

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



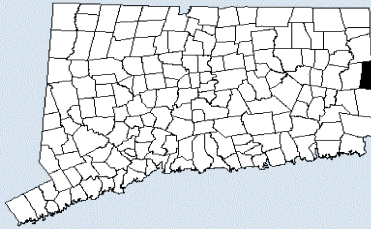
## Sterling School District

Ms. Brenda Needham, Superintendent • 860-564-4219 • [www.sterlingschool.org](http://www.sterlingschool.org)

### District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	467
Per Pupil Expenditures <sup>1</sup>	\$13,197
Total Expenditures <sup>1</sup>	\$6,756,971

<sup>1</sup>Expenditure 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	210	45.0	48.3
Male	257	55.0	51.6
American Indian or Alaska Native	*	*	0.2
Asian	*	*	4.7
Black or African American	*	*	12.9
Hispanic or Latino	14	3.0	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	17	3.6	2.5
White	425	91.0	57.2
English Language Learners	0	0.0	6.3
Eligible for Free or Reduced-Price Meals	154	33.0	37.6
Students with Disabilities <sup>1</sup>	56	12.0	13.3

<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	15	7.7	*	*
Male	16	6.4	*	*
Black or African American	*	*	0	*
Hispanic or Latino	*	*	*	*
White	27	6.7	23	5.3
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	21	12.9	17	9.8
Students with Disabilities	10	15.9	7	10.4
District	31	7.0	25	5.2
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 1**

<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 2014-15

## Sterling School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	29.8
Paraprofessional Instructional Assistants	4.0
<b>Special Education</b>	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	43.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	1.8
School Level	1.0
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.8
Counselors, Social Workers and School Psychologists	1.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	48.8

<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	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	41	100.0	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	94.3
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core 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	6.6	9.2

### Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	20	87.0
Other Health Impairment	10	*
Other Disabilities	*	*
Speech/Language Impairment	8	*
District	48	64.0
State		69.7

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

# District Profile and Performance Report for School Year 2014-15

## Sterling School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	13	2.2	1.5
Emotional Disturbance	10	1.7	1.0
Intellectual Disability	*	*	0.5
Learning Disability	23	3.9	4.4
Other Health Impairment	12	2.0	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	10	1.7	1.9
All Disabilities	78	13.2	13.0

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	25	32.1	8.1
Private Schools or Other Settings	7	9.0	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,759,319	7,848	9,134
Instructional Supplies and Equipment	50,668	106	334
Improvement of Instruction and Educational Media Services	212,832	444	498
Student Support Services	174,639	365	1,001
Administration and Support Services	597,398	1,247	1,694
Plant Operation and Maintenance	485,486	1,014	1,572
Transportation	660,935	1,018	813
Costs of Students Tuitioned Out	786,156	N/A	N/A
Other	29,538	62	186
Total	6,756,971	13,197	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	923,768	1,929	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	491,388	20.3	35.1
Noncertified Personnel	433,634	17.9	14.2
Purchased Services	120,576	5.0	5.2
Tuition to Other Schools	1,068,566	44.1	22.0
Special Ed. Transportation	2,946	0.1	8.6
Other Expenditures	303,366	12.5	14.9
Total Expenditures	2,420,476	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	58.1	53.6
State	38.2	42.4
Federal	3.4	3.7
Tuition & Other	0.3	0.3

<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 2014-15

## 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	*	*	*	*	N/A	N/A
Asian	*	*	*	*	*	*
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	*	11	*	*	*
White	281	65.0	280	53.0	91	52.2
English Language Learners	*	*	*	*	N/A	N/A
Non-English Language Learners	*	*	*	*	98	52.3
Eligible for Free or Reduced-Price Meals	102	56.0	101	45.8	39	45.5
Not Eligible for Free or Reduced-Price Meals	205	69.1	204	56.9	59	56.8
Students with Disabilities	49	43.4	47	39.4	17	*
Students without Disabilities	258	68.8	258	55.7	81	55.0
High Needs	129	54.5	127	44.8	45	45.5
Non-High Needs	178	72.2	178	59.2	53	58.0
District	307	64.8	305	53.2	98	52.3

