

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



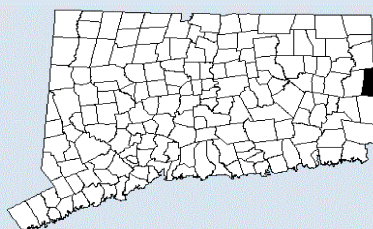
Sterling School District

Ms. Brenda Needham, Superintendent • 860-564-4219 • www.sterlingschool.org

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	454
Per Pupil Expenditures ¹	\$12,783
Total Expenditures ¹	\$6,404,466

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
(2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	200	44.1	48.3
Male	254	55.9	51.6
American Indian or Alaska Native	*	*	0.2
Asian	*	*	4.9
Black or African American	*	*	12.8
Hispanic or Latino	20	4.4	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	18	4.0	2.7
White	404	89.0	55.9
English Learners	0	0.0	6.4
Eligible for Free or Reduced-Price Meals	145	31.9	38.0
Students with Disabilities ¹	54	11.9	13.7

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	14	7.4	*	*
Male	22	9.6	*	*
Black or African American	0	*	*	*
Hispanic or Latino	*	*	0	0.0
White	31	8.4	11	2.8
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	24	16.6	6	3.7
Students with Disabilities	9	18.0	*	*
District	36	8.6	14	3.1
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 29

Number of school-based arrests: Fewer than 6

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	29.7
Paraprofessional Instructional Assistants	6.0
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	17.0
Administrators, Coordinators and Department Chairs	
District Central Office	1.4
School Level	1.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	1.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	40.6

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	1.0
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	0.1
White	41	100.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	16.8	9.4

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	15	*
Other Health Impairment	16	*
Other Disabilities	*	*
Speech/Language Impairment	6	*
District	50	65.8
State		68.8

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	11	1.9	1.6
Emotional Disturbance	12	2.1	1.0
Intellectual Disability	*	*	0.5
Learning Disability	17	3.0	4.6
Other Health Impairment	19	3.3	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	9	1.6	1.9
All Disabilities	78	13.6	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	3,186,348	6,912	9,387
Instructional Supplies and Equipment	182,893	397	318
Improvement of Instruction and Educational Media Services	273,575	593	541
Student Support Services	179,956	390	1,048
Administration and Support Services	607,922	1,319	1,790
Plant Operation and Maintenance	506,042	1,098	1,608
Transportation	646,281	1,010	845
Costs of Students Tuitioned Out	796,309	N/A	N/A
Other	25,140	55	194
Total	6,404,466	12,783	15,762

Additional Expenditures

Land, Buildings, and Debt Service	923,768	2,004	1,524
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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: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	422,280	17.7	35.1
Noncertified Personnel	407,155	17.1	14.5
Purchased Services	113,967	4.8	5.5
Tuition to Other Schools	1,089,746	45.7	21.6
Special Ed. Transportation	13,814	0.6	8.3
Other Expenditures	338,750	14.2	15.0
Total Expenditures	2,385,712	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	56.4	51.4
State	40.6	45.2
Federal	2.6	2.8
Tuition & Other	0.5	0.5

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino	10	*	10	*	6	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	11	*	11	*	*	*
White	246	69.5	246	58.5	91	53.4
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	273	68.8	273	57.9	103	52.9
Eligible for Free or Reduced-Price Meals	92	63.0	92	51.9	35	50.5
Not Eligible for Free or Reduced-Price Meals	181	71.7	181	61.0	68	54.1
Students with Disabilities	41	50.5	41	47.8	21	43.9
Students without Disabilities	232	72.0	232	59.7	82	55.2
High Needs	113	60.8	113	51.5	47	48.7
Non-High Needs	160	74.4	160	62.5	56	56.4
District	273	68.8	273	57.9	103	52.9

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	100.0	100.0	98.0	N/A	135	99.3
Curl Up	97.6	97.7	96.0	N/A	135	97.0
Push Up	80.5	88.6	80.0	N/A	135	83.0
Mile Run/PACER	95.1	95.5	82.0	N/A	135	90.4
All Tests - District	75.6	81.8	74.0	N/A	135	77.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

These statistics are the 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	68.8	75	45.9	50	91.7	67.7
	High Needs Students	60.8	75	40.5	50	81.1	56.7
Math Performance Index	All Students	57.9	75	38.6	50	77.2	61.4
	High Needs Students	51.5	75	34.3	50	68.6	49.9
Science Performance Index	All Students	52.9	75	35.3	50	70.5	57.5
	High Needs Students	48.7	75	32.4	50	64.9	47.0
ELA Academic Growth	All Students	64.4%	100%	64.4	100	64.4	63.8%
	High Needs Students	61.0%	100%	61.0	100	61.0	58.3%
Math Academic Growth	All Students	66.5%	100%	66.5	100	66.5	65.0%
	High Needs Students	64.6%	100%	64.6	100	64.6	57.4%
Chronic Absenteeism	All Students	8.6%	<=5%	42.8	50	85.6	9.6%
	High Needs Students	14.6%	<=5%	30.8	50	61.5	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		91.5%	94%	48.7	50	97.3	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.1% 77.0%	75%	50.0	50	100.0	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				655.8	900	72.9	

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	74.4	60.8	13.6	16.5	
Math Performance Index Gap	62.5	51.5	11.0	18.9	
Science Performance Index Gap	56.4	48.7	7.7	17.2	
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	98.3
	High Needs Students	99.2
Math	All Students	98.3
	High Needs Students	99.2
Science	All Students	99.1
	High Needs Students	98.0

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: 51.4**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

.The district focused on the plan as follows:.

Increase measured (SBAC) achievement of all students in grades 3 - 8 for math and language arts.

Positive school climate.Effective communication.

Development and implementation of Standards Based reporting and grading.

As examples of support of the focus the district has done the following:.

Implemented a core literacy program, Journeys.Implemented a core math program, Engage NY.Implemented an instructional benchmark process using AimsWeb program.Implemented a school based PBIS behavioral expectations program including a code of conduct "Epic" and "Starrs".Use of SRBI framework.Initiated Principal generated blog that supplements school newsletter and website.

Increased parent communication through mechanisms such as direct phone calls, school messenger, emails, parent breakfast, and school governance committee

Efforts to Reduce Racial, Ethnic and Economic Isolation

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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 economics, 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, for example, the third grade hosts an annual pen pal event with students from other states. Events are held throughout the year promote and celebrate diversity and teach our students tolerance and developing an understanding of others such as the

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Equitable Allocation of Resources among District Schools

.Sterling Community School has an enrollment of 431 students in PreK through Grade 8. The District has only one school building thus the "Equitable" share is not an issue. Plainfield High School is designated high school for Sterling however students also attend Killingly High School Vo-Ag Program, Ellis Tech and other appropriate options.

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