

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

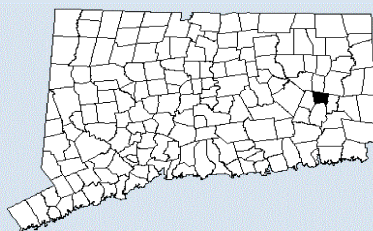


Sprague School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	339
Per Pupil Expenditures ¹	\$15,396
Total Expenditures ¹	\$5,557,863

¹Expenditure data reflect the 2016-17 year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	152	44.8	48.4
Male	187	55.2	51.6
American Indian or Alaska Native	7	2.1	0.3
Asian	*	*	5.1
Black or African American	6	1.8	12.8
Hispanic or Latino	45	13.3	24.8
Pacific Islander	*	*	0.1
Two or More Races	33	9.7	3.3
White	244	72.0	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	163	48.1	36.7
Students with Disabilities ¹	57	16.8	14.8

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	12	8.7	11	7.3
Male	14	8.1	23	11.8
Black or African American	*	*	0	*
Hispanic or Latino	*	*	*	*
White	16	7.1	25	10.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	17	9.2	21	11.1
Students with Disabilities	9	14.1	11	14.7
District	26	8.4	34	9.8
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 50

Number of school-based arrests: 0

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	25.0
Paraprofessional Instructional Assistants	3.0
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	15.8
Administrators, Coordinators and Department Chairs	
District Central Office	0.5
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	20.3

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	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	1	3.0	0.0
Two or More Races	0	0.0	0.1
White	32	97.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.8	10.5

Instruction and Resources

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

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	8	*
Intellectual Disability	0	0
Learning Disability	16	72.7
Other Health Impairment	8	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	48	67.6
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	9	2.0	1.8
Emotional Disturbance	12	2.6	1.1
Intellectual Disability	*	*	0.5
Learning Disability	22	4.8	5.2
Other Health Impairment	13	2.8	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	11	2.4	1.8
All Disabilities	75	16.3	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	3,097,861	9,220	9,847
Instructional Supplies and Equipment	44,536	133	287
Improvement of Instruction and Educational Media Services	147,445	439	589
Student Support Services	302,032	899	1,120
Administration and Support Services	598,788	1,782	1,905
Plant Operation and Maintenance	327,439	975	1,648
Transportation	512,269	956	904
Costs of Students Tuitioned Out	527,493	N/A	N/A
Other	0	0	208
Total	5,557,863	15,396	16,535

Additional Expenditures

Land, Buildings, and Debt Service	86,122	256	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	347,930	19.5	33.8
Noncertified Personnel	306,493	17.2	14.5
Purchased Services	306,447	17.2	5.5
Tuition to Other Schools	540,165	30.3	23.4
Special Ed. Transportation	73,226	4.1	8.7
Other Expenditures	207,106	11.6	14.1
Total Expenditures	1,781,367	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	52.7	52.1
State	41.8	42.3
Federal	5.1	5.2
Tuition & Other	0.4	0.4

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino	26	61.3	26	56.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	17	*	17	*
White	138	66.6	138	61.1
English Learners	*	*	*	*
Non-English Learners	185	64.5	185	58.7
Eligible for Free or Reduced-Price Meals	104	62.4	104	55.3
Not Eligible for Free or Reduced-Price Meals	85	66.9	85	63.1
Students with Disabilities	35	44.4	35	37.5
Students without Disabilities	154	69.0	154	63.6
High Needs	119	61.3	119	54.2
Non-High Needs	70	69.8	70	66.5
District	189	64.4	189	58.8

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	77.4	78.6	88.9	N/A	86	81.4
Curl Up	90.3	78.6	81.5	N/A	86	83.7
Push Up	71.0	57.1	59.3	N/A	86	62.8
Mile Run/PACER	74.2	78.6	74.1	N/A	86	75.6
All Tests - District	48.4	46.4	55.6	N/A	86	50.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	64.4	75	43.0	50	85.9	67.6
	High Needs Students	61.3	75	40.8	50	81.7	57.5
Math Performance Index	All Students	58.8	75	39.2	50	78.4	62.7
	High Needs Students	54.2	75	36.2	50	72.3	52.0
ELA Academic Growth	All Students	58.9%	100%	58.9	100	58.9	60.7%
	High Needs Students	64.1%	100%	64.1	100	64.1	55.6%
Math Academic Growth	All Students	54.8%	100%	54.8	100	54.8	61.9%
	High Needs Students	51.7%	100%	51.7	100	51.7	55.4%
Chronic Absenteeism	All Students	8.4%	<=5%	43.2	50	86.5	10.7%
	High Needs Students	10.5%	<=5%	38.9	50	77.9	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		72.2%	94%	38.4	50	76.8	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.5% 50.0%	75%	33.3	50	66.7	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				542.5	800	67.8	

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	69.8	61.3	8.6	15.9	
Math Performance Index Gap	66.5	54.2	12.3	18.2	
Science Performance Index Gap	.	N/A	.	.	
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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.5
	High Needs Students	99.2
Math	All Students	99.5
	High Needs Students	99.2
Science	All Students	100.0
	High Needs Students	100.0

³Minimum 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: 51.5**

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

Sprague maintains its focus on continuous improvement. Grade level teachers meet at least weekly 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 coupled 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 has 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. A highlight of the year was the Polar Express evening event held in December where over 400 students, parents, and families participated in a holiday themed event.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Sprague Public Schools continues to maintain an ongoing effort to reduce racial, ethnic and economic isolation. Students attending Sayles School 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, The ACT Arts Magnet 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.

Eighth grade students travel to Boston annually to experience an urban environment. Sayles preschool program is accredited through National Association for the Education of Young Children (NAEYC) and is accessible to students of all economic, racial and ethnic backgrounds, including children with disabilities, and which includes free transportation.

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Equitable Allocation of Resources among District Schools

Sayles School and the Board of Education work tirelessly to provide a comprehensive and rich educational opportunity to its students in grades PK - 8. Resources are requested where needed and appropriated as approved by the Town. Students are provided numerous choices for their 9-12 education 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.