

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

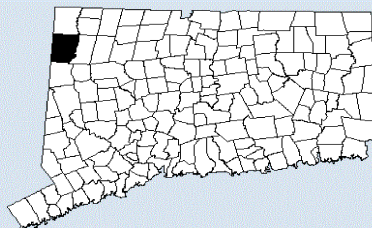


Sharon School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	150
Per Pupil Expenditures ¹	\$30,904
Total Expenditures ¹	\$4,944,655

¹Expenditure data reflect the 2015-16 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	79	52.7	48.4
Male	71	47.3	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.1
Black or African American	0	0.0	12.9
Hispanic or Latino	*	*	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	6	4.0	2.9
White	135	90.0	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	43	28.7	35.9
Students with Disabilities ¹	29	19.3	14.3

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	*	*	0	0.0
Male	*	*	*	*
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	*	*	0	*
White	6	4.6	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	9	6.2	*	*
State		9.9		6.7

Number of students in 2015-16 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	8.2
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
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	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	8.2

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	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	33	100.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.1	9.6

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	13	54.2
State		68.2

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.7
Emotional Disturbance	0	0.0	1.0
Intellectual Disability	*	*	0.5
Learning Disability	17	12.5	4.9
Other Health Impairment	*	*	2.9
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	26	19.1	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	2,739,925	17,125	9,663
Instructional Supplies and Equipment	78,576	491	321
Improvement of Instruction and Educational Media Services	68,824	430	578
Student Support Services	405,149	2,532	1,103
Administration and Support Services	639,049	3,994	1,861
Plant Operation and Maintenance	624,239	3,901	1,637
Transportation	367,288	1,492	877
Costs of Students Tuitioned Out	0	N/A	N/A
Other	21,605	135	201
Total	4,944,655	30,904	16,236

Additional Expenditures

Land, Buildings, and Debt Service	0	0	1,749
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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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	352,786	46.5	34.6
Noncertified Personnel	154,535	20.4	14.6
Purchased Services	30,990	4.1	5.8
Tuition to Other Schools	0	0.0	21.8
Special Ed. Transportation	47,881	6.3	8.5
Other Expenditures	172,830	22.8	14.7
Total Expenditures	759,022	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	96.0	96.0
State	1.9	1.9
Federal	2.1	2.1
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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	87	67.5	86	60.0	27	54.1
English Learners	*	*	*	*	0	N/A
Non-English Learners	96	67.6	95	59.7	30	54.2
Eligible for Free or Reduced-Price Meals	24	65.6	24	58.9	7	*
Not Eligible for Free or Reduced-Price Meals	73	68.3	72	60.1	23	56.4
Students with Disabilities	19	*	19	*	7	*
Students without Disabilities	78	72.3	77	64.4	23	57.9
High Needs	38	60.0	38	53.4	10	*
Non-High Needs	59	72.6	58	64.0	20	58.4
District	97	67.6	96	59.8	30	54.2

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	*	*	*	N/A	53	79.2
Curl Up	*	*	*	N/A	53	73.6
Push Up	*	*	*	N/A	53	71.7
Mile Run/PACER	*	*	*	N/A	53	69.8
All Tests - District	*	*	*	N/A	53	64.2
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	67.6	75	45.1	50	90.2	67.1
	High Needs Students	60.0	75	40.0	50	79.9	55.9
Math Performance Index	All Students	59.8	75	39.9	50	79.8	62.2
	High Needs Students	53.4	75	35.6	50	71.2	50.5
Science Performance	All Students	54.2	75	36.1	50	72.2	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	53.1%	100%	53.1	100	53.1	55.4%
	High Needs Students	48.8%	100%	48.8	100	48.8	49.8%
Math Academic Growth	All Students	63.9%	100%	63.9	100	63.9	61.7%
	High Needs Students	50.9%	100%	50.9	100	50.9	53.7%
Chronic Absenteeism	All Students	6.2%	<=5%	47.6	50	95.2	9.9%
	High Needs Students	8.3%	<=5%	43.3	50	86.7	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		94.6% 64.2%	75%	42.8	50	85.5	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				547.1	800	68.4	

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	72.6	60.0	12.6	16.7	
Math Performance Index Gap	64.0	53.4	10.6	18.7	
Science Performance Index Gap	58.4	N/A	.	16.6	
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	100.0
	High Needs Students	100.0
Math	All Students	100.0
	High Needs Students	100.0
Science	All Students	100.0
	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: 50.2**

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

Our school follows a Strategic Plan for School Improvement that is clear and outlines the goal areas of improving formative and summative assessment to achieve a guaranteed and viable curriculum; improving student achievement as measured by multiple data sources; implementing teacher and school leader evaluation plans; and promoting social and emotional health and well being for all students. Professional development focuses upon improving students' learning through enhancing instructional and research based practices in the classroom.

