

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



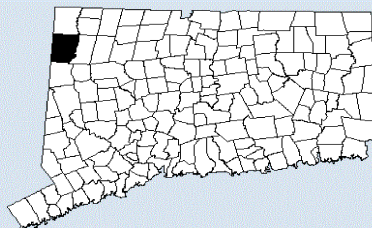
## Sharon School District

Dr. Pamela Vogel, Superintendent • 860-364-5153 • <http://www.sharoncenterschool.org>

### District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	103
Per Pupil Expenditures <sup>1</sup>	\$43,273
Total Expenditures <sup>1</sup>	\$5,106,164

<sup>1</sup> 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](http://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<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	47	45.6	48.4
Male	56	54.4	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	0	0.0	12.7
Hispanic or Latino of any race	10	9.7	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.8
White	88	85.4	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	41	39.8	43.3
Students with Disabilities <sup>3</sup>	28	27.2	16.0

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

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

<sup>3</sup> 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 <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	0	0.0
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino of any race	0	*	0	*
White	*	*	0	0.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	0	0.0
District	*	*	0	0.0
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 0

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.

<sup>4</sup> 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.

<sup>5</sup> This column displays 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 2019-20

## Sharon School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	18.0
Paraprofessional Instructional Assistants	1.8
<b>Special Education</b>	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	4.1
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.2
School Level	1.3
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.9
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	1.8
School Nurses	0.8
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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	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	30	100.0	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.1	10.4

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>2</sup>

	Count	Rate (%)
Autism	0	0
Emotional Disturbance	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	*	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	14	56.0
State		67.8

<sup>2</sup> 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).

# District Profile and Performance Report for School Year 2019-20

## Sharon School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	2.0
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	14	14.1	5.7
Other Health Impairment	6	6.1	3.3
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	27	27.3	15.6

<sup>1</sup> 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<sup>2</sup>

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

<sup>2</sup> 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<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$3,000,064	\$25,424	\$10,923
Support services - students	\$221,601	\$1,927	\$1,277
Support services - instruction	\$217,370	\$1,890	\$682
Support services - general administration	\$171,533	\$1,492	\$467
Support services - school based administration	\$304,745	\$2,650	\$1,021
Central and other support services	.	.	\$679
Operation and maintenance of plant	\$862,921	\$7,504	\$1,718
Student transportation services	\$292,930	\$1,636	\$1,288
Food services	\$35,000	\$304	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$5,106,164	\$43,273	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$307,758	47.9	28.5
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$109,584	17.0	11.1
Employee Benefits	\$131,719	20.5	13.0
Purchased Services Other Than Transportation	\$50,600	7.9	5.7
Special Education Tuition	\$1,805	0.3	22.5
Supplies	\$2,172	0.3	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$39,114	6.1	8.0
Equipment	\$326	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$643,078	100.0	100.0
Percent of Total Expenditures Used for Special Education		12.6	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	97.7
State	0.1
Federal	2.2
Tuition & Other	.

<sup>4</sup> 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).

# District Profile and Performance Report for School Year 2019-20

## Sharon School District

### 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<sup>1</sup>

	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

<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 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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# District Profile and Performance Report for School Year 2019-20

## Sharon School District

### 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	5.2%	<=5%	12.2%
	High Needs Students	8.2%	<=5%	18.0%
Preparation for CCR	% Taking Courses	.	75%	80.4%
On-track to High School Graduation		.	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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	.	.	.	.	.

<sup>1</sup> 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.

<sup>2</sup> 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](#)

# District Profile and Performance Report for School Year 2019-20

## Sharon School District

### Narratives

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

School wide initiatives included: 1) Implementation of a guaranteed and viable curriculum aligned to state and national standards. This work includes aligned formative and summative assessments, regional curriculum mapping, engaging learning activities, and intervention strategies.

2) Continuous improvement of student achievement based on analysis of multiple data sources and responsiveness to this data.

3) Implementation with fidelity, precision, and purpose of the district's teacher and school leader evaluation plans.

4) Promotion of the positive social-emotional health and well-being of students.

Education is a shared responsibility and we value the participation of the entire community. Working together, community members, parents, families, friends, teachers, staff, and students facilitated the development of good citizens with strong values and keen intellects. 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. Research shows these activities nourish children's brains and stimulate their overall development. The PTO supported these goals by providing enrichment opportunities, assemblies, and opportunities for families to interact.

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 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, Google Meet, 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. We offer 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 K through 8, offering a traditional program of studies. Our official enrollment on October 1, 2019 showed 103 students. 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. Almost all of our funding is through local taxation. Approximately 1% of our budget comes from the State of Connecticut and Federal funding.

# District Profile and Performance Report for School Year 2019-20

## Sharon School District

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

Sharon Center School is a district of one school. We enroll students in grades K through 8, offering a traditional program of studies. Our official enrollment on October 1, 2019 showed 103 students. We graduated ten eighth graders, proudly sending them to Oliver Wolcott Technical High School, Forman School, and to Housatonic Valley Regional High School.

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 to Washington, D.C., 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.

Regretfully students were unable to travel to Washington DC this year due to COVID 19.