

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

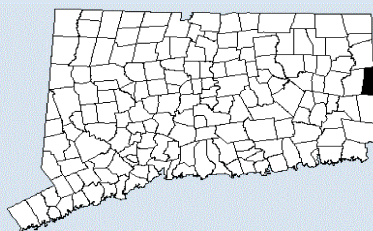


Sterling School District

860-564-4219 • <http://www.sterlingschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	387
Per Pupil Expenditures ¹	\$15,042
Total Expenditures ¹	\$6,723,781

¹Expenditure data reflect the 2016-17 year.

Community Information

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

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	6

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	170	43.9	48.4
Male	217	56.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.1
Black or African American	*	*	12.8
Hispanic or Latino	21	5.4	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	21	5.4	3.3
White	334	86.3	53.6
English Learners	0	0.0	7.2
Eligible for Free or Reduced-Price Meals	126	32.6	36.7
Students with Disabilities ¹	52	13.4	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		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	16	9.9	*	*
Male	22	11.2	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	*	*
White	33	10.9	23	7.0
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	21	15.4	13	8.6
Students with Disabilities	9	16.4	8	12.9
District	38	10.6	25	6.5
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 22

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.

District Profile and Performance Report for School Year 2017-18

Sterling School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	25.7
Paraprofessional Instructional Assistants	3.8
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	17.8
Administrators, Coordinators and Department Chairs	
District Central Office	1.0
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	24.5

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	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	37	100.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	19.3	10.5

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	14	*
Other Health Impairment	14	*
Other Disabilities	*	*
Speech/Language Impairment	6	*
District	42	64.6
State		68.6

³Ages 6-21

District Profile and Performance Report for School Year 2017-18

Sterling School District

Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	7	1.3	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	18	3.4	5.2
Other Health Impairment	18	3.4	3.1
Other Disabilities	8	1.5	1.1
Speech/Language Impairment	10	1.9	1.8
All Disabilities	68	12.9	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 (\$)	State (\$)
Instructional Staff and Services	3,444,248	8,123	9,847
Instructional Supplies and Equipment	73,516	173	287
Improvement of Instruction and Educational Media Services	228,822	540	589
Student Support Services	167,003	394	1,120
Administration and Support Services	734,770	1,733	1,905
Plant Operation and Maintenance	489,796	1,155	1,648
Transportation	634,484	1,072	904
Costs of Students Tuitioned Out	925,461	N/A	N/A
Other	25,681	61	208
Total	6,723,781	15,042	16,535

Additional Expenditures

Land, Buildings, and Debt Service	859,350	2,027	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	535,006	19.3	33.8
Noncertified Personnel	429,256	15.5	14.5
Purchased Services	109,814	4.0	5.5
Tuition to Other Schools	1,283,435	46.3	23.4
Special Ed. Transportation	27,280	1.0	8.7
Other Expenditures	385,872	13.9	14.1
Total Expenditures	2,770,663	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	59.5	55.3
State	37.5	41.3
Federal	2.6	2.8
Tuition & Other	0.5	0.6

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).

District Profile and Performance Report for School Year 2017-18

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.

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	10	*	10	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	10	*	10	*
White	198	68.0	198	59.0
English Learners	0	N/A	0	N/A
Non-English Learners	225	66.8	225	58.0
Eligible for Free or Reduced-Price Meals	83	59.1	83	49.5
Not Eligible for Free or Reduced-Price Meals	142	71.3	142	62.9
Students with Disabilities	30	45.0	30	40.2
Students without Disabilities	195	70.1	195	60.7
High Needs	92	58.7	92	49.6
Non-High Needs	133	72.4	133	63.7
District	225	66.8	225	58.0

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			
Grade 4			
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	91.9	60.0	84.6	N/A	111	79.3
Curl Up	64.9	94.3	84.6	N/A	111	81.1
Push Up	45.9	77.1	56.4	N/A	111	59.5
Mile Run/PACER	81.1	85.7	69.2	N/A	111	78.4
All Tests - District	29.7	51.4	46.2	N/A	111	42.3
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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Sterling 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. 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	66.8	75	44.5	50	89.0	67.6
	High Needs Students	58.7	75	39.1	50	78.2	57.5
Math Performance Index	All Students	58.0	75	38.6	50	77.3	62.7
	High Needs Students	49.6	75	33.1	50	66.2	52.0
ELA Academic Growth	All Students	62.8%	100%	62.8	100	62.8	60.7%
	High Needs Students	55.2%	100%	55.2	100	55.2	55.6%
Math Academic Growth	All Students	68.2%	100%	68.2	100	68.2	61.9%
	High Needs Students	65.9%	100%	65.9	100	65.9	55.4%
Chronic Absenteeism	All Students	10.6%	<=5%	38.7	50	77.4	10.7%
	High Needs Students	14.8%	<=5%	30.3	50	60.6	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		98.3%	94%	50.0	50	100.0	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)		88.8% 42.3%	75%	14.1	50	28.2	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				540.7	800	67.6	

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	72.4	58.7	13.7	15.9	
Math Performance Index Gap	63.7	49.6	14.1	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	96.8
	High Needs Students	94.4
Math	All Students	96.8
	High Needs Students	94.4
Science	All Students	96.5
	High Needs Students	94.3

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](#)

District Profile and Performance Report for School Year 2017-18

Sterling School District

Narratives

School District Improvement Plans and Parental Outreach Activities

In an effort to improve our special education programs and services, the district utilizes a full time behavior specialist and a full time reading specialist. The district is utilizing two math interventionists. The district continues to utilize data to inform programmatic decision-making and to inform instruction. The district has daily data team meetings scheduled for all certified staff. The district continues to improve its SRBI framework, which includes academic and behavioral interventions.

In an effort to improve student attendance, a truancy committee was established that meets bi-weekly and weekly as necessary. Criteria was set to inform identification of students at risk for school attendance issues. Action steps are taken to support families, including letters home, phone calls, meetings with parents and utilization of community resources.

In an effort to engage parents in the planning and improvement of school programs, parents were invited to join our Strategic Planning Committee along with other stakeholders, the culmination of which was the completion of a 3-5 year Strategic Plan. We planned our first annual back to school picnic for families a few days prior to the start of the school year in order to welcome families to the school community in a relaxed and informal setting.

In an effort to support parents at home, two math informational sessions were planned for parents, as well as a math game night for parents and students. Tips that were sent home to parents to help students with math homework. Events were planned in the lower grades to help parents with strategies and activities to support student reading at home. An annual curriculum night was scheduled as well as two annual parent teacher conferences. Family Fridays are planned monthly for parents and students, as well as a monthly Principal's Coffee. We have a PTO, and a School Governance Council as well.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Sterling Community School provides content and curriculum that increases student awareness of cultural and individual diversity. Curriculum provides a focus on world culture and customs. Middle school students enroll in a foreign language class that provides a cultural backdrop and focus for students. The annual eighth grade trip to Washington, DC promotes cultural respect and knowledge.

Events are scheduled throughout the year to promote and celebrate diversity and teach our students tolerance and developing an understanding of others.

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Sterling School District

Equitable Allocation of Resources among District Schools

Sterling Community School currently has an enrollment of 360 students in grades PreK to grade 8. Sterling Community School is a one school district. Plainfield High School is the designated high school as per a cooperative agreement between the two towns. Students also attend the Killingly High School Vo-Ag Program, Ellis Tech High School, QMC Magnet High School, and we have had students attend the ACT Magnet High School and Three Rivers Magnet High School.