Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2022-23

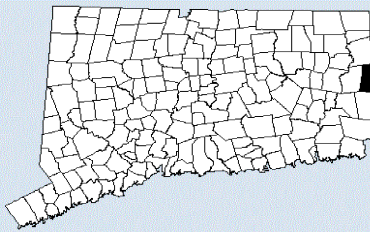CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Sterling School District

Mr. Theodore Friend, Superintendent • 860-564-4219 • http://www.sterlingschool.org

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	323
Per Pupil Expenditures[1]	$18,666
Total Expenditures[1]	$8,493,027

[1] *Expenditure data reflect the 2021-22 school year.*

Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at https://www.advancect.org/site-selection/town-profiles

Contents

Notes

Unless otherwise noted, all data are for 2022-23 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 https://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. Complete data suppression guidelines are available at https://tinyurl.com/SuppressionPolicy

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

Students

October 1, 2022 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	155	48.0	48.4
Male	168	52.0	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	8	2.5	12.5
Hispanic or Latino of any race	30	9.3	30.0
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	26	8.0	4.5
White	257	79.6	47.5
English Learners/Multilingual Learners	*	*	9.7
Eligible for Free or Reduced-Price Meals	131	40.6	42.4
Students with Disabilities[3]	57	17.6	17.1

[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	29	20.3	7	4.3
Male	37	23.4	18	10.1
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	0	*
Hispanic or Latino of any race	9	28.1	*	*
White	50	21.4	21	7.7
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	33	27.3	10	6.9
Students with Disabilities	18	27.3	7	9.5
District	66	21.9	25	7.3
State		20.0		7

Number of students qualified as truant under state statute: 13

Number of school-based arrests: 0

[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.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	26.9
Paraprofessional Instructional Assistants	8.3
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	7.9
Administrators, Coordinators and Department Chairs	
District Central Office	3.9
School Level	0.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.9
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	24.6

[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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.3
Black or African American	0	0.0	4.6
Hispanic or Latino of any race	0	0.0	4.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	40	100.0	88.7

Classroom Teacher Attendance: 2021-22

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	16.5	13.2

Instruction and Resources

Students Who Spend 80% or Greater Time with Nondisabled Peers[2]

	Count	Rate (%)
Autism	*	*
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	20	76.9
Other Health Impairment	12	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	40	54.8
State		68.6

[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).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	11	2.5	2.4
Emotional Disability	*	*	1.0
Intellectual Disability	*	*	0.6
Learning Disability	26	6.0	6.3
Other Health Impairment	16	3.7	3.4
Other Disabilities	7	1.6	1.1
Speech/Language Impairment	11	2.5	1.9
All Disabilities	77	17.7	16.7

[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 District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	4.7

[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 Expenditures[3]: 2021-22

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$6,006,709	$13,202	$12,671
Support services - students	$127,547	$387	$1,558
Support services - instruction	$281,168	$852	$837
Support services - general administration	$351,656	$1,066	$463
Support services - school based administration	$385,230	$1,167	$1,133
Central and other support services	$142,620	$432	$716
Operation and maintenance of plant	$536,214	$1,625	$1,893
Student transportation services	$555,325	$1,025	$1,464
Food services	$25,397	$77	$5
Enterprise operations	$81,161	$246	$186
Total	$8,493,027	$18,666	$20,165

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

Special Education Expenditures: 2021-22

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$626,479	25.1	29.0
Instructional Aide Salaries	$288,986	11.6	10.6
Other Salaries	$64,293	2.6	10.1
Employee Benefits	$310,579	12.5	13.1
Purchased Services Other Than Transportation	$42,168	1.7	5.9
Special Education Tuition	$1,075,020	43.1	21.8
Supplies	$57,641	2.3	0.7
Property Services	$1,249	0.1	0.4
Purchased Services For Transportation	$906	0.0	8.1
Equipment	$24,104	1.0	0.2
All Other Expenditures	$322	0.0	0.1
Total	$2,491,747	100.0	100.0
Percent of Total Expenditures Used for Special Education		29.3	24.9

Expenditures by Revenue Source[4]: 2021-22

	Percent of Total (%) Excluding School Construction
Local	52.5
State	40.5
Federal	5.7
Tuition & Other	1.3

[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).

