

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



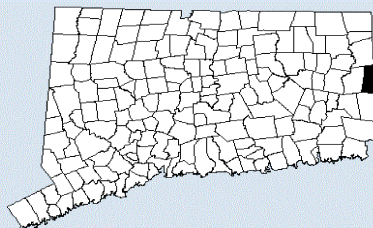
Sterling School District

Ms. Brenda Needham, Superintendent • 860-564-4219 • www.sterlingschool.org

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	431
Per Pupil Expenditures ¹	\$14,577
Total Expenditures ¹	\$6,851,250

¹Expenditure data reflect the 2015-16 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

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

Students

October 1, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	200	46.4	48.4
Male	231	53.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.1
Black or African American	*	*	12.9
Hispanic or Latino	18	4.2	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	22	5.1	2.9
White	380	88.2	54.8
English Learners	0	0.0	6.8
Eligible for Free or Reduced-Price Meals	157	36.4	35.9
Students with Disabilities ¹	50	11.6	14.3

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	9.7	*	*
Male	19	8.6	*	*
Black or African American	0	*	*	*
Hispanic or Latino	*	*	0	0.0
White	30	8.4	14	3.6
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	25	17.4	6	3.6
Students with Disabilities	7	13.7	*	*
District	37	9.1	16	3.6
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 33

Number of school-based arrests: 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.

District Profile and Performance Report for School Year 2016-17

Sterling School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	26.2
Paraprofessional Instructional Assistants	4.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	17.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.6
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.5
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	24.6

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	38	100.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	16.9	9.6

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	12	*
Other Health Impairment	11	*
Other Disabilities	*	*
Speech/Language Impairment	7	*
District	44	64.7
State		68.2

³Ages 6-21

District Profile and Performance Report for School Year 2016-17

Sterling School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	11	2.0	1.7
Emotional Disturbance	9	1.7	1.0
Intellectual Disability	*	*	0.5
Learning Disability	16	3.0	4.9
Other Health Impairment	15	2.8	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	9	1.7	1.8
All Disabilities	69	12.7	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,582,186	8,014	9,663
Instructional Supplies and Equipment	196,264	439	321
Improvement of Instruction and Educational Media Services	234,546	525	578
Student Support Services	157,588	353	1,103
Administration and Support Services	679,500	1,520	1,861
Plant Operation and Maintenance	513,574	1,149	1,637
Transportation	660,026	846	877
Costs of Students Tuitioned Out	796,732	N/A	N/A
Other	30,834	69	201
Total	6,851,250	14,577	16,236

Additional Expenditures

Land, Buildings, and Debt Service	886,944	1,984	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	457,669	18.8	34.6
Noncertified Personnel	409,369	16.8	14.6
Purchased Services	141,163	5.8	5.8
Tuition to Other Schools	1,054,164	43.2	21.8
Special Ed. Transportation	32,940	1.4	8.5
Other Expenditures	343,952	14.1	14.7
Total Expenditures	2,439,257	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	58.1	53.8
State	39.7	43.8
Federal	2.0	2.2
Tuition & Other	0.2	0.2

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 2016-17

Sterling 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	*	*	*	*	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino	8	*	8	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	12	*	12	*	*	*
White	228	66.5	227	56.4	88	55.5
English Learners	*	*	*	*	0	N/A
Non-English Learners	254	66.1	253	56.0	95	55.6
Eligible for Free or Reduced-Price Meals	84	58.0	84	46.6	31	51.3
Not Eligible for Free or Reduced-Price Meals	171	70.0	170	60.7	64	57.7
Students with Disabilities	33	44.8	33	39.4	10	*
Students without Disabilities	222	69.2	221	58.5	85	56.8
High Needs	97	56.6	97	46.5	35	50.4
Non-High Needs	158	71.8	157	61.9	60	58.7
District	255	66.0	254	56.0	95	55.6

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	88.2	82.6	91.5	N/A	139	87.8
Curl Up	55.9	58.7	61.0	N/A	139	59.0
Push Up	55.9	69.6	76.3	N/A	139	69.1
Mile Run/PACER	85.3	76.1	64.4	N/A	139	73.4
All Tests - District	32.4	47.8	42.4	N/A	139	41.7
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

District Profile and Performance Report for School Year 2016-17

Sterling 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	66.0	75	44.0	50	88.0	67.1
	High Needs Students	56.6	75	37.7	50	75.5	55.9
Math Performance Index	All Students	56.0	75	37.3	50	74.7	62.2
	High Needs Students	46.5	75	31.0	50	62.0	50.5
Science Performance	All Students	55.6	75	37.1	50	74.1	55.3
	High Needs Students	50.4	75	33.6	50	67.2	45.2
ELA Academic Growth	All Students	41.5%	100%	41.5	100	41.5	55.4%
	High Needs Students	34.2%	100%	34.2	100	34.2	49.8%
Math Academic Growth	All Students	38.5%	100%	38.5	100	38.5	61.7%
	High Needs Students	23.7%	100%	23.7	100	23.7	53.7%
Chronic Absenteeism	All Students	9.1%	<=5%	41.9	50	83.7	9.9%
	High Needs Students	15.1%	<=5%	29.9	50	59.8	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		83.9%	94%	44.6	50	89.3	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		88.5% 41.7%	75%	13.9	50	27.8	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				488.9	900	54.3	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	71.8	56.6	15.2	16.7	
Math Performance Index Gap	61.9	46.5	15.4	18.7	
Science Performance Index Gap	58.7	50.4	8.3	16.6	
Graduation Rate Gap	

¹If 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.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	97.2
	High Needs Students	95.6
Math	All Students	96.9
	High Needs Students	95.6
Science	All Students	100.0
	High Needs Students	100.0

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2016-17

Sterling School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

District Profile and Performance Report for School Year 2016-17

Sterling School District

Equitable Allocation of Resources among District Schools