

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



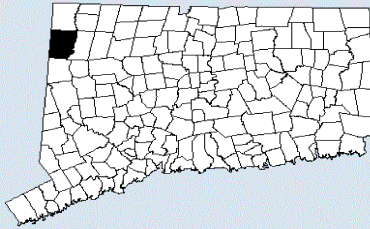
Sharon School District

Ms. Patricia Chamberlain, Superintendent • 860-364-5153 • <http://www.sharoncenterschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	2
Enrollment	177
Per Pupil Expenditures ¹	\$27,350
Total Expenditures ¹	\$4,786,323

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 \(EdSight.ct.gov\)](http://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	90	50.8	48.3
Male	87	49.2	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.7
Black or African American	*	*	12.9
Hispanic or Latino	*	*	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	*	*	2.5
White	161	91.0	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	39	22.0	37.6
Students with Disabilities ¹	39	22.0	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	*	*	0	0.0
Male	*	*	6	6.7
Black or African American	0	*	*	*
Hispanic or Latino	0	*	0	*
White	*	*	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	6	3.4	6	3.3
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	21.0
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	3.5
Paraprofessional Instructional Assistants	9.5
Administrators, Coordinators and Department Chairs	
District Central Office	0.5
School Level	1.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
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	8.0

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	0	0.0	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	35	100.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
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	8.0	9.2

Instruction and Resources

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

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0
Intellectual Disability	0	0
Learning Disability	7	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	13	40.6
State		69.7

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	17	10.6	4.4
Other Health Impairment	6	3.8	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	33	20.6	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	0	0.0	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,524,927	14,265	9,134
Instructional Supplies and Equipment	93,192	527	334
Improvement of Instruction and Educational Media Services	93,027	526	498
Student Support Services	339,749	1,919	1,001
Administration and Support Services	640,175	3,617	1,694
Plant Operation and Maintenance	693,326	3,917	1,572
Transportation	352,294	1,364	813
Costs of Students Tuitioned Out	25,985	N/A	N/A
Other	23,648	134	186
Total	4,786,323	27,350	15,289

Additional Expenditures

Land, Buildings, and Debt Service	0	0	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	295,184	47.8	35.1
Noncertified Personnel	93,484	15.2	14.2
Purchased Services	29,476	4.8	5.2
Tuition to Other Schools	25,985	4.2	22.0
Special Ed. Transportation	45,312	7.3	8.6
Other Expenditures	127,520	20.7	14.9
Total Expenditures	616,961	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.6	95.6
State	2.1	2.1
Federal	2.2	2.2
Tuition & Other	0.1	0.1

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	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino	*	*	*	*	N/A	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	N/A	N/A
White	82	63.1	82	57.5	43	58.8
English Language Learners	0	N/A	0	N/A	0	N/A
Non-English Language Learners	90	63.0	90	57.2	46	58.5
Eligible for Free or Reduced-Price Meals	16	*	16	*	10	*
Not Eligible for Free or Reduced-Price Meals	74	65.3	74	59.2	36	59.4
Students with Disabilities	25	50.1	25	44.0	12	*
Students without Disabilities	65	67.9	65	62.2	34	60.9
High Needs	32	52.0	32	46.3	17	*
Non-High Needs	58	69.0	58	63.1	29	61.1
District	90	63.0	90	57.2	46	58.5

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			
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	*	*	77.8	N/A	63	84.1
Curl Up	*	*	81.5	N/A	63	68.3
Push Up	*	*	59.3	N/A	63	65.1
Mile Run/PACER	*	*	85.2	N/A	63	66.7
All Tests - District	*	*	37.0	N/A	63	34.9
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	63.0	75	84.0	100	84.0	67.9
	High Needs Students	52.0	75	69.3	100	69.3	56.7
Math Performance Index	All Students	57.2	75	76.2	100	76.2	59.3
	High Needs Students	46.3	75	61.8	100	61.8	47.8
Science Performance Index	All Students	58.5	75	78.0	100	78.0	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	3.4%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	3.3%	<=5%	50.0	50	100.0	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		N/A	94%	0.0	0	0.0	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)		95.5% 34.9%	75%	23.3	50	46.6	87.6% 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				492.5	650	75.8	

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	69.0	52.0	17.1	17.3	
Math Performance Index Gap	63.1	46.3	16.8	19.6	
Science Performance Index Gap	61.1	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	80.7
	High Needs Students	76.7
Math	All Students	80.7
	High Needs Students	76.7
Science	All Students	100.0
	High Needs Students	.

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

We value the critical role that families play in the educational process and view parents as partners in our children's education. From that viewpoint we strive to keep two-way communication active and ongoing throughout the year. We maintain both a school and a regional website. These sites have calendars, events and individual pages for staff members, providing links for routine parent-teacher communication via e-mail. We host an annual open house at the beginning of the year providing parents with the big-picture for the upcoming year. We encourage parent participation in both our monthly Board of Education (BOE) and Parent Teacher Organization Meetings (PTO). The PTO sponsors an annual Back-to-School picnic that is attended by students, parents, families, and faculty and staff members. Teachers and Principal communicate via our school website, PowerSchool Parent Portal, School Messenger, email and phone. We welcome parental feedback on school events and procedures.

The PTO sponsors numerous assemblies, field trips and other enrichment activities for the students. Our Librarian, Judy Gafney coordinates a program called "Everybody Wins" that matches parents and community volunteers with students to read and eat lunch together on a weekly basis. It has been a very positive program.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Sharon Center School is a district of one school. We enroll students in grades Pre-K through grade 8, offering a traditional program of studies. Our official enrollment count in October 2014 showed one- hundred seventy seven students. We graduated twenty-eight eighth graders, proudly sending three to Oliver Wolcott Technical High School and twenty-five to Housatonic Valley Regional High School.

Along with five other elementary schools, we finance a Regional High School covering a 250 square mile radius, a Superintendent's Office, and a Pupil Services Department. The funding from the local towns is based on a percentage basis. Each board of education presents a budget to the board of finance and to the community. A hearing is held in April and the first town vote is in May. About ninety-eight percent of our funding is through local taxation. About two percent of our funding comes from the State of Connecticut and Federal funding.

Our efforts to reduce racial, ethnic, and economic isolation continue to be somewhat limited due to our geographic isolation. Programs such as Nature's Classroom, Grade Four Arts Day, the eighth grade class trip, and many other trips, attempt to enhance diversity. We link our school with inner city schools for the Nature's Classroom Program. The Grade Four Arts Day is yet another opportunity to bring various ethnic groups to our students. Students in grade eight travel to a city environment as part of their eighth grade trip. We seek opportunities to bring to our students assemblies that promote diversity. Our students experience cultural studies through their social studies program and foreign language program.

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Equitable Allocation of Resources among District Schools

Sharon Center School is a district of one school. The community generously supports the needs of the students.