Hale Arts Magnet School, STEM Magnet Middle School, Charles Barrows STEM Academy, Regional Multicultural Magnet School, Winthrop Elementary Magnet School, and the Integrated Day Charter School.) Students may also attend the approved high school programs at Griswold High School in Griswold and Lyman High School in Lebanon. The Sayles preschool program is accredited through the National Association for the Education of Young Children (NAEYC) and is accessible to students of all economic, racial, and ethnic backgrounds, including children with disabilities. Transportation is included.

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Sprague School District

Equitable Allocation of Resources among District Schools

Sayles School and the Sprague Board of Education work tirelessly to provide a comprehensive and rich educational opportunity to its students in grades preschool - 8th grade. Resources are requested where needed and appropriated as approved by the Town. Students are provided numerous choices for their grade 9 - 12 education including Norwich Free Academy, New London Science and Technology Magnet High School, Norwich Technical High School, Windham Technical High School, ACT Arts Magnet High School, Three Rivers Middle College Magnet High School, Lebanon Regional Agricultural Science and Technology Center, Lyman Memorial High School, and Griswold High School. Sprague also partners with students attending the two parochial schools in town (St. Joseph School in Baltic and the Academy of the Holy Family in Baltic) for students requiring additional services in order to ensure all students who qualify for individual family service plans receive the services they are entitled to.