

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



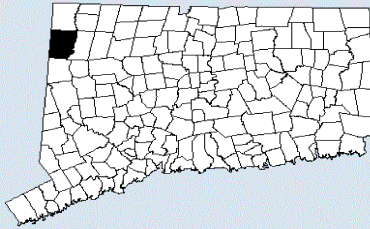
## Sharon School District

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

### District Information

Grade Range	PK-8
Number of Schools	1
Enrollment	177
Per Pupil Expenditures <sup>1</sup>	\$24,424
Total Expenditures <sup>1</sup>	\$4,591,694

<sup>1</sup>Expenditure data reflect the 2012-13 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](#)

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### Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	83	46.9	48.3
Male	94	53.1	51.6
American Indian	0	0.0	0.2
Asian	*	*	4.6
Black or African American	*	*	12.9
Hispanic or Latino	*	*	21.2
Pacific Islander	0	0.0	0.0
White	167	94.4	58.4
Two or More Races	*	*	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	38	21.5	37.3
Students with Disabilities <sup>1</sup>	42	23.7	12.8

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	0	0.0	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	*	0	*
White	*	*	*	*
English Language Learners	0	0.0	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	*	*	*	*
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 0**

<sup>2</sup>A 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2013-14

## Sharon School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	19.0
Paraprofessional Instructional Assistants	2.0
<b>Special Education</b>	
Teachers and Instructors	3.5
Paraprofessional Instructional Assistants	7.7
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.5
School Level	1.0
<b>Library/Media</b>	
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

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	0	0	1.0
Black or African American	0	0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	33	100.0	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.7	9.3

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	11	*
Other Health Impairment	*	*
Other Disabilities	0	0
Speech/Language Impairment	0	0
District	19	57.6
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Sharon School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.4
Learning Disability	15	9.4	4.2
Other Health Impairment	6	3.8	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	*	*	1.9
All Disabilities	35	22.0	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,515,921	13,383	8,769
Instructional Supplies and Equipment	74,521	396	275
Improvement of Instruction and Educational Media Services	81,269	432	487
Student Support Services	355,221	1,889	965
Administration and Support Services	571,740	3,041	1,600
Plant Operation and Maintenance	634,816	3,377	1,472
Transportation	336,865	1,313	786
Costs of Students Tuitioned Out	0	N/A	N/A
Other	21,341	114	178
Total	4,591,694	24,424	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,434
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	286,513	49.8	35.6
Noncertified Personnel	90,956	15.8	14.5
Purchased Services	28,791	5.0	5.0
Tuition to Other Schools	0	0.0	21.4
Special Ed. Transportation	44,259	7.7	8.5
Other Expenditures	124,825	21.7	14.9
Total Expenditures	575,344	100.0	100.0

PK-12 Expenditures Used for Special Education	12.5	21.9
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### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	95.2	95.2
State	2.4	2.4
Federal	2.4	2.4
Tuition & Other	0.0	0.0

<sup>4</sup>Revenue 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).

# District Profile and Performance Report for School Year 2013-14

## Sharon School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	.	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	90.3	78.2	81.7	65.2	.	.	.	.	
Students with Disabilities	61.9	52.5	55.2	54.5	.	.	.	.	
High Needs	75.6	65.8	70.4	59.7	.	.	.	.	
District	83.4	79.9	82.5	77.5	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

<sup>1</sup>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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	*	*	*	51	92.2
Curl Up	*	*	*	51	98.0
Push Up	*	*	*	51	54.9
Mile Run/PACER	*	*	*	51	54.9
All Tests - District	*	*	*	51	41.2
All Tests - State	50.2	50.7	50.3		51.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## Sharon School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

##### HOME AND SCHOOL COMMUNICATION AND SUPPORT

We value the critical role that families play in the educational process and view parents as partners in our children's education. We maintain both a school and a regional website. 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.

##### SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

"Respect, Responsibility and Safety" continue to be school wide expectations as part of our Positive Behavior Intervention Support (PBIS) program. Response to Intervention (RtI) continued to support students as our Student Success Team worked to ensure that all students maximized their growth potentials with a goal to shift all children to grade level performance for both academics and behavior. Faculty, Staff, Parents, Behaviorists and Interventionists worked together to promote the success of all students! We want our children to grow and develop into capable adults who know right from wrong.

We provided our children with a comprehensive educational experience including music, art, library, computer, Spanish, physical education and the opportunity for enrichment experiences including assemblies and field trips. The assemblies included Cool Cat Jazz, Cello Bop and Go for the Stars, an exciting multimedia presentation. Students met Robo the friendly robot who talked, moved and interacted with them. Students learned about orbits, microgravity, rockets and living in space.

Teachers continued to implement the Common Core State Standards, CCSS which are rigorous K-12 college and career readiness expectations for American students. The goal of the standards to prepare all students for successful participation in a competitive global economy. Connecticut will assess student performance on the standards in a test known as SBAC produced by the Smarter Balanced Assessment Consortium.

One very special event deserves mention. Our second annual Academic Fair was held in late May. In a festive setting, sixth, seventh and eighth grade students shared their projects with peers, teacher, family members and community members. Sixth grade students studied American history by reading both fiction and nonfiction, topics studied included: civil rights, slavery, segregation, The Civil War and World War II. Seventh grade students presented their Multi-cultural Multi-cultural projects and eighth grade students shared their Science Fair projects. The Academic Fair was an opportunity for students to publicly share their learning as well as meet new core requirements in presentation and public speaking.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

##### 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 2013 showed one- hundred seventy seven students. We graduated nineteen eighth graders, proudly sending one to Oliver Wolcott Technical High School, seventeen to Housatonic Valley Regional High School, and one moved out of district.

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.

# District Profile and Performance Report for School Year 2013-14

## Sharon School District

### **Equitable Allocation of Resources among District Schools**

We are a district of one school.