

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

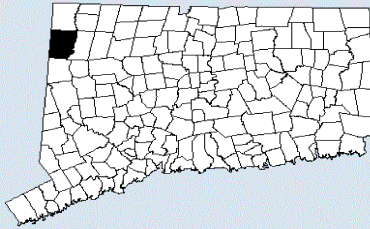


Sharon School District

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

District Information

| | |
|-------------------------------------|-------------|
| Grade Range | PK-8 |
| Number of Schools/Programs | 1 |
| Enrollment | 160 |
| Per Pupil Expenditures ¹ | \$27,682 |
| Total Expenditures ¹ | \$4,872,043 |

¹Expenditure data reflect the 2014-15 year.

Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

| | District | | State |
|--|----------|----------------------|----------------------|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 79 | 49.4 | 48.3 |
| Male | 81 | 50.6 | 51.6 |
| American Indian or Alaska Native | 0 | 0.0 | 0.2 |
| Asian | * | * | 4.9 |
| Black or African American | * | * | 12.8 |
| Hispanic or Latino | * | * | 23.0 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 6 | 3.8 | 2.7 |
| White | 146 | 91.3 | 55.9 |
| English Learners | * | * | 6.4 |
| Eligible for Free or Reduced-Price Meals | 37 | 23.1 | 38.0 |
| Students with Disabilities ¹ | 27 | 16.9 | 13.7 |

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 | * | * | 0 | 0.0 |
| Black or African American | 0 | * | 0 | * |
| Hispanic or Latino | 0 | * | 0 | * |
| White | * | * | 0 | 0.0 |
| English Learners | N/A | N/A | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | * | * | 0 | 0.0 |
| Students with Disabilities | * | * | 0 | 0.0 |
| District | 8 | 5.1 | 0 | 0.0 |
| State | | 9.6 | | 7.0 |

Number of students in 2014-15 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 | 21.0 |
| Paraprofessional Instructional Assistants | 2.0 |
| Special Education | |
| Teachers and Instructors | 3.5 |
| Paraprofessional Instructional Assistants | 9.4 |
| 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 | 7.8 |

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 | 3.5 |
| Hispanic or Latino | 0 | 0.0 | 3.5 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 35 | 100.0 | 91.7 |

Classes Taught by Highly Qualified Teachers²

| | Percent of Total (%) |
|-------------------------------------|----------------------|
| District | 100.0 |
| District Poverty Quartile: Middle | |
| State High Poverty Quartile Schools | 97.6 |
| State Low Poverty Quartile Schools | 99.6 |

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 4.7 | 9.4 |

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 | * | * |
| Intellectual Disability | 0 | 0 |
| Learning Disability | 9 | * |
| Other Health Impairment | * | * |
| Other Disabilities | N/A | N/A |
| Speech/Language Impairment | N/A | N/A |
| District | 14 | 60.9 |
| State | | 68.8 |

³Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | * | * | 1.6 |
| Emotional Disturbance | * | * | 1.0 |
| Intellectual Disability | * | * | 0.5 |
| Learning Disability | 16 | 11.0 | 4.6 |
| Other Health Impairment | * | * | 2.8 |
| Other Disabilities | 0 | 0.0 | 1.0 |
| Speech/Language Impairment | * | * | 1.9 |
| All Disabilities | 24 | 16.6 | 13.4 |

¹Grades K-12

Overall Expenditures:³ 2014-15

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 2,726,823 | 15,406 | 9,387 |
| Instructional Supplies and Equipment | 95,932 | 542 | 318 |
| Improvement of Instruction and Educational Media Services | 85,821 | 485 | 541 |
| Student Support Services | 300,498 | 1,698 | 1,048 |
| Administration and Support Services | 674,894 | 3,813 | 1,790 |
| Plant Operation and Maintenance | 568,125 | 3,210 | 1,608 |
| Transportation | 364,491 | 1,481 | 845 |
| Costs of Students Tuitioned Out | 11,619 | N/A | N/A |
| Other | 43,840 | 248 | 194 |
| Total | 4,872,043 | 27,682 | 15,762 |

Additional Expenditures

| | | | |
|-----------------------------------|---|---|-------|
| Land, Buildings, and Debt Service | 0 | 0 | 1,524 |
|-----------------------------------|---|---|-------|

