

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Sprague School District

William Hull, Superintendent • 860-822-8264 • <http://www.saylesschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	265
Per Pupil Expenditures	\$19,606
Total Expenditures	\$8,234,717

Expenditure data reflect the 2023-24 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>

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Notes

Unless otherwise noted, all data are for 2024-25 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://public-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, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	122	46.0	48.4
Male	143	54.0	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	*	*	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	45	17.0	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	37	14.0	4.8
White	173	65.3	45.1
English Learners/Multilingual Learners	*	*	11.3
Eligible for Free or Reduced-Price Meals	146	55.1	44.8
Students with Disabilities	51	19.2	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	15	13.3	*	*
Male	31	24.2	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	*	*	*
Hispanic or Latino of any race	9	22.0	*	*
White	30	19.1	6	3.2
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	32	22.7	7	4.1
Students with Disabilities	22	44.9	*	*
All Students - District	46	19.1	9	3.2
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 61
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	19.0
General Education Paraprofessionals	6.4
Special Education Teachers and Instructors	4.0
Special Education Paraprofessionals	3.4
District Central Office Administrators	0.5
School Level Administrators	2.0
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	0.4
Instructional Specialists Who Support Teachers	0.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	21.2

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	17.0
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	1	3.6	4.9
Hispanic or Latino of any race	0	0.0	5.3
Native Hawaiian or Other Pacific Islander	1	3.6	0.1
Two or More Races	0	0.0	0.3
White	26	92.9	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	4	14.8	6.8
Teachers	4	17.4	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	6	*
Emotional Disability	*	*
Intellectual Disability	*	*
Learning Disability	17	81.0
Other Health Impairment	13	*
Other Disabilities	0	0
Speech/Language Impairment	9	*
All Disabilities - District	49	70.0
All Disabilities - State		68.0

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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	9	2.4	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	21	5.6	6.5
Other Health Impairment	21	5.6	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	12	3.2	2.0
All Disabilities	75	20.2	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	27	36.0	8.2
Private Schools or Other Settings	12	16.0	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$5,971,823	\$14,219	\$13,471
Support services - students	\$285,576	\$1,006	\$1,826
Support services - instruction	\$157,782	\$556	\$972
Support services - general administration	\$241,999	\$852	\$568
Support services - school based administration	\$259,255	\$913	\$1,274
Central and other support services	\$179,533	\$632	\$761
Operation and maintenance of plant	\$408,449	\$1,438	\$2,125
Student transportation services	\$730,300	\$1,637	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$8,234,717	\$19,606	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$294,547	9.8	26.4
Instructional Aide Salaries	\$163,719	5.4	10.1
Other Salaries	\$222,816	7.4	10.5
Employee Benefits	\$200,820	6.7	13.3
Purchased Services Other Than Transportation	\$295,040	9.8	6.8
Special Education Tuition	\$1,577,945	52.4	22.8
Supplies	\$5,061	0.2	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$250,773	8.3	8.7
Equipment	\$80	0.0	0.2
All Other Expenditures	\$-400	-0.0	0.1
Total	\$3,010,401	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	36.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	54.3
State	36.9
Federal	8.6
Tuition & Other	0.3

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	27	56.8	26	49.6	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	20	61.8	20	51.3	*	*
White	105	59.1	105	52.7	34	57.3
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	82	54.4	81	48.4	27	52.9
Not Eligible for Free or Reduced-Price Meals	76	62.5	76	54.8	20	55.4
Students with Disabilities	27	38.3	26	32.9	9	*
Students without Disabilities	131	62.4	131	55.2	38	57.8
High Needs	95	52.7	94	46.1	32	50.4
Non-High Needs	63	66.8	63	59.5	15	*
All Students - District	158	58.3	157	51.5	47	54.0

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	81.8	79.3	88.0	N/A	76	82.9
Curl Up	77.3	72.4	76.0	N/A	76	75.0
Push Up	59.1	75.9	60.0	N/A	76	65.8
Mile Run/PACER	81.8	89.7	80.0	N/A	76	84.2
All Tests - District	40.9	51.7	40.0	N/A	76	44.7
All Tests - State	55.8	51.4	46.0	43.6		49.0

