

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

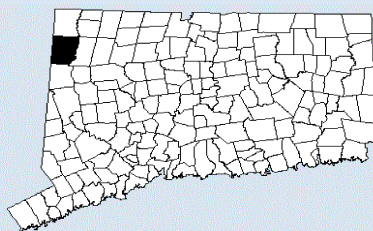


Sharon School District

860-364-5153 • <http://www.sharoncenterschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	139
Per Pupil Expenditures ¹	\$33,108
Total Expenditures ¹	\$4,966,171

¹Expenditure data reflect the 2016-17 year.

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	71	51.1	48.4
Male	68	48.9	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	0	0.0	12.8
Hispanic or Latino	*	*	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	10	7.2	3.3
White	118	84.9	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	43	30.9	36.7
Students with Disabilities ¹	25	18.0	14.8

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		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	0	*
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	6	11.3	*	*
Students with Disabilities	*	*	*	*
District	10	7.3	*	*
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 0

Number of school-based arrests: 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	20.0
Paraprofessional Instructional Assistants	2.0
Special Education	
Teachers and Instructors	2.5
Paraprofessional Instructional Assistants	6.6
Administrators, Coordinators and Department Chairs	
District Central Office	0.1
School Level	1.4
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
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	8.3

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	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	33	100.0	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.6	10.5

Instruction and Resources

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

	Count	Rate (%)
Autism	0	0
Emotional Disturbance	N/A	N/A
Intellectual Disability	0	0
Learning Disability	8	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	14	60.9
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.8
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	*	*	0.5
Learning Disability	15	11.3	5.2
Other Health Impairment	*	*	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	25	18.8	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	0	0.0	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,636,468	17,576	9,847
Instructional Supplies and Equipment	71,419	476	287
Improvement of Instruction and Educational Media Services	93,517	623	589
Student Support Services	388,719	2,591	1,120
Administration and Support Services	672,533	4,484	1,905
Plant Operation and Maintenance	730,632	4,871	1,648
Transportation	364,779	1,627	904
Costs of Students Tuitioned Out	0	N/A	N/A
Other	8,104	54	208
Total	4,966,171	33,108	16,535

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	342,031	46.4	33.8
Noncertified Personnel	143,675	19.5	14.5
Purchased Services	26,944	3.7	5.5
Tuition to Other Schools	0	0.0	23.4
Special Ed. Transportation	49,292	6.7	8.7
Other Expenditures	174,708	23.7	14.1
Total Expenditures	736,650	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	97.9	97.9
State	0.2	0.2
Federal	1.9	1.9
Tuition & Other	0.0	0.0

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	0	N/A	0	N/A
Hispanic or Latino	6	*	6	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	*	*	*	*
White	81	68.9	79	61.1
English Learners	*	*	*	*
Non-English Learners	92	68.2	90	61.0
Eligible for Free or Reduced-Price Meals	35	62.7	33	56.0
Not Eligible for Free or Reduced-Price Meals	58	71.5	58	64.0
Students with Disabilities	18	*	18	*
Students without Disabilities	75	71.8	73	65.3
High Needs	43	61.8	41	54.2
Non-High Needs	50	73.7	50	66.7
District	93	68.2	91	61.1

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	*	*	*	N/A	44	95.5
Curl Up	*	*	*	N/A	44	90.9
Push Up	*	*	*	N/A	44	81.8
Mile Run/PACER	*	*	*	N/A	44	77.3
All Tests - District	*	*	*	N/A	44	75.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	68.2	75	45.5	50	90.9	67.6
	High Needs Students	61.8	75	41.2	50	82.4	57.5
Math Performance Index	All Students	61.1	75	40.7	50	81.5	62.7
	High Needs Students	54.2	75	36.2	50	72.3	52.0
ELA Academic Growth	All Students	55.3%	100%	55.3	100	55.3	60.7%
	High Needs Students	57.4%	100%	57.4	100	57.4	55.6%
Math Academic Growth	All Students	63.4%	100%	63.4	100	63.4	61.9%
	High Needs Students	57.2%	100%	57.2	100	57.2	55.4%
Chronic Absenteeism	All Students	7.3%	<=5%	45.4	50	90.8	10.7%
	High Needs Students	9.1%	<=5%	41.8	50	83.6	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		104.8% 75.0%	75%	50.0	50	100.0	96.6% 50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
Accountability Index				534.1	750	71.2	

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	73.7	61.8	11.9	15.9	
Math Performance Index Gap	66.7	54.2	12.5	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	96.9
	High Needs Students	100.0
Math	All Students	94.9
	High Needs Students	95.5
Science	All Students	89.2
	High Needs Students	.

³Minimum participation standard is 95%.

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: 51.5**

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

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 added Phase Two to our amazing play scape. The Celebration of Learning as held in late June. Sixth and seventh grade students shared their projects with peers, teachers, family members, and community members. Grade 6: Library research projects on Hidden figures-20th century figures who made contributions but were not recognized for them, ELA digital slides: civil war, civil rights, westward expansion, and WW I.

Grade 7: computer projects, ELA visual essays (minimal words, visual impact), and Science projects displaying the history of the Earth from Precambrian times to the present.

The Celebration of Learning was an opportunity for students to publically highlight their learning. "Respect, Responsibility and Safety" continue to be school wide expectations as part of our Positive Behavior Intervention Support (PBIS) program. Marc Simont's sculpture of our mascot, the phoenix, is proudly displayed in the front of the school. PBIS is an initiative targeted to improve behavior and academics on a school-wide basis. 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, email and phone. We welcome parental feedback on school events and procedures.

The PTO sponsors numerous assemblies, field trips and other enrichment activities for

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 count in October 2017 showed one- hundred thirty nine students. We graduated seventeen eighth graders, proudly sending three to Oliver Wolcott Technical High School, one to Kent School, one to Webatuck High School and twelve 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. Almost all of our funding is through local taxation. Approximately 1% of the budget 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

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