

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



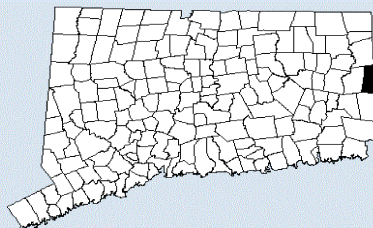
Sterling School District

Ms. Rena Klebart, Superintendent • 860-564-4219 • www.sterlingschool.org

District Information

Grade Range	PK-8
Number of Schools	1
Enrollment	485
Per Pupil Expenditures ¹	\$12,912
Total Expenditures ¹	\$6,610,912

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](#)

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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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	220	45.4	48.3
Male	265	54.6	51.6
American Indian	*	*	0.2
Asian	*	*	4.6
Black or African American	*	*	12.9
Hispanic or Latino	16	3.3	21.2
Pacific Islander	0	0.0	0.0
White	441	90.9	58.4
Two or More Races	18	3.7	2.3
English Language Learners	0	0.0	5.7
Eligible for Free or Reduced-Price Meals	172	35.5	37.3
Students with Disabilities ¹	65	13.4	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	18	8.8	6	2.8
Male	13	5.3	28	10.4
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	*
White	28	6.8	31	7.0
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	20	12.5	20	11.4
Students with Disabilities	8	12.9	7	9.8
District	31	6.9	34	7.0
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	31.6
Paraprofessional Instructional Assistants	7.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	16.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.4
School Level	1.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	2.6
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	18.0

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	0	0	3.6
Native American	0	0	0.1
White	47	100.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
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	11.1	9.3

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	20	71.4
Other Health Impairment	9	*
Other Disabilities	*	*
Speech/Language Impairment	9	*
District	48	57.1
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	14	2.3	1.4
Emotional Disturbance	11	1.8	1.0
Intellectual Disability	*	*	0.4
Learning Disability	28	4.6	4.2
Other Health Impairment	*	*	2.5
Other Disabilities	12	2.0	1.0
Speech/Language Impairment	12	2.0	1.9
All Disabilities	89	14.5	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	8	8.9	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,872,074	7,775	8,769
Instructional Supplies and Equipment	93,735	188	275
Improvement of Instruction and Educational Media Services	262,984	528	487
Student Support Services	166,177	334	965
Administration and Support Services	556,052	1,117	1,600
Plant Operation and Maintenance	533,515	1,071	1,472
Transportation	512,015	760	786
Costs of Students Tuitioned Out	569,843	N/A	N/A
Other	44,517	89	178
Total	6,610,912	12,912	14,642

Additional Expenditures

Land, Buildings, and Debt Service	946,424	1,900	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		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	517,494	23.7	35.6
Noncertified Personnel	434,547	19.9	14.5
Purchased Services	122,776	5.6	5.0
Tuition to Other Schools	776,565	35.6	21.4
Special Ed. Transportation	9,119	0.4	8.5
Other Expenditures	318,528	14.6	14.9
Total Expenditures	2,179,029	100.0	100.0
PK-12 Expenditures Used for Special Education		33.0	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	57.4	52.5
State	39.3	43.8
Federal	2.6	2.9
Tuition & Other	0.7	0.7

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) is the test performance of all subjects tested 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 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	71.0	76.4	79.9	71.7	.	.	.	.
Students with Disabilities	49.1	52.9	50.7	38.5	.	.	.	.
High Needs	68.1	72.7	73.3	64.3	.	.	.	.
District	75.7	79.0	79.7	77.0	.	.	.	.

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			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	100.0	100.0	100.0	159	100.0
Curl Up	93.4	93.9	91.8	159	93.1
Push Up	82.0	81.6	75.5	159	79.9
Mile Run/PACER	95.1	83.7	83.7	159	88.1
All Tests - District	77.0	69.4	75.5	159	74.2
All Tests - State	50.2	50.7	50.3		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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Narratives

School District Improvement Plans and Parental Outreach Activities

The district focused on the plan as follows:

Increased achievement of all students in grades 3 - 8 in reading
Increased achievement of all students in grade 3 - 8 in mathematics, and;
Surveyed students to report how they are feeling physically, emotionally, and intellectually safe at school.

In support of this focus, the district:

Implemented and adopted a core literacy program, Journey's.
Implemented the newly adopted Engage New York Math Program.
Researched best practices for school-wide behavioral expectations program.
Implemented a school-wide, common behavioral expectations; with specific expectations for the plethora of locations in the school (gym, cafe, hallway, classroom, bus, etc.) this aligned to core practices and screening tools for school climate that align with tier one and SRBI practices that will result in a safe, caring and culturally responsive learning and teaching environment.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Located in a 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. We continue to provide many integrated language arts/social studies activities that are designed to increase student 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, DC is a culmination of activities that emphasize cultural respect and knowledge.

Teachers regularly provide students with opportunities to communicate and collaborate with others outside the Sterling Community, for example; the seventh grade social studies takes a trip to the local cemetery as part of a local history unit where students learn about the historical context of local people that have existed while learning valuable researching skills. The PTO sponsors many events throughout the year that promote and celebrate diversity and teach our students tolerance and developing an understanding of others such as through the work of Camfel Productions, the PTO arranged for students to observe a multimedia presentation on tolerance and anti-bullying work. Each year some students participate in the Mashmucket Pequot Museum's programming on Native America culture and history. Students also attend Old Sturbridge Village and the Connecticut Science Museum.

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Equitable Allocation of Resources among District Schools

Sterling Community School has an enrollment of 465 students in Pre-K through Grade 8. The District has only one school building thus the "Equitable" share is not an issue. Plainfield High School is the designated high school for Sterling however students also attend Killingly High School Vo-Ag Program, Ellis Tech and other appropriate options.