

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



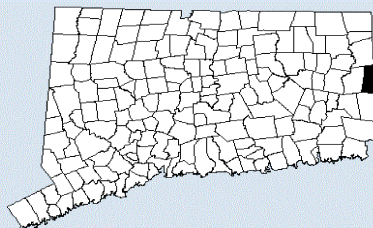
Sterling School District

Ms. Gail Lanza, Superintendent • 860-564-4219 • <http://www.sterlingschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	368
Per Pupil Expenditures ¹	\$15,502
Total Expenditures ¹	\$8,541,503

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

Contents

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

Notes

Unless otherwise noted, all data are for 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	164	44.6	48.4
Male	204	55.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	8	2.2	12.8
Hispanic or Latino of any race	20	5.4	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	23	6.3	3.6
White	309	84.0	52.4
English Learners	0	0.0	7.6
Eligible for Free or Reduced-Price Meals	150	40.8	42.1
Students with Disabilities ³	57	15.5	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	16	10.3	*	*
Male	12	6.5	*	*
Black or African American	*	*	0	*
Hispanic or Latino of any race	*	*	*	*
White	22	7.7	20	6.3
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	19	13.6	13	7.9
Students with Disabilities	9	16.1	7	10.8
District	28	8.3	23	6.0
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 38

Number of school-based arrests: Fewer than 6

⁴A 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.

⁵This 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 2018-19

Sterling School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	24.0
Paraprofessional Instructional Assistants	2.8
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	16.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	26.0

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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	36	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	15.9	10.0

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	18	81.8
Other Health Impairment	13	*
Other Disabilities	*	*
Speech/Language Impairment	9	*
District	48	66.7
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2018-19

Sterling School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	7	1.4	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	22	4.4	5.5
Other Health Impairment	16	3.2	3.2
Other Disabilities	8	1.6	1.1
Speech/Language Impairment	14	2.8	1.8
All Disabilities	75	15.1	15.0

¹This 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	*	*	8.2
Private Schools or Other Settings	*	*	5.0

²This 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 Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$5,967,170	\$10,830	\$10,545
Support services - students	\$162,761	\$428	\$1,373
Support services - instruction	\$339,175	\$893	\$644
Support services - general administration	\$362,623	\$954	\$462
Support services - school based administration	\$343,442	\$904	\$1,007
Central and other support services	\$124,892	\$329	\$671
Operation and maintenance of plant	\$519,800	\$1,368	\$1,629
Student transportation services	\$652,156	\$1,076	\$1,231
Food services	\$23,475	\$62	\$13
Enterprise operations	\$46,010	\$121	\$157
Minor school construction	.	.	\$65
Total	\$8,541,503	\$15,502	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$677,859	25.4	29.7
Instructional Aide Salaries	\$391,894	14.7	9.6
Other Salaries	\$115,512	4.3	10.4
Employee Benefits	\$228,635	8.6	13.0
Purchased Services Other Than Transportation	\$83,291	3.1	5.5
Special Education Tuition	\$1,077,452	40.3	22.6
Supplies	\$47,709	1.8	0.6
Property Services	\$1,251	0.0	0.4
Purchased Services For Transportation	\$48,028	1.8	8.0
Equipment	\$92	0.0	0.2
All Other Expenditures	\$210	0.0	0.1
Total	\$2,671,931	100.0	100.0
Percent of Total Expenditures Used for Special Education		31.3	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	60.9
State	37.0
Federal	1.9
Tuition & Other	0.1

⁴Revenue 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 2018-19

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	*	*	*	*	*	*
Asian	*	*	*	*	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	12	*	12	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	13	*	13	*	*	*
White	204	65.1	203	57.3	73	63.4
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	238	63.5	237	56.2	84	62.6
Eligible for Free or Reduced-Price Meals	92	56.3	92	48.1	31	55.1
Not Eligible for Free or Reduced-Price Meals	146	68.1	145	61.4	53	67.0
Students with Disabilities	34	37.6	34	30.8	10	*
Students without Disabilities	204	67.9	203	60.5	74	65.4
High Needs	105	55.0	105	46.6	34	54.7
Non-High Needs	133	70.3	132	63.9	50	68.1
District	238	63.5	237	56.2	84	62.6