#### 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	98.0	77.4	89.4	N/A	159	87.4
Curl Up	86.0	59.7	93.6	N/A	159	78.0
Push Up	74.0	66.1	80.9	N/A	159	73.0
Mile Run/PACER	94.0	87.1	83.0	N/A	159	88.1
All Tests - District	68.0	41.9	68.1	N/A	159	57.9
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Sterling School District

### 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	64.8	75	86.3	100	86.3	67.9
	High Needs Students	54.5	75	72.7	100	72.7	56.7
Math Performance Index	All Students	53.2	75	71.0	100	71.0	59.3
	High Needs Students	44.8	75	59.8	100	59.8	47.8
Science Performance Index	All Students	52.3	75	69.7	100	69.7	56.5
	High Needs Students	45.5	75	60.7	100	60.7	45.9
Chronic Absenteeism	All Students	7.0%	<=5%	46.1	50	92.1	10.6%
	High Needs Students	11.8%	<=5%	36.4	50	72.8	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		97.8%	94%	50.0	50	100.0	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)		93.5%   57.9%	75%	38.6	50	77.1	87.6%   51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
<b>Accountability Index</b>				<b>591.2</b>	<b>800</b>	<b>73.9</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?					Y
ELA Performance Index Gap	72.2	54.5	17.6	17.3	
Math Performance Index Gap	59.2	44.8	14.4	19.6	
Science Performance Index Gap	58.0	45.5	12.5	17.2	
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), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If 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	99.1
	High Needs Students	98.6
Math	All Students	98.4
	High Needs Students	97.1
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: \***      **State: 50.1**

#### 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 2014-15

## Sterling School District

### Narratives

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

The district focused on the plan as followings:

Increased achievement of all students in grades 3 - 8 in reading  
Increased achievement of all students in grades 3 - 8 mathematics, and;  
Surveyed students to report how they are feeling physically, emotionally, and intellectually safe at school.

In support of this focus, the district:

Implemented and adopted a core literacy program, Journey's  
Implemented the newly adopted Engage New York Math Program  
Researched best practice for school-wide behavioral expectations program with a code of conduct developed and "EPIC" and "PBIS" programs initiated.  
Implemented a school-wide common behavioral expectations; with specific expectations for the plethora of locations in the school (gym, cafe, hallway, classroom, bus, etc.) this aligned to core practices and screening tools for school climate that align with tier one and SRBI practices that wil result in a safe, caring and culturally responsive learning and teaching environment.  
Development and implementation of standards based grading and report card.

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

Located in a rural community in the Northeast corner of Connecticut, Sterling Community School is miles from urban areas where the makeup of those communities manifests a wide range of economic, racial and ethnic diversity. We continue to provide many integrated language arts/social studies activities that are designed to increase student awareness of cultural and individual diversity. In social studies classes there is a focus on cultural and religious customs of people from around the world. The annual eighth grade trip to Washington, DC is a culmination of activities that emphasize cultural respect and knowledge.

Teachers regularly provide students with opportunities to communicate and collaborate with others outside the Sterling Community School. PTO sponsors events throughout the year that promotes and celebrate diversity and teach our students tolerance and developing an understanding of others. Each year some students participate in the Mashmucket Pequot Museum's programming on Native America culture and history. Students also attend Old Sturbridge Village and the Connecticut Science Museum.

# District Profile and Performance Report for School Year 2014-15

## Sterling School District

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

Sterling Community School has an enrollment of 447 students in Pre-K through Grade 8. The District has only one school building thus the "Equitable" share is not an issue. Plainfield High School is the designated high school for Sterling however students also attend Killingly High School School Vo-Ag Program, Ellis Tech and other appropriate options.