

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



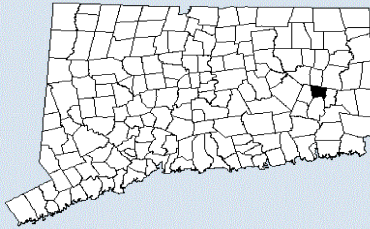
Sprague School District

Mr. Edmund Senesac, Superintendent • 860-822-8086 • <http://www.saylesschool.org>

District Information

Grade Range	PK-8
Number of Schools	1
Enrollment	365
Per Pupil Expenditures ¹	\$13,772
Total Expenditures ¹	\$5,384,908

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	173	47.4	48.3
Male	192	52.6	51.6
American Indian	*	*	0.2
Asian	*	*	4.6
Black or African American	*	*	12.9
Hispanic or Latino	52	14.2	21.2
Pacific Islander	0	0.0	0.0
White	272	74.5	58.4
Two or More Races	31	8.5	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	158	43.3	37.3
Students with Disabilities ¹	38	10.4	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	17	10.8	*	*
Male	11	6.0	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	*	*
White	19	7.4	17	5.8
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	19	11.2	20	11.4
Students with Disabilities	9	22.0	*	*
District	28	8.3	30	7.8
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 24

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	26.0
Paraprofessional Instructional Assistants	6.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	5.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.4
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.3
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	19.8

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	1	2.9	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	34	97.1	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	8.5	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	0	0
Learning Disability	*	*
Other Health Impairment	7	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	21	50.0
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.4
Emotional Disturbance	6	1.4	1.0
Intellectual Disability	*	*	0.4
Learning Disability	7	1.6	4.2
Other Health Impairment	10	2.3	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	12	2.7	1.9
All Disabilities	45	10.2	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

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

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,828,959	7,646	8,769
Instructional Supplies and Equipment	215,720	583	275
Improvement of Instruction and Educational Media Services	56,212	152	487
Student Support Services	202,786	548	965
Administration and Support Services	772,236	2,087	1,600
Plant Operation and Maintenance	463,244	1,252	1,472
Transportation	454,980	950	786
Costs of Students Tuitioned Out	390,771	N/A	N/A
Other	0	0	178
Total	5,384,908	13,772	14,642

Additional Expenditures

Land, Buildings, and Debt Service	108,038	292	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	492,671	27.9	35.6
Noncertified Personnel	304,283	17.2	14.5
Purchased Services	179,309	10.1	5.0
Tuition to Other Schools	488,098	27.6	21.4
Special Ed. Transportation	79,268	4.5	8.5
Other Expenditures	224,939	12.7	14.9
Total Expenditures	1,768,568	100.0	100.0
PK-12 Expenditures Used for Special Education		32.8	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	51.9	51.1
State	45.0	45.8
Federal	2.8	2.8
Tuition & Other	0.3	0.3

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	.	81.7	76.7	76.6	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	77.2	85.4	81.8	84.2	.	.	.	.
Students with Disabilities	.	.	.	.	.	.	.	.
High Needs	75.0	82.9	79.1	83.3	.	.	.	.
District	83.3	87.0	84.6	86.4	.	.	.	.

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	81.6	81.6	83.9	107	82.2
Curl Up	63.2	76.3	58.1	107	66.4
Push Up	73.7	73.7	71.0	107	72.9
Mile Run/PACER	89.5	92.1	90.3	107	90.7
All Tests - District	55.3	68.4	54.8	107	59.8
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

Sprague will continue its focus on continuous improvement. Teachers meet at least weekly by grade level to discuss classroom instruction and student achievement data. Administrators and teachers meet monthly by grade level to discuss student achievement and behavioral data. The focus is on continuous improvement and data is analyzed at the district, school, grade and individual level. Teachers collaboratively use target strategies to increase positive behavior which minimizes disruptions to classroom instruction and assists children with challenging behaviors, extended time to targeted students through intervention periods, 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. The goal is to be flexible and to quickly adapt to student needs.

Due to our transient population, discussions, data examination and continued collaboration needs to occur among our district, surrounding districts, and receiving high schools in regards to time with nondisabled peers, best practice and programming. Special and regular education teachers will utilize flexible grouping and co-teaching to the extent appropriate for the individual student. Professional Development will be provided for staff and families on best practice with a focus on increasing time with nondisabled peers. We will provide professional development for teachers and instructional assistants to support student achievement at high levels and to implement best practices. We will continue to hold staff meetings and use research-based strategies.

Sprague Public Schools will continue to work to prevent truancy. School staff, including the school nurse and social worker, will bring parents in early and often to work together in order to assist children to attend school on a daily basis.

The Sprague Board of Education had goals to encourage greater family involvement and communication. Activities conducted to meet this goal included: an annual meet-the-teacher open house night, fall and spring conferences, a principal's website, a school website with pages for individual teachers, concerts open to parents and the public, published newsletters to the community, e-mail between teachers and parents (i.e. homework, behavior, expectations, etc.), individual student assistance team meetings with parents, administrators, teachers and other staff as appropriate, PPT meetings, volunteer programs, preschool and kindergarten parent programs and visits, an active PTO which assisted teachers with various tasks and supported student programs, use of a mass notification system, and student assistance team meetings for individual students.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Sprague Public School staff and administration will continue to provide a world language program in Grades Kindergarten through Grade Eight. Two students won scholarships from the Italian American Council for Education to attend an Italian immersion program in Italy. Technology is utilized in Italian classrooms that enhance the school experience by interacting with students in Italy. Eighth grade students traveled to Boston to experience an urban environment. Eighth grade students chose to attend high schools in Norwich, Windham, Montville and New London. Sayles School implemented Singapore Math in grades Kindergarten through Fifth Grade. This program has demonstrated results and is not as language intensive as most other math programs, making it more accessible to English Language Learners and struggling readers. We will continue to provide a free, NAEYC accredited preschool program to students of all economic, racial and ethnic backgrounds, including children with disabilities. Fourth grade students participated in an inter-district grant through LEARN in partnership with urban schools. The school in conjunction with its Parent Teacher Organization, provides a wide variety of programs throughout the year to all students that expand their cultural horizons through storytelling, puppetry, song and mixed media.

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Equitable Allocation of Resources among District Schools

Sprague Public Schools disaggregates data and reviews student achievement over time in order to allocate resources so that student achievement is increased equitably across the district. Resources are provided to address student needs. Monitoring continuously occurs to ensure that our students' needs are being met. Frequent meetings between families and school staff ensure that we address students' needs appropriately and an open communication policy promotes this effort. School staff and administrators implement early intervention strategies that identify and address learning needs in order to provide support and resources that address their specific needs. Students with learning challenges are provided with resources and receive instruction to support those needs. Professional development resources are distributed based on data that indicates priorities.