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	*	*	*	*	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	19	*	19	*	7	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	18	*	18	*	*	*
White	146	59.8	146	51.7	43	66.1
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	77	54.5	77	46.7	18	*
Not Eligible for Free or Reduced-Price Meals	112	63.3	112	54.6	38	67.1
Students with Disabilities	34	41.6	34	36.3	10	*
Students without Disabilities	155	63.7	155	54.7	46	70.0
High Needs	90	52.9	90	46.3	23	59.1
Non-High Needs	99	65.9	99	56.1	33	70.8
District	189	59.7	189	51.4	56	66.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2022		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	35	35	50
National Public	32	29	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	37	30	32
National Public	35	26	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, at
https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	40.0	79.4	78.1	N/A	91	68.1
Curl Up	48.0	52.9	68.8	N/A	91	57.1
Push Up	68.0	61.8	46.9	N/A	91	58.2
Mile Run/PACER	56.0	47.1	34.4	N/A	91	45.1
All Tests - District	*	26.5	*	N/A	91	18.7
All Tests - State	51.5	46.0	44.1	41.1		45.5

[2] The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.
[3] Only students assessed in all four areas are included in this calculation.

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	59.7	75	39.8	50	79.6	63.9
	High Needs Students	52.9	75	35.3	50	70.5	54.1
Math Performance Index	All Students	51.4	75	34.3	50	68.5	59.7
	High Needs Students	46.3	75	30.8	50	61.7	48.9
Science Performance Index	All Students	66.0	75	44.0	50	88.0	61.6
	High Needs Students	59.1	75	39.4	50	78.8	51.1
ELA Academic Growth	All Students	56.2%	100%	56.2	100	56.2	57.2%
	High Needs Students	55.5%	100%	55.5	100	55.5	52.5%
Math Academic Growth	All Students	42.0%	100%	42.0	100	42.0	61.8%
	High Needs Students	43.6%	100%	43.6	100	43.6	55.5%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	55.3%
	Oral	.	100%	.	.	.	56.1%
Chronic Absenteeism	All Students	21.9%	<=5%	16.1	50	32.3	20.0%
	High Needs Students	25.8%	<=5%	8.4	50	16.9	28.5%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	90.4%
	% Meeting Benchmark	.	75%	.	.	.	44.3%
On-track to High School Graduation		78.7%	94%	41.9	50	83.7	82.4%
4-year Graduation All Students (2022 Cohort)		.	94%	.	.	.	88.9%
6-year Graduation - High Needs Students (2020 Cohort)		.	94%	.	.	.	85.6%
Postsecondary Entrance (Class of 2022)		.	75%	.	.	.	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		94.8% | 18.7%	75%	12.5	50	24.9	93.0% | 45.5%
Arts Access		.	60%	.	.	.	54.5%
Accountability Index				**499.8**	**900**	**55.5**	

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]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	65.9	52.9	13.0	16.6	
Math Performance Index Gap	56.1	46.3	9.8	18.0	
Science Performance Index Gap	70.8	59.1	11.7	17.8	
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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	98.0
	High Needs Students	96.1
Math	All Students	98.0
	High Needs Students	96.1
Science	All Students	98.4
	High Needs Students	96.3

[3]Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: *   State: 49.6

Supporting Resources: https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links

Narratives

School District Improvement Plans and Parental Outreach Activities

Sterling School district employs reading and math specialist supports and social emotional supports for students. The District has a comprehensive school SRBI framework 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.

The District has made efforts to improve student attendance. The attendance review committee meets regularly to review attendance data and remediate attendance concerns in a timely manner. The attendance review committee includes school administration, the social worker, school administrative assistant, 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 that seek to advance the goals of the District Strategic Plan. Parents' input is sought when rolling out new initiatives and feedback is solicited via surveys, newsletters and social media. Parents and community members were specifically invited to participate in community forums(s) and a survey to gauge the community perspectives on the qualities, experiences and characteristics desired in a new superintendent.

The District continues to improve the website to make it more user friendly for parents, students, staff, and community members.

The District works to support parents at home by encouraging regular communication and collaboration with families. 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 developmental 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 continues to implement 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.

Equitable Allocation of Resources among District Schools

Sterling Community School currently has an enrollment of 315 students in grades PreK to grade 8. Sterling Community School is a one school district. Secondary students in grades 9 - 12 attend various high schools including Plainfield High School (designated), Killingly Vo-Ag, the area Technical High Schools, ACT Magnet High School and Quinebaug Valley Middle College.