Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Sherman School District

Dr. Jeffrey Melendez, Superintendent • 860-355-3793 • http://www.shermanschool.com

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	279
Per Pupil Expenditures[1]	$20,339
Total Expenditures[1]	$9,030,360

[1]*Expenditure data reflect the 2017-18 school year.*
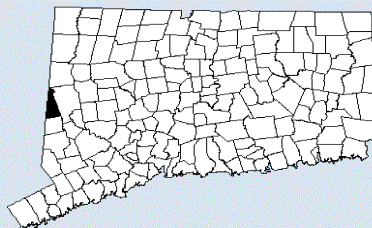
Community Information

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

Contents

Notes

Unless otherwise noted, all data are for 2018-19 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 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, 2018 Enrollment[2]

	District Count	District Percent of Total (%)	State Percent of Total (%)
Female	138	49.5	48.4
Male	141	50.5	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	10	3.6	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.6
White	254	91.0	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	12	4.3	42.1
Students with Disabilities[3]	36	12.9	15.4

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

[3]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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism[4] Count	Chronic Absenteeism[4] Rate (%)	Suspension/ Expulsion[5] Count	Suspension/ Expulsion[5] Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	0	*	0	*
White	*	*	13	5.0
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	0	*	*	*
Students with Disabilities	*	*	*	*
District	7	2.6	15	5.3
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 10

Number of school-based arrests: Fewer than 6

[4]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.

[5]This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	26.5
Paraprofessional Instructional Assistants	4.8
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	12.5
Administrators, Coordinators and Department Chairs	
District Central Office	2.5
School Level	1.5
Library/Media	
Specialists (Certified)	1.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	1.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	19.5

[1]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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	5.0	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	0	0.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	38	95.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	16.8	10.0

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	6	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	17	*
Other Health Impairment	12	*
Other Disabilities	*	*
Speech/Language Impairment	7	*
District	47	90.4
State		67.6

[3]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).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	8	2.0	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	18	4.5	5.5
Other Health Impairment	13	3.3	3.2
Other Disabilities	*	*	1.1
Speech/Language Impairment	8	2.0	1.8
All Disabilities	53	13.3	15.0

[1]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[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	18	34.0	8.2
Private Schools or Other Settings	N/A	N/A	5.0

[2]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:[3] 2017-18

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$6,481,045	$14,597	$10,545
Support services - students	$56,936	$189	$1,373
Support services - instruction	$631,151	$2,097	$644
Support services - general administration	$201,601	$670	$462
Support services - school based administration	$388,265	$1,290	$1,007
Central and other support services	$134,289	$446	$671
Operation and maintenance of plant	$610,410	$2,028	$1,629
Student transportation services	$450,170	$972	$1,231
Food services	.	.	$13
Enterprise operations	$76,493	$254	$157
Minor school construction	.	.	$65
Total	$9,030,360	$20,339	$17,153

[3]Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$437,876	23.3	29.7
Instructional Aide Salaries	$235,481	12.5	9.6
Other Salaries	$412,202	21.9	10.4
Employee Benefits	$190,888	10.1	13.0
Purchased Services Other Than Transportation	$100,385	5.3	5.5
Special Education Tuition	$449,724	23.9	22.6
Supplies	$9,028	0.5	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	$40,986	2.2	8.0
Equipment	$3,749	0.2	0.2
All Other Expenditures	$788	0.0	0.1
Total	$1,881,107	100.0	100.0
Percent of Total Expenditures Used for Special Education		20.8	24.4

Expenditures by Revenue Source:[4] 2017-18

	Percent of Total (%) Excluding School Construction
Local	97.5
State	0.6
Federal	1.5
Tuition & Other	0.4

[4]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).

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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino of any race	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	168	73.8	168	71.2	53	70.2
English Learners	*	*	*	*	0	N/A
Non-English Learners	*	*	*	*	55	69.4
Eligible for Free or Reduced-Price Meals	9	*	9	*	*	*
Not Eligible for Free or Reduced-Price Meals	172	74.1	172	71.6	*	*
Students with Disabilities	28	60.0	28	56.3	6	*
Students without Disabilities	153	75.8	153	73.4	49	71.3
High Needs	38	61.6	38	58.1	9	*
Non-High Needs	143	76.5	143	74.2	46	72.2
District	181	73.3	181	70.8	55	69.4

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	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

[1]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[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	91.2	89.7	87.5	N/A	95	89.5
Curl Up	73.5	62.1	75.0	N/A	95	70.5
Push Up	70.6	82.8	75.0	N/A	95	75.8
Mile Run/PACER	67.6	72.4	68.8	N/A	95	69.5
All Tests - District	50.0	48.3	46.9	N/A	95	48.4
All Tests - State	56.1	53.5	50.9	51.4		52.9

[2]The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

[3]Only students assessed in all four areas are included in this calculation.

