

**STRATEGIC SCHOOL PROFILE 2007-08**

Single Elementary School District Edition

**Sterling Community School****Sterling School District**

RICHARD A. SPURLING, Superintendent  
VINCENT AGOSTINE, Principal

Telephone: (860) 564-4219  
Telephone: (860) 564-2728  
Location: 251 Sterling Rd.  
Sterling,  
Connecticut

---

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220© using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

---

**COMMUNITY DATA**

County: Windham  
Town Population in 2000: 3,099  
1990-2000 Population Growth: 31.5%  
Number of Public Schools: 1

Per Capita Income in 2000: \$19,679  
Percent of Adults without a High School Diploma in 2000\*: 20.1%  
Percent of Adults Who Were Not Fluent in English in 2000\*: 0.2%  
District Enrollment as % of Estimated Student Population: 95.7%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

---

District Reference Group (DRG): F DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

---

**TYPE OF SCHOOL**

School Type: Traditional/Regular  
School Grade Range: PK- 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2007: 503  
5-Year Enrollment Change: N/A\*  
\*Between 2002 and 2007, (re)opened

---

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	133	26.4	21.8	33.1
K-12 Students Who Are Not Fluent in English	0	0.0	2.9	7.3
Students Identified as Gifted and/or Talented	1	0.2	0.8	2.3
Students with Disabilities	63	12.5	11.5	10.8
Kindergarten Students who Attended Preschool, Nursery School or Headstart	45	83.3	78.3	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	N/A	N/A	90.2	N/A
Homeless	0	0.0	0.1	0.2

## PROGRAM AND INSTRUCTION

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	1,033	987

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	30	31
Computer Education	30	17
English Language Arts	374	425
Family and Consumer Science	0	1
Health	0	23
Library Media Skills	30	18
Mathematics	255	199
Music	30	33
Physical Education	30	40
Science	118	97
Social Studies	136	92
Technology Education	0	1
World Languages	0	10

\*Interdisciplinary Approach

**Type of Kindergarten:** This school offers half-day and full-day kindergarten.

### World Language

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

### Lunch

An average of 30 minutes is provided for lunch during full school days.

Enrollment in Selected High School Level Courses		
Percent of Grade 8 Students Taking	School	State
Mathematics	0.0	31.2
World Language	0.0	46.4

Average Class Size	School	DRG	State
Kindergarten	13.0	16	18.1
Grade 2	22.5	17.8	19.3
Grade 5	17.3	19.7	20.9
Grade 7	17.7	19.7	20.5

Special Programs	School	Elementary Schools	
		DRG	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.0	2.9	7.1
% of Gifted and/or Talented Students Who Received Services	0.0	66.4	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	65.1	80.8	79.1

## LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	3.9	3.8	3.4
% of Computers with Internet Access	98.5	91.8	98.3
% of Computers that are High or Moderate Power	100.0	93.1	91.7
# of Print Volumes Per Student*	17.9	32.7	27.7
# of Print Periodical Subscriptions	5	13	16

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

## DISTRICT STAFF

<b>Full-Time Equivalent Count of District Staff</b>	
General Education: Teachers and Instructors	30.00
Paraprofessional Instructional Assistants	11.87
Special Education: Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	16.41
Library/Media Specialists and Assistants	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	1.40
School Level	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	2.40
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	29.92

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>DRG</b>	<b>State</b>
Average Number of Years of Experience in Education	17.6	13.2	13.2
% with Master's Degree or Above	68.6	72.7	77.9
Attendance, 2006-07: Average Days Absent Due to Illness or Personal Time	N/A	8.2	N/A
% Assigned to Same School the Previous Year	N/A	71.1	N/A

## HOME AND SCHOOL COMMUNICATION AND SUPPORT

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Sterling Community School uses email, a weekly message for the Principal, a monthly school newsletter, agenda books provided to all students in grades 4 through 8 and a variety of other communication devices to create a strong link between school and home. The school recently launched a new Web site that allows students and parents protected access to individualized information including assignments, progress reports, grades and other classroom expectations.

