

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

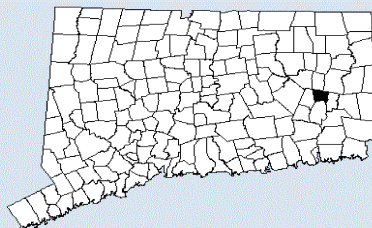


## Sprague School District

860-822-8264 • <http://www.saylesschool.org>

### District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	339
Per Pupil Expenditures <sup>1</sup>	\$14,128
Total Expenditures <sup>1</sup>	\$5,410,978

<sup>1</sup>Expenditure 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)

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### 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](http://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	150	44.2	48.4
Male	189	55.8	51.6
American Indian or Alaska Native	6	1.8	0.3
Asian	*	*	5.1
Black or African American	*	*	12.9
Hispanic or Latino	48	14.2	24.0
Pacific Islander	*	*	0.1
Two or More Races	34	10.0	2.9
White	245	72.3	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	161	47.5	35.9
Students with Disabilities <sup>1</sup>	51	15.0	14.3

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/ Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	12	9.2	9	6.3
Male	18	10.8	16	8.5
Black or African American	0	*	0	*
Hispanic or Latino	10	22.7	*	*
White	18	8.5	20	8.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	20	12.7	12	7.5
Students with Disabilities	11	19.0	*	*
District	30	10.1	25	7.5
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 0

Number of school-based arrests: Fewer than 6

<sup>2</sup>A 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.

<sup>3</sup>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 2016-17

## Sprague School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	26.8
Paraprofessional Instructional Assistants	2.0
<b>Special Education</b>	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	8.1
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.0
School Level	2.0
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.4
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	20.0

<sup>1</sup>In 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	1	2.9	0.0
Two or More Races	0	0.0	0.1
White	33	97.1	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.4	9.6

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	7	*
Intellectual Disability	0	0
Learning Disability	18	90.0
Other Health Impairment	11	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	47	73.4
State		68.2

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Sprague School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	8	1.8	1.7
Emotional Disturbance	12	2.6	1.0
Intellectual Disability	*	*	0.5
Learning Disability	20	4.4	4.9
Other Health Impairment	13	2.9	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	8	1.8	1.8
All Disabilities	69	15.2	13.9

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,913,607	8,093	9,663
Instructional Supplies and Equipment	157,624	438	321
Improvement of Instruction and Educational Media Services	9,160	25	578
Student Support Services	286,849	797	1,103
Administration and Support Services	822,654	2,285	1,861
Plant Operation and Maintenance	388,149	1,078	1,637
Transportation	397,879	805	877
Costs of Students Tuitioned Out	406,436	N/A	N/A
Other	28,620	80	201
Total	5,410,978	14,128	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	84,316	234	1,749
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<sup>3</sup>Expenditures 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	357,563	21.2	34.6
Noncertified Personnel	429,767	25.5	14.6
Purchased Services	127,178	7.5	5.8
Tuition to Other Schools	522,769	31.0	21.8
Special Ed. Transportation	53,459	3.2	8.5
Other Expenditures	195,205	11.6	14.7
Total Expenditures	1,685,941	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	52.5	51.9
State	44.6	45.2
Federal	2.8	2.8
Tuition & Other	0.1	0.1

<sup>4</sup>Revenue 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

## Sprague 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	*	*	*	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino	25	56.3	25	51.1	9	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	21	62.9	21	59.8	*	*
White	134	65.4	134	59.8	47	53.3
English Learners	*	*	*	*	*	*
Non-English Learners	187	63.2	187	58.2	61	54.0
Eligible for Free or Reduced-Price Meals	95	60.9	95	57.0	32	51.6
Not Eligible for Free or Reduced-Price Meals	94	65.4	94	59.2	30	55.5
Students with Disabilities	32	46.2	32	38.0	11	*
Students without Disabilities	157	66.6	157	62.2	51	56.8
High Needs	113	58.8	113	54.0	38	49.3
Non-High Needs	76	69.6	76	64.1	24	60.1
District	189	63.2	189	58.1	62	53.5

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

<sup>1</sup>NAEP 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 Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	81.8	87.5	84.8	N/A	98	84.7
Curl Up	84.8	81.3	81.8	N/A	98	82.7
Push Up	78.8	81.3	66.7	N/A	98	75.5
Mile Run/PACER	81.8	87.5	78.8	N/A	98	82.7
All Tests - District	66.7	59.4	57.6	N/A	98	61.2
All Tests - State	52.8	51.4	51.4	50.6		51.6

