

STRATEGIC SCHOOL PROFILE 2008-09

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(c) 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 Education
 School Grade Range: PK- 8

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 458
 5-Year Enrollment Change: -7.3%

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	9	2.0	5.6	34.2
K-12 Students Who Are Not Fluent in English	1	0.2	0.9	7.0
Students Identified as Gifted and/or Talented	35	7.6	2.1	2.3
Students with Disabilities	63	13.8	10.9	10.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	29	93.5	86.0	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	385	94.1	94.2	84.8
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	988

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	21	30
Computer Education	20	17
English Language Arts	397	427
Family and Consumer Science	0	1
Health ¹	20	22
Library Media Skills	20	18
Mathematics	235	198
Music	21	32
Physical Education	40	40
Science	86	98
Social Studies	86	91
Technology Education	0	2
World Languages	0	12

¹Interdisciplinary 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 7 in this school. Statewide, 71.3% of elementary and middle schools that serve Grade 7 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	27.5	34.2
World Language	58.8	49.0

Average Class Size	School	DRG	State
Kindergarten	15.5	17.5	18.3
Grade 2	17.0	19.5	19.3
Grade 5	16.0	20.3	21.0
Grade 7	20.3	19.7	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	0.9	7.0
% of Gifted and/or Talented Students Who Received Services	100.0	66.6	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	96.8	82.5	80.3

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.

127-01

Instructional Computers and Library Materials	School	Elementary Schools	
		DRG	State
# of Students Per Computer	2.0	3.3	3.3
% of Computers with Internet Access	100.0	98.1	99.0
% of Computers that are High or Moderate Power	98.7	92.9	94.6
# of Print Volumes Per Student*	37.7	29.8	28.2
# of Print Periodical Subscriptions	22	16	13

*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.

Page 3

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education: Teachers and Instructors	33.49
Paraprofessional Instructional Assistants	6.78
Special Education: Teachers and Instructors	3.83
Paraprofessional Instructional Assistants	12.17
Library/Media Specialists and/or Assistants	2.00
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	21.42

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	11.3	14.1	13.3
% with Master's Degree or Above	84.6	80.4	78.1
Attendance, 2007-08: Average Days Absent Due to Illness or Personal Time	6.7	8.2	8.6
% Assigned to Same School the Previous Year	92.3	87.4	83.3

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.

The Sherman School appreciates the importance of involving the parents in their children's education. Parents are encouraged by the faculty to work with their children on learning activities. 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 middle school 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. 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	7	1.5
Black	7	1.5
Hispanic	4	0.9
White	437	95.4
Total Minority	21	4.6

Percent of Minority Professional Staff: 4.2%

Non-English Home Language: 3.0% 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 3.

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. 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. All middle school students participated in a program about cyber-bullying. Sherman's world language program begins in seventh 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 are 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	45.8	33.6	75.2
Grade 6	42.4	35.3	66.8
Grade 8	60.8	36.8	95.2

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

127-01

Page 5

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	81.1	54.6	94.3
Writing	74.1	62.5	62.9
Mathematics	83.0	62.8	83.6
Grade 4 Reading	74.4	60.7	66.9
Writing	80.9	64.2	83.0
Mathematics	72.3	63.6	56.7
Grade 5 Reading	74.5	66.0	54.0
Writing	75.0	66.5	56.8
Mathematics	77.1	68.8	58.0
Science	64.6	58.1	42.6
Grade 6 Reading	73.7	68.9	37.4
Writing	69.5	62.2	49.7
Mathematics	84.5	68.8	69.9
Grade 7 Reading	98.4	74.9	99.4
Writing	79.0	62.9	77.1
Mathematics	71.0	66.0	48.4
Grade 8 Reading	88.2	68.4	86.5
Writing	94.2	66.5	98.1
Mathematics	63.5	64.5	32.3
Science	71.2	60.6	47.1

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.com.

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	100.0	96.2

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 2007-08 school year, 3 students were responsible for these incidents. These students represent 0.6% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

127-01

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	5	0

* Counts by category may be suppressed to protect student privacy.

Page 6

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	74
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	12.1%

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	5	0.8	0.9	0.8
Learning Disability	20	3.3	4.1	3.9
Intellectual Disability	0	0.0	0.4	0.5
Emotional Disturbance	3	0.5	0.7	1.0
Speech Impairment	23	3.8	2.2	2.3
Other Health Impairment*	15	2.4	1.9	2.1
Other Disabilities**	8	1.3	0.6	0.9
Total	74	12.1	10.8	11.6

*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	3	4.1

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	69	93.2	74.3	72.7
40.1 to 79.0 Percent of Time	1	1.4	19.1	16.1
0.0 to 40.0 Percent of Time	4	5.4	6.6	11.2

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	52.8	30.2	82.4	65.7
Writing	38.6	19.5	78.6	64.1
Mathematics	33.3	30.7	75.3	65.7
Science	N/A	N/A	68.0	59.4

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."

127-01

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.

Page 7

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	28.9
	% With Accommodations	71.1
% Assessed Using Skills Checklist		4.9

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$4,038	\$8,856	\$7,411	\$7,069	\$7,522
Instructional Supplies and Equipment	\$112	\$245	\$332	\$282	\$271
Improvement of Instruction and Educational Media Services	\$260	\$570	\$232	\$415	\$446
Student Support Services	\$45	\$98	\$796	\$769	\$806
Administration and Support Services	\$571	\$1,252	\$1,508	\$1,334	\$1,369
Plant Operation and Maintenance	\$502	\$1,102	\$1,249	\$1,357	\$1,377
Transportation	\$446	\$691	\$610	\$638	\$644
Costs for Students Tuitioned Out *	\$267	N/A	N/A	N/A	N/A
Other	\$35	\$76	\$87	\$141	\$151
Total*	\$6,277	\$11,911	\$12,897	\$12,448	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$825	\$1,810	\$1,185	\$1,180	\$1,759

*Town total expenditures (in 1000s) for PK-12 are: Total, \$8,036; Tuition Costs, \$2,026.

Total town expenditures per pupil for PK-12 are \$12,556.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$1,777,754	22.1	19.7	20.5

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	93.3	5.1	1.5	0.1
Excluding School Construction	93.1	5.1	1.7	0.1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Key initiatives to improve student achievement in 2008-2009 include refining the implementation of the math program, improving and monitoring students performing below grade level standards, and improving the music program. In addition, our literacy specialist continued to provide guidance for our language arts teachers. Our mathematics teachers met throughout the year with our math specialist and a math consultant, to review our curriculum and to develop universal screening assessments. The teachers begin creating the math and language arts benchmarks in summer of 2009. During 2008-2009, new mathematics programs for grades K-8 were implemented.. An additional half-time teacher was hired to implement an instrumental program in grades 4-8. Our technology program included two days of professional development for every teacher. 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. Our teacher support team, along with several days of professional development regarding SBRI, has enabled general education and special education to have all eyes on all children and to work together to implement specialized instruction/IEP's with fidelity.

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 related to Earth Day, 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.