The school hosts a variety of forums each year to keep parents informed about their children including an annual open house, fall and spring parent/teacher conferences, parenting discussion groups, Title I information sessions and meetings to discuss topics ranging from health and safety issues to improving academic performance.

The school's Teaching and Learning Committee provides updates on school policies and procedures including a recently published brochure on the district's homework policy and expectations.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.8
Asian American	6	1.2
Black	3	0.6
Hispanic	5	1.0
White	485	96.4
Total Minority	18	3.6

**Percent of Minority Professional Staff:** 0.0%

**Non-English Home Language:** All of this school's students (excluding prekindergarten students) come from homes where English is the primary language.

---

### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

---

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Located in the rural community in the Northeast corner of Connecticut, Sterling Community School is miles away from urban areas where the makeup of those communities manifests a wide range of economic, racial and ethnic diversity. Throughout the year, many integrated language arts/social studies activities and holiday activities were designed to increase students' 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 D.C. is a culmination of a variety of activities that emphasizes sensitivity to other cultures. Students read The Diary of Anne Frank, explore Jewish culture through the arts and visit the Holocaust Museum to gain an historical perspective.

Teachers regularly provide students with opportunities to communicate and collaborate with others outside the Sterling Community through the use of technology – for example, our sixth grade class established a relationship through email with students from Sterling, Alaska and our entire school made a virtual trip there as part of the Read Across America program.

The PTO sponsors activities to promote and celebrate our commonalities and differences. Last year, they hosted a school wide assembly entitled "Don't Laugh at Me" which highlighted acceptance of students with different learning abilities. The school's Social Worker presents school wide programs to provide students strategies to deal with teasing and bullying and to encourage teamwork among our community of learners.

---

## STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	56.1	33.8	90.6
Grade 6	61.1	35.4	93.5
Grade 8	69.2	37.0	97.7

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	44.4	52.0	20.2
Writing	66.7	63.4	38.7
Mathematics	71.1	60.0	60.1
Grade 4 Reading	40.7	55.9	10.8
Writing	61.0	62.9	29.6
Mathematics	42.4	60.3	11.3
Grade 5 Reading	36.4	62.2	6.8
Writing	50.9	64.5	14.8
Mathematics	47.3	65.9	11.1
Science	40.0	54.9	13.0
Grade 6 Reading	50.0	66.3	12.5
Writing	42.3	61.9	10.7
Mathematics	48.1	66.4	10.1
Grade 7 Reading	62.3	71.1	18.7
Writing	58.5	62.0	30.3
Mathematics	37.7	63.0	9.7
Grade 8 Reading	66.0	64.8	35.8
Writing	41.5	63.4	9.4
Mathematics	35.8	60.8	10.1
Science	47.2	58.6	20.1

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports](http://www.ctreports).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Student Attendance	School	State Elementary Schools
% Present on October 1	99.8	96.4

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on “CEDaR” and then on “Student Data.”

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	N/A	N/A

\* Counts by category may be suppressed to protect student privacy.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	88
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	13.3%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	8	1.2	0.6	0.7
Learning Disability	35	5.3	3.8	4.0
Intellectual Disability	1	0.2	0.5	0.5
Emotional Disturbance	4	0.6	1.2	1.0
Speech Impairment	18	2.7	2.3	2.4
Other Health Impairment*	17	2.6	2.0	2.1
Other Disabilities**	5	0.8	0.8	0.9
Total	88	13.3	11.2	11.5

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	1	1.1

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	62	70.5	70.9	71.6
40.1 to 79.0 Percent of Time	23	26.1	18.2	16.6
0.0 to 40.0 Percent of Time	3	3.4	10.9	11.8

**Connecticut Mastery Test, Fourth Generation, % of Students with Disabilities Meeting State Goal.** The reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the science test to students in Grades 5 and 8. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The results below are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading	20.7	20.4	49.8	62.1
Writing	10.3	19.3	53.3	63.0
Mathematics	10.3	22.6	46.4	62.7
Science	N/A	N/A	43.5	56.8

Results for fewer than 20 students are not presented. For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT.