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2016-17

## Sprague 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	63.2	75	42.1	50	84.2	67.1
	High Needs Students	58.8	75	39.2	50	78.4	55.9
Math Performance Index	All Students	58.1	75	38.7	50	77.4	62.2
	High Needs Students	54.0	75	36.0	50	72.1	50.5
Science Performance	All Students	53.5	75	35.6	50	71.3	55.3
	High Needs Students	49.3	75	32.9	50	65.8	45.2
ELA Academic Growth	All Students	47.6%	100%	47.6	100	47.6	55.4%
	High Needs Students	44.4%	100%	44.4	100	44.4	49.8%
Math Academic Growth	All Students	49.9%	100%	49.9	100	49.9	61.7%
	High Needs Students	50.0%	100%	50.0	100	50.0	53.7%
Chronic Absenteeism	All Students	10.1%	<=5%	39.8	50	79.6	9.9%
	High Needs Students	13.3%	<=5%	33.5	50	67.0	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		93.0%	94%	49.5	50	99.0	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)		95.1%   61.2%	75%	40.8	50	81.6	92.0%   51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
<b>Accountability Index</b>				<b>580.1</b>	<b>900</b>	<b>64.5</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	69.6	58.8	10.8	16.7	
Math Performance Index Gap	64.1	54.0	10.0	18.7	
Science Performance Index Gap	60.1	49.3	10.7	16.6	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>If 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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.5
	High Needs Students	99.2
Math	All Students	99.5
	High Needs Students	99.2
Science	All Students	98.5
	High Needs Students	97.6

<sup>3</sup>Minimum 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

## Sprague School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

School Improvement Plans & Parental Outreach Activities.

2017-2018.

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 and student achievement. The strategies include support for managing student behavior which minimizes disruptions to classroom instruction and assists children with challenging behaviors, extended time to targeted students through 45-minute intervention periods, after-school tutoring programs and summer school sessions for students with disabilities, continual assessment of progress couples 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.

The Sprague Board of Education and the Superintendent have goals to encourage greater parental family involvement and communication. Activities conducted to meet these goals include: an annual Meet-the-Teacher Open House Night, an annual High School Fair, fall and spring parent teacher conferences, The Mustang Memo monthly school newsletter written by the Principal, a Sayles School website and individual teacher websites, a school-wide digital backpack, three concerts and plays open to the parents and the public, newsletters to the community published in the community newspaper, Our Town, email between teachers and parents, individual student assistance team meetings with parents, administrators, teachers and other staff as appropriate, PPT, 504, and SAT meetings, Sayles School Community Advisory Board monthly meetings with administrators, breakfasts for 7 & 8 grade honor roll students, attendance meetings, parent volunteer program, preschool and kindergarten parent programs and visits, an active PTO which assists teachers with various tasks and supports student programs, use of a mass notification system, monthly school-wide Good News Assemblies with families and the communities, annual Veterans' Day Programs with the community, various, regular family events at school, for example, back to school basket bash, bingo, Cinco De Mayo, school-wide community outreach where each grade level gives back to the community through a specific initiative, and development of the FWSN (Family With Service Needs) Board.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Efforts to Reduce Racial, Ethnic and Economic Isolation.

2017-2018.

Sprague Public Schools maintains an ongoing effort to reduce racial, ethnic and economic isolation. Students attending Sayles School, grades preschool through eighth grade have the following schools to select from when deciding on their high school education: Norwich Free Academy, Norwich Technical High School, Windham Technical High School, Montville High School, New London Science and Technology Magnet School, Three Rivers Magnet School, Lyman High School and VoAg Program in Lebanon, and Griswold High School. Additionally, students from Sprague have the option of attending the following schools: Bennie Dover Middle Magnet School, Nathan Hale Arts Magnet School, STEM Magnet Middle School, Charles Barrows STEM Academy, Regional Multicultural Magnet School, Winthrop Elementary Magnet School, and the Integrated Day Charter School.

Additional initiatives designed for the reduction of isolation include, but are not limited to the following: eighth grade students travel to Boston annually to experience an urban environment, school implementation of Singapore Math in grades kindergarten through fifth grade which features demonstrated results and which is not as language intensive as most other programs making it more accessible to ELL's and struggling readers, and the provision of a free National Association for the Education of Young Children (NAEYC) accredited preschool program to students of all economic, racial and ethnic backgrounds, including children with disabilities, and which includes free transportation.

# District Profile and Performance Report for School Year 2016-17

## Sprague School District

### **Equitable Allocation of Resources among District Schools**

Equitable Allocation of Resources Among District Schools.

2017-2018. There is an equitable allocation of resources for the students of Sprague. The Sprague Board of Education and administration work with the Town of Sprague to “provide a world class education where academic excellence is celebrated”. (Sprague Board of Education Goals, approved August 12, 2015). Sprague provides free preschool education and transportation to students in Sprague. Elementary students can choose Sayles School, the Integrated Day Charter, and several area magnet schools. Students are provided several high school choices to select from, including, Norwich Free Academy, New London Science and Technology Magnet School, Norwich Technical High School, Windham Technical High School, ACT Arts Magnet High School, Lebanon Regional Agricultural Science and Technology Center, Lyman Memorial High School, Montville High School, and Griswold High School. Tuition and transportation for the designated high schools are provided by the Sprague Public Schools ensuring that all students have equal access to learning opportunities. .