

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



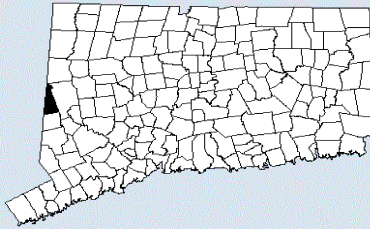
Sherman School District

Mr. Donald Fiftal, Superintendent • 860-355-3793 • shermanschool.com

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	349
Per Pupil Expenditures ¹	\$18,025
Total Expenditures ¹	\$6,849,452

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](#).
 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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	180	51.6	48.3
Male	169	48.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	*	*	4.7
Black or African American	0	0.0	12.9
Hispanic or Latino	11	3.2	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	14	4.0	2.5
White	317	90.8	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	19	5.4	37.6
Students with Disabilities ¹	52	14.9	13.3

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 Count	Rate (%)	Suspension/ Expulsion ³ Count	Rate (%)
Female	10	6.1	*	*
Male	12	7.5	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	*	0	*
White	20	6.6	10	3.0
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	22	6.8	10	2.8
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 0

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	29.0
Paraprofessional Instructional Assistants	7.0
Special Education	
Teachers and Instructors	5.9
Paraprofessional Instructional Assistants	12.2
Administrators, Coordinators and Department Chairs	
District Central Office	2.6
School Level	0.5
Library/Media	
Specialists (Certified)	0.5
Support Staff	0.4
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	1.6
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	17.8

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	1	2.2	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	0.0
White	45	97.8	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.0	9.2

Instruction and Resources

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

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	17	70.8
Other Health Impairment	10	*
Other Disabilities	*	*
Speech/Language Impairment	10	*
District	49	71.0
State		69.7

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	10	2.0	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	24	4.7	4.4
Other Health Impairment	14	2.7	2.6
Other Disabilities	8	1.6	1.0
Speech/Language Impairment	12	2.4	1.9
All Disabilities	72	14.1	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.1
Private Schools or Other Settings	*	*	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,296,872	11,551	9,134
Instructional Supplies and Equipment	92,851	250	334
Improvement of Instruction and Educational Media Services	361,519	972	498
Student Support Services	53,435	144	1,001
Administration and Support Services	596,464	1,603	1,694
Plant Operation and Maintenance	641,203	1,724	1,572
Transportation	481,505	852	813
Costs of Students Tuitioned Out	285,457	N/A	N/A
Other	40,146	108	186
Total	6,849,452	18,025	15,289

Additional Expenditures

Land, Buildings, and Debt Service	522,495	1,405	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	836,089	40.1	35.1
Noncertified Personnel	440,948	21.1	14.2
Purchased Services	80,501	3.9	5.2
Tuition to Other Schools	416,934	20.0	22.0
Special Ed. Transportation	115,657	5.5	8.6
Other Expenditures	195,510	9.4	14.9
Total Expenditures	2,085,639	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	94.1	93.7
State	3.8	4.0
Federal	1.5	1.6
Tuition & Other	0.7	0.7

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	*	*	*	*	N/A	N/A
Asian	*	*	*	*	*	*
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	107	71.8	109	65.8	79	62.9
English Language Learners	*	*	*	*	N/A	N/A
Non-English Language Learners	*	*	*	*	87	62.1
Eligible for Free or Reduced-Price Meals	8	*	8	*	7	*
Not Eligible for Free or Reduced-Price Meals	111	71.8	112	65.7	80	62.8
Students with Disabilities	23	51.4	21	46.9	14	*
Students without Disabilities	96	76.4	99	69.0	73	64.7
High Needs	29	55.5	27	50.9	19	*
Non-High Needs	90	76.7	93	69.3	68	64.9
District	119	71.5	120	65.2	87	62.1

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	90.6	85.2	87.0	N/A	105	87.6
Curl Up	87.5	63.0	93.5	N/A	105	83.8
Push Up	84.4	77.8	91.3	N/A	105	85.7
Mile Run/PACER	87.5	88.9	91.3	N/A	105	89.5
All Tests - District	65.6	55.6	82.6	N/A	105	70.5
All Tests - State	50.8	51.0	50.3	51.9		51.0

