

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



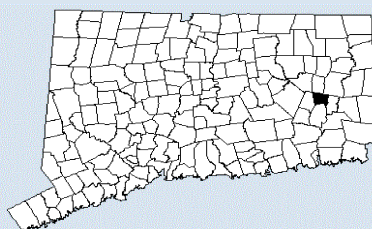
Sprague School District

Ms. Judy Benson-Clarke, Superintendent • 860-822-8086 • <http://www.saylesschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	366
Per Pupil Expenditures ¹	\$14,370
Total Expenditures ¹	\$5,446,306

¹Expenditure data reflect the 2013-14 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](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	161	44.0	48.3
Male	205	56.0	51.6
American Indian or Alaska Native	*	*	0.2
Asian	*	*	4.7
Black or African American	6	1.6	12.9
Hispanic or Latino	48	13.1	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	30	8.2	2.5
White	277	75.7	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	170	46.4	37.6
Students with Disabilities ¹	49	13.4	13.3

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	14	9.0	7	4.1
Male	27	14.1	25	11.7
Black or African American	0	*	*	*
Hispanic or Latino	11	25.6	6	12.2
White	23	9.0	20	7.0
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	33	17.5	23	12.1
Students with Disabilities	9	17.0	9	14.7
District	41	11.8	32	8.3
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 52

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	25.8
Paraprofessional Instructional Assistants	1.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	10.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
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	24.2

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	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	1	2.9	0.0
Two or More Races	0	0.0	0.0
White	33	97.1	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.1	9.2

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	8	*
Other Health Impairment	13	*
Other Disabilities	*	*
Speech/Language Impairment	8	*
District	37	63.8
State		69.7

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.5
Emotional Disturbance	11	2.5	1.0
Intellectual Disability	*	*	0.5
Learning Disability	11	2.5	4.4
Other Health Impairment	15	3.4	2.6
Other Disabilities	7	1.6	1.0
Speech/Language Impairment	11	2.5	1.9
All Disabilities	60	13.4	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,314,828	9,208	9,134
Instructional Supplies and Equipment	197,421	548	334
Improvement of Instruction and Educational Media Services	81,776	227	498
Student Support Services	100,423	279	1,001
Administration and Support Services	500,852	1,391	1,694
Plant Operation and Maintenance	489,755	1,360	1,572
Transportation	463,283	949	813
Costs of Students Tuitioned Out	297,968	N/A	N/A
Other	0	0	186
Total	5,446,306	14,370	15,289

Additional Expenditures

Land, Buildings, and Debt Service	84,002	233	1,272
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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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	409,177	26.3	35.1
Noncertified Personnel	292,802	18.8	14.2
Purchased Services	208,199	13.4	5.2
Tuition to Other Schools	371,479	23.8	22.0
Special Ed. Transportation	73,454	4.7	8.6
Other Expenditures	202,987	13.0	14.9
Total Expenditures	1,558,098	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	51.1	50.4
State	45.6	46.2
Federal	3.2	3.3
Tuition & Other	0.1	0.1

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).

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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	*	*	*	*	N/A	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino	25	58.7	25	50.4	11	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	22	64.6	22	54.0	9	*
White	164	69.9	164	61.0	60	63.1
English Language Learners	N/A	N/A	N/A	*	N/A	N/A
Non-English Language Learners	215	68.1	215	59.1	82	59.4
Eligible for Free or Reduced-Price Meals	109	64.6	109	56.4	40	58.2
Not Eligible for Free or Reduced-Price Meals	106	71.6	106	61.8	42	60.5
Students with Disabilities	30	46.6	30	35.4	11	*
Students without Disabilities	185	71.6	185	62.9	71	62.0
High Needs	119	63.1	119	55.0	45	55.8
Non-High Needs	96	74.2	96	64.1	37	63.7
District	215	68.1	215	59.1	82	59.4

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	84.8	79.4	95.3	N/A	110	87.3
Curl Up	72.7	76.5	60.5	N/A	110	69.1
Push Up	72.7	70.6	72.1	N/A	110	71.8
Mile Run/PACER	90.9	70.6	86.0	N/A	110	82.7
All Tests - District	54.5	50.0	55.8	N/A	110	53.6
All Tests - State	50.8	51.0	50.3	51.9		51.0

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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Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	68.1	75	90.8	100	90.8	67.9
	High Needs Students	63.1	75	84.2	100	84.2	56.7
Math Performance Index	All Students	59.1	75	78.7	100	78.7	59.3
	High Needs Students	55.0	75	73.3	100	73.3	47.8
Science Performance Index	All Students	59.4	75	79.2	100	79.2	56.5
	High Needs Students	55.8	75	74.5	100	74.5	45.9
Chronic Absenteeism	All Students	11.8%	<=5%	36.3	50	72.6	10.6%
	High Needs Students	17.5%	<=5%	25.0	50	50.1	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		80.6%	94%	42.8	50	85.7	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		95.7% 53.6%	75%	35.8	50	71.5	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				620.6	800	77.6	

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	74.2	63.1	11.1	17.3	
Math Performance Index Gap	64.1	55.0	9.2	19.6	
Science Performance Index Gap	63.7	55.8	7.9	17.2	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	99.6
	High Needs Students	99.3
Math	All Students	99.6
	High Needs Students	99.3
Science	All Students	100.0
	High Needs Students	100.0

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: 42.1

State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Sprague School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools