

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



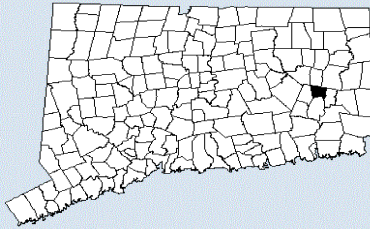
Sprague School District

Mr. David Erwin, Superintendent • 860-822-8264 • <http://www.saylesschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	320
Per Pupil Expenditures ¹	\$15,068
Total Expenditures ¹	\$7,292,869

¹Expenditure data reflect the 2017-18 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 2018-19 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	136	42.5	48.4
Male	184	57.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	6	1.9	12.8
Hispanic or Latino of any race	47	14.7	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	35	10.9	3.6
White	224	70.0	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	176	55.0	42.1
Students with Disabilities ³	57	17.8	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	12	10.3	*	*
Male	26	16.1	*	*
Black or African American	0	*	*	*
Hispanic or Latino of any race	6	16.7	6	12.8
White	27	13.5	15	6.2
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	31	18.7	20	10.6
Students with Disabilities	15	28.3	11	16.2
District	38	13.7	26	7.6
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 24

Number of school-based arrests: 0

⁴A 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.

⁵This column displays the 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	21.0
Paraprofessional Instructional Assistants	5.0
Special Education	
Teachers and Instructors	3.0
Paraprofessional Instructional Assistants	7.1
Administrators, Coordinators and Department Chairs	
District Central Office	0.4
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	0.8
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	18.7

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

	District		State
	Count	Percent of Total (%)	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	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	1	3.6	0.0
Two or More Races	0	0.0	0.1
White	27	96.4	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.8	10.0

Instruction and Resources

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

	Count	Rate (%)
Autism	7	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	16	72.7
Other Health Impairment	10	*
Other Disabilities	*	*
Speech/Language Impairment	6	*
District	46	65.7
State		67.6

³This 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	9	2.1	1.9
Emotional Disturbance	11	2.5	1.1
Intellectual Disability	*	*	0.5
Learning Disability	22	5.1	5.5
Other Health Impairment	14	3.2	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	9	2.1	1.8
All Disabilities	75	17.2	15.0

¹This 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	19	25.3	8.2
Private Schools or Other Settings	7	9.3	5.0

²This 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 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$5,370,327	\$11,096	\$10,545
Support services - students	\$243,294	\$728	\$1,373
Support services - instruction	\$146,382	\$438	\$644
Support services - general administration	\$259,957	\$778	\$462
Support services - school based administration	\$242,371	\$726	\$1,007
Central and other support services	\$173,217	\$519	\$671
Operation and maintenance of plant	\$329,284	\$986	\$1,629
Student transportation services	\$528,037	\$1,037	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$7,292,869	\$15,068	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$262,656	14.4	29.7
Instructional Aide Salaries	\$276,626	15.2	9.6
Other Salaries	\$78,578	4.3	10.4
Employee Benefits	\$217,952	12.0	13.0
Purchased Services Other Than Transportation	\$310,021	17.0	5.5
Special Education Tuition	\$590,094	32.4	22.6
Supplies	\$175	0.0	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$83,500	4.6	8.0
Equipment	.	.	0.2
All Other Expenditures	\$760	0.0	0.1
Total	\$1,820,362	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.0	24.4

Expenditures by Revenue Source:⁴

2017-18	
	Percent of Total (%) Excluding School Construction
Local	62.0
State	34.7
Federal	3.1
Tuition & Other	0.1

⁴Revenue 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).

