

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



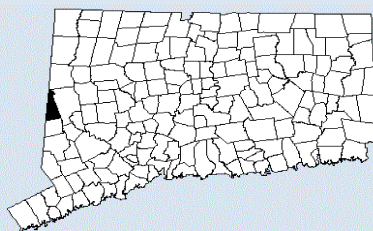
## Sherman School District

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

### District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	302
Per Pupil Expenditures <sup>1</sup>	\$22,399
Total Expenditures <sup>1</sup>	\$7,078,079

<sup>1</sup>Expenditure 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](http://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	153	50.7	48.4
Male	149	49.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	7	2.3	5.1
Black or African American	*	*	12.8
Hispanic or Latino	9	3.0	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.3
White	276	91.4	53.6
English Learners	*	*	7.2
Eligible for Free or Reduced-Price Meals	25	8.3	36.7
Students with Disabilities <sup>1</sup>	41	13.6	14.8

<sup>1</sup>Students 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 <sup>2</sup> Count	Rate (%)	Suspension/ Expulsion <sup>3</sup> Count	Rate (%)
Female	6	4.2	*	*
Male	10	7.2	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	*	0	*
White	16	6.1	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	9	22.0	6	13.3
District	16	5.7	10	3.4
State		10.7		6.8

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

Number of school-based arrests: Fewer than 6

<sup>2</sup>A 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2017-18

## Sherman School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	24.5
Paraprofessional Instructional Assistants	5.8
<b>Special Education</b>	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	11.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	2.5
School Level	1.5
<b>Library/Media</b>	
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	18.2

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	5.3	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	36	94.7	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.1	10.5

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	22	95.7
Other Health Impairment	13	*
Other Disabilities	*	*
Speech/Language Impairment	6	*
District	50	86.2
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Sherman School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District Count	District Rate (%)	State Rate (%)
Autism	9	2.1	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	23	5.4	5.2
Other Health Impairment	14	3.3	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	9	2.1	1.8
All Disabilities	59	13.8	14.5

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

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

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	4,437,164	14,176	9,847
Instructional Supplies and Equipment	134,286	429	287
Improvement of Instruction and Educational Media Services	473,002	1,511	589
Student Support Services	55,704	178	1,120
Administration and Support Services	645,893	2,064	1,905
Plant Operation and Maintenance	590,785	1,887	1,648
Transportation	439,605	922	904
Costs of Students Tuitioned Out	230,754	N/A	N/A
Other	70,886	226	208
Total	7,078,079	22,399	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	458,777	1,466	1,393
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<sup>3</sup>Expenditures 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 Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	799,937	40.4	33.8
Noncertified Personnel	436,257	22.0	14.5
Purchased Services	123,742	6.3	5.5
Tuition to Other Schools	329,554	16.7	23.4
Special Ed. Transportation	41,300	2.1	8.7
Other Expenditures	247,977	12.5	14.1
Total Expenditures	1,978,767	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	97.4	97.3
State	0.9	0.9
Federal	1.3	1.4
Tuition & Other	0.4	0.4

<sup>4</sup>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 Correction).

# District Profile and Performance Report for School Year 2017-18

## Sherman School District

### 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	*	*	*	*
Asian	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	0	N/A	0	N/A
White	180	73.3	177	69.2
English Learners	*	*	*	*
Non-English Learners	188	73.5	185	69.6
Eligible for Free or Reduced-Price Meals	13	*	13	*
Not Eligible for Free or Reduced-Price Meals	177	74.4	174	70.5
Students with Disabilities	29	58.8	27	52.9
Students without Disabilities	161	75.8	160	72.1
High Needs	38	59.4	36	54.9
Non-High Needs	152	76.7	151	72.8
District	190	73.2	187	69.3

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	25%

<sup>1</sup>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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	100.0	85.0	88.1	N/A	107	89.7
Curl Up	68.0	57.5	78.6	N/A	107	68.2
Push Up	56.0	65.0	76.2	N/A	107	67.3
Mile Run/PACER	84.0	72.5	61.9	N/A	107	71.0
All Tests - District	44.0	47.5	52.4	N/A	107	48.6
All Tests - State	53.2	51.4	50.5	45.6		50.1

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2017-18

## Sherman School District

### 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	73.2	75	48.8	50	97.6	67.6
	High Needs Students	59.4	75	39.6	50	79.2	57.5
Math Performance Index	All Students	69.3	75	46.2	50	92.4	62.7
	High Needs Students	54.9	75	36.6	50	73.2	52.0
ELA Academic Growth	All Students	60.0%	100%	60.0	100	60.0	60.7%
	High Needs Students	56.7%	100%	56.7	100	56.7	55.6%
Math Academic Growth	All Students	49.5%	100%	49.5	100	49.5	61.9%
	High Needs Students	46.9%	100%	46.9	100	46.9	55.4%
Chronic Absenteeism	All Students	5.7%	<=5%	48.7	50	97.3	10.7%
	High Needs Students	15.8%	<=5%	28.4	50	56.8	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		100.0%	94%	50.0	50	100.0	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)		100.0%   48.6%	75%	32.4	50	64.8	96.6%   50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
<b>Accountability Index</b>				<b>543.8</b>	<b>800</b>	<b>68.0</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	59.4	15.6	15.9	
Math Performance Index Gap	72.8	54.9	17.9	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	.	.	.	.	

<sup>1</sup>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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	90.5
	High Needs Students	82.6
Math	All Students	89.1
	High Needs Students	78.3
Science	All Students	88.3
	High Needs Students	.

<sup>3</sup>Minimum 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](#)

# District Profile and Performance Report for School Year 2017-18

## Sherman School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

This year Sherman School has continued to improve. Revision of curriculum documents and 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. Sherman students were also invited to participate in inter-district events with other EdAdvance districts including The Flanders Academy for Outdoor Science and Lego League.

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.

# District Profile and Performance Report for School Year 2017-18

## Sherman School District

### **Equitable Allocation of Resources among District Schools**

Sherman is a district of one Preschool to grade eight school.