

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



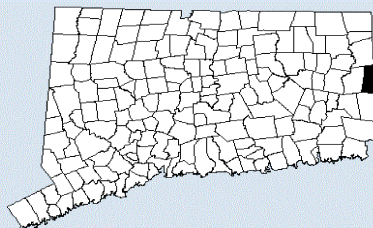
Sterling School District

Ms. Gail Lanza, Superintendent • 860-564-4219 • <http://www.sterlingschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	365
Per Pupil Expenditures ¹	\$16,024
Total Expenditures ¹	\$8,412,804

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	161	44.1	48.4
Male	204	55.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	7	1.9	12.7
Hispanic or Latino of any race	28	7.7	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	23	6.3	3.8
White	300	82.2	51.1
English Learners	0	0.0	8.3
Eligible for Free or Reduced-Price Meals	153	41.9	43.3
Students with Disabilities ³	55	15.1	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	26	17.7	*	*
Male	36	20.2	*	*
Black or African American	0	*	*	*
Hispanic or Latino of any race	9	37.5	*	*
White	48	17.8	26	8.3
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	39	29.3	19	12.3
Students with Disabilities	21	38.2	6	9.2
District	62	19.1	30	7.9
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 24

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays 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 2019-20

Sterling School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	25.0
Paraprofessional Instructional Assistants	6.3
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	15.8
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	1.5
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	1.5
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	28.8

¹ 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	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	35	100.0	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.5	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	18	81.8
Other Health Impairment	15	*
Other Disabilities	*	*
Speech/Language Impairment	8	*
District	48	63.2
State		67.8

² This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	8	1.6	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	22	4.4	5.7
Other Health Impairment	18	3.6	3.3
Other Disabilities	8	1.6	1.1
Speech/Language Impairment	14	2.8	1.8
All Disabilities	78	15.6	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$5,997,976	\$11,425	\$10,923
Support services - students	\$178,755	\$495	\$1,277
Support services - instruction	\$327,392	\$907	\$682
Support services - general administration	\$238,753	\$661	\$467
Support services - school based administration	\$335,732	\$930	\$1,021
Central and other support services	\$103,496	\$287	\$679
Operation and maintenance of plant	\$535,964	\$1,485	\$1,718
Student transportation services	\$630,205	\$1,092	\$1,288
Food services	\$1,543	\$4	\$12
Enterprise operations	\$62,987	\$174	\$163
Minor school construction	.	.	\$59
Total	\$8,412,804	\$16,024	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$716,519	29.4	28.5
Instructional Aide Salaries	\$349,623	14.4	10.1
Other Salaries	\$78,694	3.2	11.1
Employee Benefits	\$248,507	10.2	13.0
Purchased Services Other Than Transportation	\$45,082	1.9	5.7
Special Education Tuition	\$955,647	39.3	22.5
Supplies	\$36,674	1.5	0.6
Property Services	\$1,521	0.1	0.3
Purchased Services For Transportation	\$682	0.0	8.0
Equipment	\$1,236	0.1	0.2
All Other Expenditures	\$269	0.0	0.1
Total	\$2,434,455	100.0	100.0
Percent of Total Expenditures Used for Special Education		28.9	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	56.7
State	40.5
Federal	2.8
Tuition & Other	.

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2019-20

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	19.1%	<=5%	12.2%
	High Needs Students	28.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		89.6%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap

¹ 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.

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

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

Sterling School District

Narratives

School District Improvement Plans and Parental Outreach Activities

In an effort to continue to improve our special education programs and services, the District employs reading specialist supports, math intervention supports, and social emotional supports for students. The District has a comprehensive schoolwide SRBI framework and supports that are data informed and take into consideration proactive strategies to address student needs throughout all tiers of instruction. The District has developed a Strategic Plan that includes personalized learning for students and staff as a focus, and that emphasizes student competencies and progressions as communicated via learning targets and individual goal setting with students and staff.

In an effort to improve student attendance, the District's truancy committee continues to meet regularly to review attendance data and remediate attendance concerns in a timely manner. The truancy committee includes school administration and the school nurse who plan action steps to support families with school attendance.

In an effort to engage parents in the planning and improvement of school programs, parents continue to be invited to participate on committees and task forces that seek to advance the goals of the District Strategic Plan. Parents' input is sought when rolling out new initiatives and feedback is solicited regularly via surveys, newsletters and social media. The District continues to improve its website to make it more user friendly for parents, staff and community members.

In an effort to support parents at home, regular communication and collaboration with parents is available and encouraged. Teachers reach out regularly to parents via emails, newsletters and phone calls to communicate what is happening in the classroom settings as well as to provide assistance and guidance to parents in areas where they may be seeking assistance, such as homework, understanding development milestones and learning progressions, essential learning standards and mastery based learning expectations.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Sterling Community School continues to provide content and curriculum that increases student awareness of cultural and individual diversity. Curriculum provides a focus on world culture and customs. In addition, the District is implementing SEL curriculum and content that draws from the core CASEL competencies in an effort to improve overall social awareness, self-awareness, relationship skills and responsible decision making all through a lens of empathy and compassion for others.

Events are scheduled throughout the year to promote and celebrate diversity that is aligned with the District's curriculum standards.

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Equitable Allocation of Resources among District Schools

Not applicable