

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Sterling School District

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District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	310
Per Pupil Expenditures	\$20,211
Total Expenditures	\$9,317,421

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	148	47.7	48.4
Male	162	52.3	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	24	7.7	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	30	9.7	4.8
White	248	80.0	45.1
English Learners/Multilingual Learners	*	*	11.3
Eligible for Free or Reduced-Price Meals	135	43.5	44.8
Students with Disabilities	69	22.3	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	28	20.3	8	5.0
Male	27	19.7	10	5.7
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	0	*
Hispanic or Latino of any race	8	36.4	*	*
White	44	20.0	12	4.5
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	28	23.9	10	6.2
Students with Disabilities	20	28.6	7	7.9
All Students - District	55	20.0	18	5.3
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: 0
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	24.8
General Education Paraprofessionals	6.0
Special Education Teachers and Instructors	4.0
Special Education Paraprofessionals	5.0
District Central Office Administrators	1.3
School Level Administrators	1.8
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	0.8
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	34.2

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	15.4
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	1	2.8	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	1	2.8	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	34	94.4	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	10	25	6.8
Teachers	7	22.6	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	*	*
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	30	85.7
Other Health Impairment	16	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
All Disabilities - District	58	70.7
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	16	3.8	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	35	8.3	6.5
Other Health Impairment	20	4.7	3.6
Other Disabilities	6	1.4	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	86	20.4	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	31.4	8.2
Private Schools or Other Settings	9	10.5	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	\$6,399,858	\$13,883	\$13,471
Support services - students	\$128,139	\$402	\$1,826
Support services - instruction	\$467,436	\$1,465	\$972
Support services - general administration	\$311,237	\$976	\$568
Support services - school based administration	\$397,042	\$1,245	\$1,274
Central and other support services	\$157,548	\$494	\$761
Operation and maintenance of plant	\$627,679	\$1,968	\$2,125
Student transportation services	\$722,688	\$1,364	\$1,695
Food services	\$24,937	\$78	\$10
Enterprise operations	\$80,858	\$253	\$219
Total	\$9,317,421	\$20,211	\$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	\$660,535	24.0	26.4
Instructional Aide Salaries	\$301,569	11.0	10.1
Other Salaries	\$98,049	3.6	10.5
Employee Benefits	\$373,487	13.6	13.3
Purchased Services Other Than Transportation	\$81,755	3.0	6.8
Special Education Tuition	\$1,185,944	43.1	22.8
Supplies	\$36,811	1.3	0.6
Property Services	\$2,325	0.1	0.4
Purchased Services For Transportation	\$997	0.0	8.7
Equipment	\$7,348	0.3	0.2
All Other Expenditures	\$2,239	0.1	0.1
Total	\$2,751,059	100.0	100.0

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

Level	Percent (%)
District	29.5
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	53.1
State	38.5
Federal	7.4
Tuition & Other	1.0

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	*	*	*	*	0	N/A
Asian	*	*	*	*	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	14	*	14	*	8	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	20	63.1	20	62.4	*	*
White	145	62.2	145	56.5	53	57.8
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	80	60.9	80	55.9	28	53.3
Not Eligible for Free or Reduced-Price Meals	105	64.2	105	57.5	41	59.0
Students with Disabilities	40	44.4	40	40.1	17	*
Students without Disabilities	145	67.8	145	61.4	52	60.4
High Needs	98	58.8	98	53.5	34	52.3
Non-High Needs	87	67.2	87	60.6	35	60.9
All Students - District	185	62.8	185	56.8	69	56.7

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	64.5	40.0	61.8	N/A	90	56.7
Curl Up	71.0	76.0	53.1	N/A	88	65.9
Push Up	87.1	80.0	59.4	N/A	88	75.0
Mile Run/PACER	60.0	72.0	41.9	N/A	86	57.0
All Tests - District	30.0	28.0	19.4	N/A	86	25.6
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	62.8	75	41.8	50	83.7	64.7
ELA Performance Index	High Needs Students	58.8	75	39.2	50	78.4	54.9
Math Performance Index	All Students	56.8	75	37.9	50	75.8	61.1
Math Performance Index	High Needs Students	53.5	75	35.6	50	71.3	50.6
Science Performance Index	All Students	56.7	75	37.8	50	75.6	62.6
Science Performance Index	High Needs Students	52.3	75	34.8	50	69.7	52.1
ELA Academic Growth	All Students	54.8%	100%	54.8	100	54.8	60.6%
ELA Academic Growth	High Needs Students	54.0%	100%	54.0	100	54.0	55.7%
Math Academic Growth	All Students	55.6%	100%	55.6	100	55.6	62.3%
Math Academic Growth	High Needs Students	61.8%	100%	61.8	100	61.8	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	20.0%	<=5%	20.0	50	40.0	17.2%
Chronic Absenteeism	High Needs Students	23.5%	<=5%	12.9	50	25.9	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	90.7%	94%	48.2	50	96.5	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	25.6%	75%	17.1	50	34.1	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				551.7	900	61.3	

Physical Fitness Estimated Participation Rate - District: 91.6% | 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	67.2	58.8	8.4	16.9	N
Math Performance Index Gap	60.6	53.5	7.2	18.4	N
Science Performance Index Gap	60.9	52.3	8.7	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	98.5
ELA	High Needs Students	97.2
Math	All Students	98.5
Math	High Needs Students	97.2
Science	All Students	97.3
Science	High Needs Students	94.9

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

The Sterling School District welcomes families into the building across different grade levels throughout the school year. Front office staff are available and greet all incoming families while also responding to any questions they may have. The school has responded to parent surveys and continue to provide information to families. Sterling School is part of the Northeast Early Childhood Council which is a collaborative with eight communities. It serves as the School Readiness Council and brings statewide resources to our families and educators.

Sterling School district employs reading and math intervention 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 bi-weekly 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 and schedule individualized, personal meetings as needed.

In an effort to engage parents in the improvement of school programs, parents continue to be invited to participate in responses to family involvement activities and how we can adjust that activity to make improvements. Parents' input is sought when rolling out new initiatives and feedback is solicited via surveys, newsletters and social media. 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. Many grade levels invite families into the school to experience student work and interactions with students and families.

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 by also including cultural experiences within the Spanish curriculum for grade 4-8. 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.

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Equitable Allocation of Resources among District Schools

Sterling Community School currently has an enrollment of 304 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 and regular education KHS, the area Technical High Schools (Ellis and Norwich), ACT Magnet High School and Quinebaug Valley Middle College. Tuition is designated by each high school and the remaining budget is spent on Sterling Community School.

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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	1	14.3	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	14.3	2.2
Personal Reasons	1	14.3	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	1	14.3	32.0
Retired	1	14.3	23.7
Teach/Admin in Other CT Dist	2	28.6	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	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	7		

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.