

STRATEGIC SCHOOL PROFILE 2007-08

Single Elementary School District Edition

Sherman School
Sherman School District

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 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220© using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Fairfield Per Capita Income in 2000: \$39,070
 Town Population in 2000: 3,827 Percent of Adults without a High School Diploma in 2000*: 6.5%
 1990-2000 Population Growth: 36.2% Percent of Adults Who Were Not Fluent in English in 2000*: 0.5%
 Number of Public Schools: 1 District Enrollment as % of Estimated Student Population: 97.8%
 *To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): C DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

TYPE OF SCHOOL

School Type: Traditional/Regular
 School Grade Range: PK- 8

STUDENT ENROLLMENT

Enrollment on October 1, 2007: 456
 5-Year Enrollment Change: -8.6%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	10	2.2	5.0	33.1
K-12 Students Who Are Not Fluent in English	1	0.2	0.8	7.3
Students Identified as Gifted and/or Talented	33	7.2	2.2	2.3
Students with Disabilities	68	14.9	10.8	10.8
Kindergarten Students who Attended Preschool, Nursery School or Headstart	29	87.9	87.9	79.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	405	99.0	94.9	86.8
Homeless	0	0.0	0.0	0.2

PROGRAM AND INSTRUCTION

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Instructional Time	School	State Elementary Schools
Total Days per Year	181	181
Total Hours per Year	920	987

Estimated Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	24	31
Computer Education	24	17
English Language Arts	452	425
Family and Consumer Science	0	1
Health*	20	23
Library Media Skills	24	18
Mathematics	211	199
Music	24	33
Physical Education	48	40
Science	90	97
Social Studies	90	92
Technology Education	0	1
World Languages	0	10

*Interdisciplinary Approach

Type of Kindergarten: This school offers full-day kindergarten.

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 6 in this school. Statewide, 31.7% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

Lunch

An average of 20 minutes is provided for lunch during full school days.

Enrollment in Selected High School Level Courses		
Percent of Grade 8 Students Taking	School	State
Mathematics	27.9	31.2
World Language	76.7	46.4

Average Class Size	School	DRG	State
Kindergarten	11.0	17.1	18.1
Grade 2	17.0	18.6	19.3
Grade 5	19.0	20.4	20.9
Grade 7	17.7	19.9	20.5

Special Programs	School	Elementary Schools	
		DRG	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	0.2	0.7	7.1
% of Gifted and/or Talented Students Who Received Services	97.0	72.2	78.6
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	92.6	78.2	79.1

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	3.2	3.3	3.4
% of Computers with Internet Access	95.0	99.3	98.3
% of Computers that are High or Moderate Power	95.0	92.8	91.7
# of Print Volumes Per Student*	35.6	29.6	27.7
# of Print Periodical Subscriptions	23	16	16

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education: Teachers and Instructors	32.50
Paraprofessional Instructional Assistants	4.43
Special Education: Teachers and Instructors	4.83
Paraprofessional Instructional Assistants	11.50
Library/Media Specialists and Assistants	3.00
Administrators, Coordinators, and Department Chairs	
District Central Office	1.45
School Level	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.60
School Nurses	0.92
Other Staff Providing Non-Instructional Services and Support	6.27

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	School	Elementary Schools	
		DRG	State
Average Number of Years of Experience in Education	10.1	14.1	13.2
% with Master's Degree or Above	76.9	77.8	77.9
Attendance, 2006-07: Average Days Absent Due to Illness or Personal Time	5.6	8.1	8.7
% Assigned to Same School the Previous Year	79.5	74.1	72.5

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

In Sherman, we encourage parent participation in their children's education and the school community. The administration and faculty communicate monthly with parents via a school newsletter, The Sherman Knightly News. We have many activities and events sponsored by the Sherman Parent Teacher Organization (SPTO). They are a dedicated and conscientious organization who support every aspect of our school community by providing after school activities, purchasing additional supplies, sponsoring cultural programs, running successful book fairs, and providing activities to bring the community together. Through their newsletter, the SPTO informs the parents of their activities and of news within the school. Our superintendent and principal attend the SPTO's monthly meetings to provide the members with relevant information regarding the school. Similarly, teachers communicate with parents on the progress of their children through weekly newsletters, in person, via email, on the school web site and through phone conversations. The middle school teachers post messages and their homework on their web pages daily. Parents are asked to monitor homework and are provided study guides and detailed rubrics for some assignments. In addition to report cards, all parents are provided with interim progress reports. Our school counselor and school psychologist communicate with parents individually on a regular basis through phone conversations and meetings. The school also facilitates numerous parent volunteer opportunities, which support the work of individual teachers such as volunteering for our annual art show. Parents play a major role in raising funds for our students to go on field trips to Boston and Washington, D.C. Our school play capitalizes on the skills and expertise of the parent volunteers. The eighth grade parents produce our yearbook. This year we had parent involvement on a Food Advisory Committee, which investigated changes to make our lunch program healthier, and on a Music Committee, which reviewed the current program and planned for improvements to our instrumental program. Senior Citizens in the community volunteered to provide homework assistance for students in need. Through our new Alert Now rapid message system, which sends phone messages and emails to the parents, we are able to keep the parents informed in minutes of any emergencies and make them aware of activities at the school. The Sherman School appreciates the importance of involving the parents in their children's education.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.7
Asian American	11	2.4
Black	6	1.3
Hispanic	3	0.7
White	433	95.0
Total Minority	23	5.0