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 first 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	71.5	75	95.4	100	95.4	67.9
	High Needs Students	55.5	75	74.0	100	74.0	56.7
Math Performance Index	All Students	65.2	75	86.9	100	86.9	59.3
	High Needs Students	50.9	75	67.9	100	67.9	47.8
Science Performance Index	All Students	62.1	75	82.8	100	82.8	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	6.8%	<=5%	46.4	50	92.8	10.6%
	High Needs Students	9.4%	<=5%	41.3	50	82.5	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		97.9%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		94.6% 70.5%	75%	47.0	50	94.0	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				591.7	700	84.5	

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?					Y
ELA Performance Index Gap	75.0	55.5	19.5	17.3	
Math Performance Index Gap	69.3	50.9	18.3	19.6	
Science Performance Index Gap	64.9	N/A	.	17.2	
Graduation Rate Gap	

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	53.1
	High Needs Students	54.7
Math	All Students	53.6
	High Needs Students	50.9
Science	All Students	96.7
	High Needs Students	95.0

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: 50.1**

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

Sherman School made several improvements this year and is proud of these accomplishments. During the past few years, we have focused on implementing curriculum based on the common core state standards. Sherman School teachers have familiarized themselves with these standards and incorporated them into district reading and writing units of study. Revision of curriculum documents and development of new units that align with these standards is ongoing. Our teachers and staff continued to work as a Professional Learning Community, where our effectiveness is based on results rather than our intentions. A student's progress was studied and data-driven decisions were made about teaching, learning strategies and supports.

As we continue the implementation of PBIS, town meetings and special events that brought upper and lower grade students together were coordinated to further bring our school community together.

Ongoing professional development in technology continues and new equipment for students was purchased including chromebook laptops and iPads. We strive to reduce the number of children eligible for special education/related service, while at the same time recognize that a child with an identified disability will be educated with his/her non-disabled peers in the least restrictive environment. Sherman teachers received behavioral training through the SEED Center in Stamford to better enhance the education and services of our students with disabilities.

The Sherman School appreciates the importance of involving the parents in their children's education. To improve attendance, our school updated the code of conduct and further communicated to families with consistent expectations. Parents are encouraged by the faculty to work with their children on learning activities. To help the parents create a home environment that encourages and supports learning, the teachers communicate via voice mail, email and their web pages. The administration and faculty communicate with parents weekly through email highlighting the current areas covered within the curriculum of each grade level and monthly via a school newsletter, the Sherman Knightly News. In addition, a family writing night and a family science night have enhanced our connection with the community. We have many activities and events sponsored by the Sherman Parent Teacher Organization (SPTO). They are a dedicated and conscientious organization who support every aspect of our school community by providing after school activities, purchasing additional supplies, sponsoring cultural programs, running successful book fairs, and providing activities to bring the community together. Through their newsletter, the SPTO informs parents of their activities and of news within the school.

The middle school teachers post messages and homework on their web pages daily. Parents are asked to monitor homework and are provided study guides and detailed rubrics for some assignments. In addition to report cards, all middle school parents are provided with access to their child's progress online. Our school counselor and school psychologist communicate with parents individually, on a regular basis, through phone conversations and meetings. The school also facilitates numerous parent volunteer opportunities, which support the work of individual teachers, such as volunteering for our annual art show.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Sherman community continues to make an effort to reduce racial, ethnic and economic isolation. During 2014-2015, many integrated language arts/social studies and holiday activities were designed to increase students' awareness of cultural and individual diversity. Assembly programs, which often focus on cultural diversity, have been presented to the K-8 students. Sherman students have the opportunity to participate in interdistrict activities through Education Connections, such as LEGO League and Science Saturdays. The drum troupe, Infinite Roots, worked with our middle school population in small workshops and then provided a whole school assembly to increase an awareness of African culture. In order to deepen their understanding of our commonalities and celebrate our differences, students read a variety of books that deal with bullying and misjudging people, ethnic bias, immigration status, and economic and social position prejudice. Our guidance staff provides activities for our students to enhance their skills for awareness and tolerance of others. PBIS committee sponsors town meetings that promote acceptance of differences and involvement in community building. Our art program has a wide variety of multi-cultural activities, which include discussions of cultural origin and how art objects are integrated into those cultures.

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Equitable Allocation of Resources among District Schools

Sherman is a one school district.