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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	*	*	*	*	*	*
Asian	*	*	*	*	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	24	58.3	24	46.2	7	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	18	*	18	*	*	*
White	121	64.8	121	57.6	39	68.5
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	52	66.0
Eligible for Free or Reduced-Price Meals	104	58.9	104	51.3	29	65.1
Not Eligible for Free or Reduced-Price Meals	67	66.1	67	58.7	23	67.2
Students with Disabilities	30	43.3	30	34.6	10	*
Students without Disabilities	141	65.6	141	58.3	42	70.2
High Needs	112	58.1	112	49.9	32	64.7
Non-High Needs	59	68.5	59	62.3	20	68.2
District	171	61.7	171	54.2	52	66.0

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

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	40	41	50	
National Public	34	32	36	
MATH				
Connecticut	45	39	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 performance on NAEP by student group, [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	91.4	91.9	92.0	N/A	97	91.8
Curl Up	80.0	78.4	88.0	N/A	97	81.4
Push Up	57.1	54.1	72.0	N/A	97	59.8
Mile Run/PACER	80.0	75.7	68.0	N/A	97	75.3
All Tests - District	42.9	48.6	48.0	N/A	97	46.4
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The 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.

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	61.7	75	41.1	50	82.3	67.7
	High Needs Students	58.1	75	38.8	50	77.5	58.1
Math Performance Index	All Students	54.2	75	36.1	50	72.2	63.1
	High Needs Students	49.9	75	33.3	50	66.5	52.7
Science Performance Index	All Students	66.0	75	44.0	50	88.0	63.8
	High Needs Students	64.7	75	43.1	50	86.2	54.2
ELA Academic Growth	All Students	41.8%	100%	41.8	100	41.8	59.9%
	High Needs Students	37.4%	100%	37.4	100	37.4	55.1%
Math Academic Growth	All Students	29.1%	100%	29.1	100	29.1	62.5%
	High Needs Students	26.6%	100%	26.6	100	26.6	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	13.7%	<=5%	32.6	50	65.1	10.4%
	High Needs Students	19.5%	<=5%	21.1	50	42.2	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		93.3%	94%	49.6	50	99.3	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		99.0% 46.4%	75%	30.9	50	61.9	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				505.5	900	56.2	

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	68.5	58.1	10.4	15.4	
Math Performance Index Gap	62.3	49.9	12.4	17.6	
Science Performance Index Gap	68.2	64.7	3.5	16.1	
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.

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.

Subject/Student Group		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	98.1
	High Needs Students	97.1

³Minimum 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: 51.5**

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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. There are also monthly faculty meetings held to disseminate and discuss important data points in addition to other school events and activities that focus on continuous improvement. Data is analyzed at the district, school, grade and individual level. Teachers collaboratively use target strategies, including Restorative Practices, 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. SRBI meetings are held throughout the course of the year with classroom teachers, support staff, and interventionists to monitor student achievement in math and language arts. Students are supported through tiered interventions that target areas of need. Sayles School has an attendance team that meets weekly to look at attendance records and to identify students at risk for truancy. SAT meetings are held with families to discuss attendance concerns and to proactively put plans in place to increase attendance. Letters are also mailed home to families to keep them apprised of attendance and tardy concerns. SAT meetings are also held to review academic and behavior concerns. School staff and family members meet to discuss student progress and make appropriate recommendations for the continued success of our students. A Sayles School Mentoring program was implemented this year with a focus on developing strong relationships between mentees in the school and mentors from the community. 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, allows the district 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 Back to School Bash, an opportunity to visit classrooms the day before school, a Meet-the-Teacher Open House Night, an annual high school fair, fall and spring parent teacher conferences, The Mustang Memo weekly 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, a 5K Color Run, newsletters 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 and 504 meetings, 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, bi-monthly school-wide Good News Assemblies with families and the communities, annual Veterans' Day Programs with the community, and regular family events, for example, early childhood education committee meetings, school-wide community Outreach, Kindergarten orientation, & Polar Express.

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, New London Science and Technology 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, and Griswold High School. Sprague also partners with students attending the two parochial schools in town (St. Joseph School in Baltic and Academy of the Holy Family in Baltic) for students requiring additional services in order to ensure all students who qualify for individual family service plans receive the services they are entitled to.