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 provide 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 and assemblies.

Notes and emails home to parents are focused on how the school and parents communicate and work together on ways to help each student grow. Because our class sizes are low (generally 8-15 students per classroom), teachers are able to develop personal relationships with students and their parents and keep constant communication with parents. Teachers provide parents with suggestions for learning activities and provide additional resources to parents to use when working with their children.

Our school has Open House night, family events, four evenings of Student Led and Student Involved Conferences, and two nights a year when all parents and any community members are invited to be a part of School Community Partnership meetings, for the purpose of engaging parents and families in the school programs. Three to four topics from the school's Strategic Plan for School Improvement are discussed at these two night meetings and we strive to have a two-way discussion regarding student achievement and programs.

The Academic Fair is held in late May. Middle School students shared their projects with peers, teachers, family members and community members. The Academic Fair was an opportunity for students to highlight their learning.

Region One School Shared Services provides special education services to our school. The student to teacher ratio is low, as it is generally 5-7 students to one teacher. Additionally, as we develop and review every student's IEP to determine auxiliary services, we match these to the student's needs. Through Shared Services, we provide Speech and Language Services, Physical Therapy, and Counseling services to those students whose IEPs require this.

Our district continuously reviews and analyzes student achievement data in all areas, including ELA and math literacy, as well as behavioral data. A Leadership Team - Data Team exist for the purpose of determining when students should be receiving SRBI Services and identifying when we need to be served at Level 2 and when students should be referred for evaluation to determine Special Education.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Sharon Center School partnered with many local organizations and businesses in order to offer real world opportunities for students to learn both in and out of their classrooms. We appreciate the generous support of our community organizations. We have participated in many exciting enrichment opportunities throughout the year. • Kindergarten: Sharon Audubon, Daisi-Hill Farm, & The Children's Museum. • Grade 1: Action Wildlife, Sharon Audubon & Daisi-Hill Farm. • Grade 2: Hotchkiss Library, Sharon Historical Society, Sharon Audubon & Maritime Aquarium. • Grade 3: Indian Institute, NY State Museum, and Sharon Audubon & Capitol Building in Hartford, CT. • Grade 4: Grade 4 Arts Day @ Hotchkiss, Capitol Building in Hartford, CT. Others include: Warner Theatre & Norman Rockwell Museum. • Grade 5: Metropolitan Museum of Art & Academic Fair. • Grade 6: Ropes Course, Academic Fair, Miles Sanctuary, and Metropolitan Museum of Art & Sharon Audubon. • Grade 7: Nature's Classroom @ Wakefield, RI, Hartford Stage, Storm?King & Academic Fair. • Grade 8: Washington D.C, Hartford Stage, Storm King, Magic Fluke Ukulele & Academic Fair. • Back-to School Bash with author Donna Jo Napoli. • Regional Band. • Chorus & Northern Regional Band?Chorus. • Sharon Drama Production of Seussical. • PTO Craft Fair. • Nutmeg Readers @ HVRHS with author Robert Buyea. • Everybody Wins, community reading buddies. • Parent Child Book Clubs. • PTO Screen Free Week. • PTO Sponsored After School Enrichment Activities. • Geography Bee. • Ski Club. • Spanish Club. • Hotchkiss Mentoring. • Chinese Culture Class. • Maker Space. • Career Day. • Think Kindness assembly, activities and celebration. • Quiz Bowl. • Winter Concerts. • Spring Concerts. • Regional Track Meet for Middle School students @ HVRHS. • Field Day. • Walking Tours to Hotchkiss Library and cemetery. Music teacher, Laurie Ellington prepared students for amazing band and choral performances during the year.

.Our school also now has the support of an EL teacher who focuses on ways to help EL students successfully integrate into the classrooms and helps to communicate various aspects of the students' cultures that need to be recognized and honored.

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Equitable Allocation of Resources among District Schools

Sharon Center School is a district of one school. Sharon Center School receives all the resources of the district.