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	73.3	75	48.9	50	97.8	67.7
	High Needs Students	61.6	75	41.1	50	82.1	58.1
Math Performance Index	All Students	70.8	75	47.2	50	94.4	63.1
	High Needs Students	58.1	75	38.7	50	77.4	52.7
Science Performance Index	All Students	69.4	75	46.3	50	92.6	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	60.0%	100%	60.0	100	60.0	59.9%
	High Needs Students	66.5%	100%	66.5	100	66.5	55.1%
Math Academic Growth	All Students	67.8%	100%	67.8	100	67.8	62.5%
	High Needs Students	57.0%	100%	57.0	100	57.0	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	2.6%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	4.1%	<=5%	50.0	50	100.0	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		97.1%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.9%	48.4%	75%	32.3	50	64.6	96.4%	52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				**655.8**	**850**	**77.1**	

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[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	75.0	61.6	13.4	15.4	
Math Performance Index Gap	74.2	58.1	16.1	17.6	
Science Performance Index Gap	72.2	.	.	16.1	
Graduation Rate Gap	.	.	.	.	

[1]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.
[2]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.

Subject/Student Group		Participation Rate (%)[3]
ELA	All Students	93.8
	High Needs Students	97.4
Math	All Students	93.8
	High Needs Students	97.4
Science	All Students	91.7
	High Needs Students	.

[3]Minimum participation standard is 95%.

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.

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

Narratives

School District Improvement Plans and Parental Outreach Activities

The Sherman School District has developed a comprehensive Communication Plan as well as a five-year Strategic Plan which we anticipate will enable us to achieve our vision. Our plan will address the "Instructional Core" (including programs and services for students with disabilities), "Student Enrichment" (to ensure students attend school and are invested in their learning), and "Parent Engagement" (to involve parents in their child's learning).

This year Sherman School has continued to improve. Revision of curriculum documents and the development of new units that align with the Common Core State Standards is ongoing. Our teachers and staff continued to work as a professional learning community, where our effectiveness is based on results. Student progress is analyzed, and data-driven decisions continue to be made about teaching, learning strategies, and supports. This year our school used the Star 360 assessments in Early Literacy, Literacy, and Math as benchmarks to monitor the progress of our students.

Our Positive Behavior Intervention and Supports program continues its success, and through town meetings and special events, our upper and lower grade students are brought together to further strengthen our school community. A new initiative in our middle school called for students to help make decisions about charitable donations made by our staff. Our PBIS program aims to increase attendance in school by promoting a positive school climate.

Our Scientific Research-Based Interventions team worked to make data-driven decisions about student support including progress monitoring and benchmark assessments. Many students who receive support are able to return to the classroom and find success independently. We are working to refine our process so that students who do not make adequate progress with interventions in place are tested for learning disabilities.

The Sherman School involves families in their children's education. Parents are encouraged by the faculty to work with their children on learning activities. To help the parents create a home environment that encourages and supports learning, the teachers communicate via voice mail, email and their web pages. The administration created and launched a new website and app to improve communication with families and make it easy for them to get the information they need with the touch of a finger. In addition, Family Writing Night, Family Science Night, the Art Show, and other school-sponsored activities have enhanced our connection with the community.

We have many activities and events sponsored by the Sherman Parent Teacher Organization (SPTO). They are a dedicated 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 parents of their activities and of news within the school.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Sherman community continues to make an effort to reduce racial, ethnic, and economic isolation. Many integrated language arts/social studies activities were designed to increase students' awareness of cultural and individual diversity. Assembly programs, which often focus on cultural diversity, have been presented to the K-8 students. Sherman students have the opportunity to participate in overnight field trips to Boston and Washington D.C. which introduce students to culturally diverse cities with historical and educational tourist sights.

In order to deepen their understanding of our commonalities and celebrate our differences, students read a variety of books that deal with ethnic bias, immigration status, and economic and social position prejudice. Our guidance staff provides activities for our students to enhance their skills for awareness and tolerance of others. Our art program has a wide variety of multi-cultural activities, which include discussions of cultural origin and how art objects are integrated into those cultures.

Equitable Allocation of Resources among District Schools

We are a single school district serving students in grades K-8. As a result, all resources are allocated in an equitable manner to serve the needs of our students.