<b>Participation in State Assessments of Students with Disabilities Attending District Schools</b>		
CMT	% Without Accommodations	29.7
	% With Accommodations	70.3
	% Assessed Using Skills Checklist	21.6

### **DISTRICT EXPENDITURES AND REVENUES, 2006-07**

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

<b>Expenditures</b> All figures are unaudited.	<b>Total</b> (in 1000s)	<b>Expenditures Per Pupil</b>			
		<b>District</b>	<b>Elementary Districts</b>	<b>DRG</b>	<b>State</b>
Instructional Staff and Services	\$3,389	\$7,089	\$7,141	\$6,567	\$7,159
Instructional Supplies and Equipment	\$145	\$304	\$314	\$282	\$266
Improvement of Instruction and Educational Media Services	\$27	\$56	\$219	\$246	\$429
Student Support Services	\$173	\$362	\$732	\$662	\$761
Administration and Support Services	\$477	\$998	\$1,370	\$1,231	\$1,271
Plant Operation and Maintenance	\$375	\$784	\$1,146	\$1,282	\$1,322
Transportation	\$543	\$811	\$575	\$632	\$601
Costs for Students Tuitioned Out *	\$343	N/A	N/A	N/A	N/A
Other	\$32	\$66	\$62	\$166	\$145
<b>Total*</b>	\$5,503	\$11,488	\$12,187	\$11,296	\$12,151
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$10,541	\$22,051	\$1,737	\$2,587	\$1,882

\*Town total expenditures (in 1000s) for PK-12 are: Total, \$6,924; Tuition Costs, \$1,764.

Total town expenditures per pupil for PK-12 are \$10,459.

#### **Special Education Expenditures**

Total Expenditures	\$1,854,493
Percent of Total PK-12 Expenditures Used for Special Education	26.8%

**Revenue Sources, % of Expenditures from Source.** 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 Corrections).

<b>District Expenditures</b>	<b>Local Revenue</b>	<b>State Revenue</b>	<b>Federal Revenue</b>	<b>Tuition &amp; Other</b>
Including School Construction	23.2	74.6	1.3	1.0
Excluding School Construction	51.7	42.6	3.3	2.4

---

**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

---

The following narrative was submitted by this school.

Sterling Community School has also spent the past two years developing and implementing a variety of new programs to improve student achievement focusing on curriculum, the social and emotional success of students, improving teacher collaboration and information sharing, student support and assistance and facility health and safety.

The school is involved in revising its curriculum. Sterling Community School places a strong emphasis on preparing students to read, write and communicate their knowledge effectively while making connections to our world community. During the 2008 – 2009 school year, staff will revise and update the Reading and Writing curriculum based upon the Connecticut Framework Standards. We will continue to improve assessment tools while utilizing software as part of its data analysis and adjusting instruction strategies according to student needs.

The school has undertaken an initiative to examine Special Education programs and to develop a Response to Intervention/Scientific Research Based Intervention model in support of children with disabilities. There are efforts underway to leverage the use of software for electronic IEP development and record maintenance.

---

**SUPPLEMENTAL SCHOOL INFORMATION**

---

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

This year marks the second in our beautiful state-of-the-art facility. We plan to continue efforts to leverage technology in classrooms and encourage community organizations to take advantage of the building and grounds. We purchased 11 Interactive Boards and have provided teacher training to help integrate technology into classrooms. Our media distribution system is up and running and students have begun sharing their work throughout the school.

Sterling is one of the fastest growing communities in Connecticut and, as a result, we have added new teachers and Instructional Assistants to staff. We have been fortunate to have recruited top-tier teachers to our ranks.

---