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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	58.3	75	38.9	50	77.7	64.7
ELA Performance Index	High Needs Students	52.7	75	35.1	50	70.2	54.9
Math Performance Index	All Students	51.5	75	34.3	50	68.7	61.1
Math Performance Index	High Needs Students	46.1	75	30.8	50	61.5	50.6
Science Performance Index	All Students	54.0	75	36.0	50	71.9	62.6
Science Performance Index	High Needs Students	50.4	75	33.6	50	67.2	52.1
ELA Academic Growth	All Students	57.9%	100%	57.9	100	57.9	60.6%
ELA Academic Growth	High Needs Students	55.9%	100%	55.9	100	55.9	55.7%
Math Academic Growth	All Students	58.0%	100%	58.0	100	58.0	62.3%
Math Academic Growth	High Needs Students	51.3%	100%	51.3	100	51.3	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	19.1%	<=5%	21.8	50	43.7	17.2%
Chronic Absenteeism	High Needs Students	23.3%	<=5%	13.5	50	26.9	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	88.9%	94%	47.3	50	94.6	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	44.7%	75%	29.8	50	59.6	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				544.2	900	60.5	

Physical Fitness Estimated Participation Rate - District: 96.2% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	66.8	52.7	14.2	16.9	N
Math Performance Index Gap	59.5	46.1	13.3	18.4	N
Science Performance Index Gap	.	50.4	.	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

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 (%)
ELA	All Students	98.8
ELA	High Needs Students	99.0
Math	All Students	98.2
Math	High Needs Students	98.0
Science	All Students	91.1
Science	High Needs Students	94.4

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: 50.2**

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Sprague Board of Education has developed a Strategic Plan to help maintain its focus on continuous improvement. To that end, grade level teachers have a daily common planning period to discuss classroom instruction and student achievement data. Administrators and teachers meet at least monthly by grade level to discuss student achievement and behavioral data. Professional Development for staff members is scheduled on a regular basis through the Professional Development and Evaluation Committee. There are also monthly faculty meetings held to disseminate and discuss important data points and 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 PBIS, to increase positive behavior and student achievement. The strategies include support for managing student behavior which minimizes disruptions to classroom instruction and helps children with challenging behaviors. MTSS meetings are held throughout the year with parents, administration, classroom teachers, support staff, and interventionists to monitor student achievement in math, language arts, and behavior. Students are supported through tiered interventions that target areas of need and are scientifically research-based. Sayles School has an attendance team that meets regularly to look at attendance records and to identify students at risk for truancy. Meetings are held with families to discuss attendance concerns and to proactively put plans in place to increase attendance. Letters are mailed home to families to update them re attendance and tardy concerns. School staff and families meet to discuss student progress and make appropriate recommendations for the continued success of our students. After-school programs offer enrichment opportunities for students. Extended year sessions were provided for students who needed this support as warranted through their Individualized Education Plan. 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. After-school programs, including Sports Clubs, Baking, Crafts, Games, and Art Clubs are available for students grades 3-8 to participate in during the school year. Sprague Board of Education has goals to encourage greater family involvement and communication. Activities held to meet those goals include: an opportunity to visit classrooms before school, a Meet-the-Teacher Open House Night, fall and spring parent-teacher conferences, a continually improving Sayles School website, concerts and art shows open to the parents and the public, individual student 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 helps teachers with various tasks and supports student programs, use of a mass notification system, community events, regular family events, for example, early childhood education committee meetings, school-wide community outreach, and a Kindergarten orientation. Parents are offered PPT, Section 504 and conference meetings in a variety of platforms: virtual, phone, and in person.

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 may attend our designated high school (Norwich Free Academy), and have the option to attend a number of technical or magnet schools in the area (Norwich Technical High School, Windham Technical High School, STEM Magnet Middle School, Charles Barrows STEM Academy, Regional Multicultural Magnet School, Winthrop Elementary Magnet School, and the Integrated Day Charter School.) Students may also attend the approved high school programs at Griswold High School in Griswold, Lyman Memorial High School in Lebanon, and Parish Hill High School in Chaplin, CT. The Sayles preschool program is accredited through the 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. Transportation is included for all preschool students. In addition, Sprague Public Schools has implemented an Increasing Educator Diversity Plan with the goal to recruit, hire and select an outstanding staff that mirrors or exceeds the level of diversity of the student body. The research points to an improved learning environment for students, improved school behavior as well as improved student academic success as outcomes when this goal is achieved. This will lead to a stronger community where students can positively respond to future environments.

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Equitable Allocation of Resources among District Schools

Sayles School and the Sprague 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 grade 9-12 education, including Norwich Free Academy, New London Science and Technology Magnet High 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, Parish Hill 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 that they are entitled to.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	33.3	32.0
Retired	0	0.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	1	33.3	1.2
Took Job Related To Education	1	33.3	2.3
TOTAL	3		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.