Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Sherman School District

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District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	275
Per Pupil Expenditures[1]	$22,354
Total Expenditures[1]	$9,254,404

[1] *Expenditure data reflect the 2018-19 school year.*
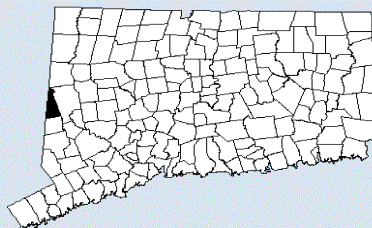
Community Information

[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 2019-20 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, 2019 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	138	50.2	48.4
Male	137	49.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	7	2.5	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	17	6.2	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.8
White	240	87.3	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	9	3.3	43.3
Students with Disabilities[3]	40	14.5	16.0

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

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

[3] Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4]		Suspension/Expulsion[5]	
	Count	Rate (%)	Count	Rate (%)
Female	9	7.1	0	0.0
Male	15	12.1	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	*
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	0	*	0	*
Students with Disabilities	8	18.2	*	*
District	24	9.6	*	*
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

[4] 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.

[5] This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	26.5
Paraprofessional Instructional Assistants	16.1
Special Education	
Teachers and Instructors	6.0
Paraprofessional Instructional Assistants	14.2
Administrators, Coordinators and Department Chairs	
District Central Office	2.5
School Level	1.5
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	19.5

[1] 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.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	2.4	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	0	0.0	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	40	97.6	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.3	10.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[2]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	16	*
Other Health Impairment	17	*
Other Disabilities	*	*
Speech/Language Impairment	7	*
District	51	92.7
State		67.8

[2] 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).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	2.0
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	19	5.2	5.7
Other Health Impairment	17	4.6	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	7	1.9	1.8
All Disabilities	56	15.2	15.6

[1] 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[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	18	32.1	8.2
Private Schools or Other Settings	N/A	N/A	5.0

[2] 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[3]: 2018-19

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$6,609,467	$15,965	$10,923
Support services - students	$62,188	$223	$1,277
Support services - instruction	$664,760	$2,383	$682
Support services - general administration	$232,906	$835	$467
Support services - school based administration	$483,417	$1,733	$1,021
Central and other support services	$172,526	$618	$679
Operation and maintenance of plant	$560,087	$2,007	$1,718
Student transportation services	$397,559	$942	$1,288
Food services	.	.	$12
Enterprise operations	$71,494	$256	$163
Minor school construction	.	.	$59
Total	$9,254,404	$22,354	$17,629

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

Special Education Expenditures: 2018-19

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$509,609	32.4	28.5
Instructional Aide Salaries	$203,509	12.9	10.1
Other Salaries	$379,203	24.1	11.1
Employee Benefits	$153,628	9.8	13.0
Purchased Services Other Than Transportation	$66,718	4.2	5.7
Special Education Tuition	$242,796	15.4	22.5
Supplies	$18,143	1.2	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	.	.	8.0
Equipment	.	.	0.2
All Other Expenditures	$180	0.0	0.1
Total	$1,573,785	100.0	100.0
Percent of Total Expenditures Used for Special Education		17.0	24.6

Expenditures by Revenue Source[4]: 2018-19

	Percent of Total (%) Excluding School Construction
Local	98.0
State	0.5
Federal	1.1
Tuition & Other	0.4

[4] 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).

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

[1] 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. To view performance on NAEP by student group, click here.

Physical Fitness Tests: Students Reaching Health Standard

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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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	.	100%	60.4%
	Oral	.	100%	57.6%
Chronic Absenteeism	All Students	9.6%	<=5%	12.2%
	High Needs Students	14.8%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		100.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		.	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		.	94%	84.5%
Postsecondary Entrance (Class of 2019)		.	75%	71.5%
Arts Access		.	60%	51.8%

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]
Graduation Rate Gap	.	.	.	.	

[1] 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.
[2] 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:
https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf

Supporting Resources:
Two-page FAQ   Detailed Presentation   Using Accountability Results to Guide Improvement

Narratives

School District Improvement Plans and Parental Outreach Activities

The Sherman School District has developed a comprehensive Communication Plan as well as a five-year Strategic Plan which we anticipate will enable us to achieve our vision. Our strategic plan will address the "Instructional Core" (including programs and services for students with disabilities), "Student Enrichment" (to ensure students attend school and are invested in their learning), and "Parent Engagement" (to involve parents in their child's learning). Our communication plan outlines the different ways we will use social media, email, newspapers, our website, and our mobile app to ensure that all stakeholders stay informed about the work of The Sherman School.

This year Sherman School has continued to improve. Revision of curriculum documents and the development of new units that align with the Social Studies Framework is ongoing. Our teachers and staff continued to work as a professional learning community, where our effectiveness is based on results. Student progress is analyzed, and data-driven decisions continue to be made about teaching, learning strategies, and supports through our SRBI and Special Education process and teams. This year our school used the Star 360 assessments in Early Literacy, Literacy, and Math as benchmarks to monitor the progress of our students as well as Smarter Balanced Interim Assessments.

This year, we enhanced our SRBI process to include interventions for truant students. Our team established a process for notifying and supporting families whose students were considered truant. Through email, phone calls, and face-to-face meetings, our faculty and administration worked to develop positive relationships with families and students and get to the root cause of school avoidance as well as other considerations that lead to truancy.

Our Positive Behavior Intervention and Supports program continues its success, and through town meetings and special events our upper and lower grade students are brought together to further strengthen our school community. To complement PBIS, The Sherman School Steering Committee conducted in-depth research to choose a social-emotional learning program to be implemented next school year. Professional development for teachers began in the spring and will continue into the fall of the 2020-2021 school year.

The Sherman School involves families in their children's education. This year when we were forced to engage in emergency remote teaching, we partnered with parents to make the learning experience as effective as possible under the circumstances. To that end, our faculty and administrators created a series of online workshops for families on topics such as navigating online platforms such as Seesaw, Google Classroom, and PowerSchool, supporting learners by fostering independence and developing a growth mindset, and ideas for promoting well-being through self-care and coping strategies. These workshops were recorded and made available to families on our website for future reference.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Sherman community continues to make an effort to reduce racial, ethnic, and economic isolation. Many integrated language arts/social studies 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. A highlight of the 2019-2020 school year was a visit by a Holocaust survivor who came to speak to our middle school students about his experiences.

In order to deepen their understanding of our commonalities and celebrate our differences, students read a variety of books that deal with 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. Our art program has a wide variety of multicultural activities, which include discussions of cultural origin and how art objects are integrated into and representative of those cultures.

Equitable Allocation of Resources among District Schools

Sherman is a district of one preschool to grade eight school.