Percent of Minority Professional Staff: 4.2%

Non-English Home Language: 2.1% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 2.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Sherman School continues to make an effort to reduce racial, ethnic and economic isolation due to the lack of diversity in our school and community population. We promote an understanding of racial and ethnic diversity in and out of the classrooms. Assembly programs, which often focus on cultural diversity, have been presented to the K-8 students. In 2007-2008, the programs included an assembly on Immigrant Americans and a presentation about genocide in the Darfur region of Sudan by Tim Salem, the vice principal at Danbury High School, and his students. Sherman students have the opportunity to participate in interdistrict activities through Education Connections, such as LEGO League, Exploring Career Options in STEM and Earl Mosley's Institute of the Arts. Our guidance staff provides activities for our students to enhance their skills for awareness and tolerance of others. Our Don't Laugh at Me committee sponsors town meetings that promote acceptance of differences and involvement in community building. Our art program has a wide variety of multi-cultural activities, which include discussions of cultural origin and how art objects were integrated into those cultures. Sherman's world language program begins in sixth grade and celebrates the Spanish culture with a variety of class activities. A fourth grade field trip to Ellis Island serves to build awareness and share common experiences with others. In order to recognize our commonalities and celebrate our differences our students used core books, which deal with bullying and misjudging people, ethnic bias, immigration status, and economic and social position prejudice. We continue to provide integrated language arts/social studies activities and holiday activities, which were designed to increase students' awareness of cultural and individual diversity. In social studies classes, there is a strong focus on culture, religions and customs of different groups of people from different regions around the world. Our interdependence on each other in our global society is discussed and the differences that make certain groups of people unique is celebrated. An annual trip to the United Nations in seventh grade increases an awareness of different cultures around the world.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	34.1	33.8	54.1
Grade 6	53.3	35.4	84.1
Grade 8	53.5	37.0	85.5

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	68.9	52.0	74.8
Writing	71.1	63.4	49.1
Mathematics	77.8	60.0	75.5
Grade 4 Reading	76.1	55.9	84.8
Writing	73.9	62.9	64.2
Mathematics	76.1	60.3	71.7
Grade 5 Reading	73.7	62.2	58.6
Writing	73.7	64.5	54.9
Mathematics	77.2	65.9	61.1
Science	59.6	54.9	36.4
Grade 6 Reading	96.7	66.3	99.4
Writing	81.7	61.9	86.9
Mathematics	86.7	66.4	83.3
Grade 7 Reading	88.9	71.1	86.5
Writing	85.2	62.0	91.0
Mathematics	70.4	63.0	47.1
Grade 8 Reading	90.7	64.8	96.2
Writing	93.0	63.4	98.1
Mathematics	76.7	60.8	67.3
Science	74.4	58.6	56.6

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Student Attendance	School	State Elementary Schools
% Present on October 1	99.6	96.4

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2006-07 school year, 7 students were responsible for these incidents. These students represent 1.4% of the estimated number of students who attended this school at some point during the 2006-07 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on “CEDaR” and then on “Student Data.”

Number of Incidents by Disciplinary Offense Category, 2006-07		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	1	0
Sexually Related Behavior	0	0
Personally Threatening Behavior	2	0
Theft	0	0
Physical/Verbal Confrontation	0	0
Fighting/Battery	4	0
Property Damage	0	1
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	1	0
Total	8	1

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	80
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.7%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	4	0.6	0.8	0.7
Learning Disability	33	5.2	4.1	4.0
Intellectual Disability	0	0.0	0.4	0.5
Emotional Disturbance	4	0.6	0.7	1.0
Speech Impairment	18	2.9	2.2	2.4
Other Health Impairment*	13	2.1	1.9	2.1
Other Disabilities**	8	1.3	0.6	0.9
Total	80	12.7	10.7	11.5

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	4	5.0

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	73	91.3	71.7	71.6
40.1 to 79.0 Percent of Time	3	3.8	21.8	16.6
0.0 to 40.0 Percent of Time	4	5.0	6.5	11.8

Connecticut Mastery Test, Fourth Generation, % of Students with Disabilities Meeting State Goal. The reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the science test to students in Grades 5 and 8. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The results below are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities.