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	75.0	78.0	95.6	N/A	118	83.9
Curl Up	65.6	65.9	68.9	N/A	118	66.9
Push Up	59.4	58.5	75.6	N/A	118	65.3
Mile Run/PACER	75.0	75.6	68.9	N/A	118	72.9
All Tests - District	28.1	41.5	44.4	N/A	118	39.0
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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 2018-19

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	63.5	75	42.4	50	84.7	67.7
	High Needs Students	55.0	75	36.6	50	73.3	58.1
Math Performance Index	All Students	56.2	75	37.5	50	75.0	63.1
	High Needs Students	46.6	75	31.1	50	62.2	52.7
Science Performance Index	All Students	62.6	75	41.8	50	83.5	63.8
	High Needs Students	54.7	75	36.5	50	72.9	54.2
ELA Academic Growth	All Students	44.2%	100%	44.2	100	44.2	59.9%
	High Needs Students	38.1%	100%	38.1	100	38.1	55.1%
Math Academic Growth	All Students	47.5%	100%	47.5	100	47.5	62.5%
	High Needs Students	42.4%	100%	42.4	100	42.4	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	8.3%	<=5%	43.5	50	87.0	10.4%
	High Needs Students	13.3%	<=5%	33.3	50	66.7	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		93.0%	94%	49.5	50	99.0	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.4% 39.0%	75%	26.0	50	52.0	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				550.2	900	61.1	

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
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	70.3	55.0	15.3	15.4	
Math Performance Index Gap	63.9	46.6	17.2	17.6	
Science Performance Index Gap	68.1	54.7	13.4	16.1	
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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.4
	High Needs Students	97.2
Math	All Students	98.4
	High Needs Students	97.2
Science	All Students	98.9
	High Needs Students	100.0

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: * **State: 51.5**

District Profile and Performance Report for School Year 2018-19

Sterling School District

Narratives

School District Improvement Plans and Parental Outreach Activities

In an effort to improve our special education programs and services, the district utilizes comprehensive reading specialist support, math intervention support, behavioral and social emotional supports for students. Data based decisions are made by school staff to inform student programming and instruction. School staff continues to meet daily in data team meetings. The district SRBI framework remains strong.

In an effort to improve student attendance, the district formed a truancy committee. Action steps are taken to support families, including letters home, phone calls, meetings with parents and utilization of community resources.

In an effort to engage parents in the planning and improvement of school programs, parents have been invited to participate in task force committees working on action steps to achieve school and district goals. Parents were also invited to participate in a recent principal search. Parents have been surveyed for their valuable input into school improvement, and they have also been invited to the school for relevant and timely informative sessions on social emotional learning and trauma informed instruction, as well as appropriate use of social media. The school invites parents to the school for events, such as monthly community meetings, concerts, Evenings of the Arts, and an Annual School Picnic.

In an effort to support parents at home, math and reading informational sessions are planned for parents. Homework tips are sent home to parents and events are planned to help parents with strategies and activities that support students reading at home. An annual curriculum night is scheduled as well as two annual parent teacher conferences. Family Fridays are planned monthly for parents and students, as well as a monthly Principal's Coffee. The district has invested in a more parent friendly student information portal that allows parents and teachers easier, more timely, and user friendly reciprocal communication. The district is also transitioning to a new web-page interface that will allow parents to view up-to-date news and notices via social media (Twitter and/or Facebook).

Efforts to Reduce Racial, Ethnic and Economic Isolation

Sterling Community School provides content and curriculum that increases student awareness of cultural and individual diversity. Curriculum provides a focus on world culture and customs. Middle school students enroll in a foreign language class that provides a cultural backdrop and focus for students. The annual eighth grade trip to Washington, DC promotes cultural respect and knowledge.

Events are scheduled through the year to promote and celebrate diversity and teach our students tolerance and developing an understanding of others.

District Profile and Performance Report for School Year 2018-19

Sterling School District

Equitable Allocation of Resources among District Schools

Sterling Community School currently has an enrollment of 365 students in grades PreK to grade 8. Sterling Community School is a one school district. Plainfield High School is the designated high school as per a cooperative agreement between the two towns. Students also attend the Killingly High School Vo-Ag Program, Ellis Technical High School, QMC Magnet High School, and we have had students attend the ACT Magnet High School and Three Rivers Magnet High School.