CMT Subject Area	Students with Disabilities		All Students	
	District	State	District	State
Reading	46.5	20.4	83.0	62.1
Writing	46.5	19.3	79.7	63.0
Mathematics	32.6	22.6	77.7	62.7
Science	N/A	N/A	66.0	56.8

Results for fewer than 20 students are not presented. For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT.

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	26.7
	% With Accommodations	73.3
	% Assessed Using Skills Checklist	4.4

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Elementary Districts	DRG	State
Instructional Staff and Services	\$3,748	\$7,824	\$7,141	\$6,737	\$7,159
Instructional Supplies and Equipment	\$152	\$318	\$314	\$287	\$266
Improvement of Instruction and Educational Media Services	\$294	\$613	\$219	\$395	\$429
Student Support Services	\$39	\$82	\$732	\$713	\$761
Administration and Support Services	\$411	\$858	\$1,370	\$1,267	\$1,271
Plant Operation and Maintenance	\$481	\$1,004	\$1,146	\$1,295	\$1,322
Transportation	\$443	\$668	\$575	\$605	\$601
Costs for Students Tuitioned Out *	\$267	N/A	N/A	N/A	N/A
Other	\$34	\$71	\$62	\$130	\$145
Total*	\$5,868	\$10,669	\$12,187	\$11,824	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$853	\$1,781	\$1,737	\$1,979	\$1,882

*Town total expenditures (in 1000s) for PK-12 are: Total, \$7,694; Tuition Costs, \$2,092.

Total town expenditures per pupil for PK-12 are \$11,710.

Special Education Expenditures

Total Expenditures	\$1,562,607
Percent of Total PK-12 Expenditures Used for Special Education	20.3%

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	94.6	3.3	1.9	0.2
Excluding School Construction	94.0	3.7	2.1	0.2

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Key initiatives to improve student achievement in 2007-2008 include refining the implementation of the math program, improving and monitoring students performing below grade level standards, evaluating and improving the music program and updating the technology program. In addition, our literacy specialist continued to provide guidance for our language arts teachers. Our mathematics curriculum committee met throughout the year with a math consultant, to review our curriculum and begin to develop universal screening assessments. The teachers updated the curriculum in June 2008. During 2007-2008, new mathematics programs for grades K-8 were reviewed and were presented to the Board of Education and the community during Math Forum nights. A new math program will be selected in the fall of 2008. Our Music committee, consisting of administration, teachers and community members, met several times during the year to plan for improving our music program. As a result of the committee meetings, an additional half-time teacher will be hired in 2008-2009 to implement an instrumental program in grades 4-8. Our technology program was updated in the spring with the purchases of seven Smartboards and a lease for computer purchases, which replaced the computer lab hardware, the teachers' laptops and the laptops in the two mobile carts.

This is the first year the Sherman School District has a full-time Director of Special Education as a member of the Administrative team. As we learn more about RTI/SRBI and move away from using the discrepancy formula to identify learning disabilities, we move towards a stronger collaborative approach to addressing the abilities and achievement of all children. We strive to reduce the number of children eligible for special education/related service, while at the same time recognize that a child with an identified disability will be educated with his/her non-disabled peers in the least restrictive environment, which is the general education setting, the majority of time, for the majority of students. By establishing a teacher support team, general education and special education will have all eyes on all children and work together to implement specialized instruction/IEP's with fidelity. We are looking into subscribing to an update of our IEP management program, which will allow us more timely management of our data.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Sherman School is a district of one school. For high school, students may attend area high schools; at this time, most students attend New Milford or Shepaug High School. The principal and assistant principal work with the superintendent and the special education director, as well as the business manager, to develop programs and a budget for the Sherman School.

Song to Symphony, a musical production on relationships and bullying, with song lyrics written and sung by students, was initiated by a community member, the director of the Sherman Chamber Ensemble, Eliot Bailen. He collaborated with the school's music teacher, who led the practices. Mr. Bailen, along with his two sons, played the original music, which he had arranged for the performance. The faculty members of the Sherman School were involved in helping to make it a wonderful performance.

The Sherman School continues to strive to build a strong academic program and to provide an atmosphere that inspires the love of learning with strong family and community support. Volunteer and community support and involvement strengthen our school.