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

Special Education Expenditures: 2014-15

| | District | | State |
|----------------------------|------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel | 325,598 | 48.9 | 35.1 |
| Noncertified Personnel | 105,335 | 15.8 | 14.5 |
| Purchased Services | 13,041 | 2.0 | 5.5 |
| Tuition to Other Schools | 11,619 | 1.7 | 21.6 |
| Special Ed. Transportation | 50,728 | 7.6 | 8.3 |
| Other Expenditures | 159,615 | 24.0 | 15.0 |
| Total Expenditures | 665,936 | 100.0 | 100.0 |

Expenditures by Revenue Source:⁴

2014-15

| | Percent of Total (%) | |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 95.8 | 95.8 |
| State | 2.1 | 2.1 |
| Federal | 2.0 | 2.0 |
| Tuition & Other | 0.1 | 0.1 |

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 | * | * | * | * | * | * |
| Hispanic or Latino | * | * | * | * | 0 | N/A |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A |
| Two or More Races | * | * | * | * | * | * |
| White | 87 | 67.7 | 87 | 60.9 | 27 | 57.6 |
| English Learners | 0 | N/A | 0 | N/A | 0 | N/A |
| Non-English Learners | 98 | 67.5 | 98 | 60.5 | 32 | 56.7 |
| Eligible for Free or Reduced-Price Meals | 25 | 65.7 | 25 | 60.3 | 10 | * |
| Not Eligible for Free or Reduced-Price Meals | 73 | 68.1 | 73 | 60.6 | 22 | 59.2 |
| Students with Disabilities | 22 | 54.5 | 22 | 49.9 | * | * |
| Students without Disabilities | 76 | 71.3 | 76 | 63.6 | * | * |
| High Needs | 38 | 59.5 | 38 | 54.9 | 13 | * |
| Non-High Needs | 60 | 72.6 | 60 | 64.1 | 19 | * |
| District | 98 | 67.5 | 98 | 60.5 | 32 | 56.7 |

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 | | | |
| Grade 4 | | | |
| 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 | 45 | 51.1 |
| Curl Up | * | * | * | N/A | 45 | 40.0 |
| Push Up | * | * | * | N/A | 45 | 68.9 |
| Mile Run/PACER | * | * | * | N/A | 45 | 68.9 |
| All Tests - District | * | * | * | N/A | 45 | 28.9 |
| All Tests - State | 50.6 | 49.8 | 50.6 | 51.1 | | 50.5 |

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

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

| Indicator | | Index/Rate | Target | Points | Max | % Points | State Average |
|---|---------------------|----------------|--------|--------------|------------|-------------|---------------|
| ELA Performance Index | All Students | 67.5 | 75 | 45.0 | 50 | 90.0 | 67.7 |
| | High Needs Students | 59.5 | 75 | 39.6 | 50 | 79.3 | 56.7 |
| Math Performance Index | All Students | 60.5 | 75 | 40.3 | 50 | 80.7 | 61.4 |
| | High Needs Students | 54.9 | 75 | 36.6 | 50 | 73.2 | 49.9 |
| Science Performance Index | All Students | 56.7 | 75 | 37.8 | 50 | 75.6 | 57.5 |
| | High Needs Students | N/A | 75 | 0.0 | 0 | 0.0 | 47.0 |
| ELA Academic Growth | All Students | 66.0% | 100% | 66.0 | 100 | 66.0 | 63.8% |
| | High Needs Students | 70.7% | 100% | 70.7 | 100 | 70.7 | 58.3% |
| Math Academic Growth | All Students | 66.9% | 100% | 66.9 | 100 | 66.9 | 65.0% |
| | High Needs Students | 75.1% | 100% | 75.1 | 100 | 75.1 | 57.4% |
| Chronic Absenteeism | All Students | 5.1% | <=5% | 49.7 | 50 | 99.5 | 9.6% |
| | High Needs Students | 7.3% | <=5% | 45.5 | 50 | 90.9 | 15.6% |
| Preparation for CCR | % Taking Courses | N/A | 75% | 0.0 | 0 | 0.0 | 67.6% |
| | % Passing Exams | N/A | 75% | 0.0 | 0 | 0.0 | 40.7% |
| On-track to High School Graduation | | 100.0% | 94% | 50.0 | 50 | 100.0 | 85.1% |
| 4-year Graduation All Students (2015 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 87.2% |
| 6-year Graduation - High Needs Students (2013 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 78.6% |
| Postsecondary Entrance (Class of 2015) | | N/A | 75% | 0.0 | 0 | 0.0 | 71.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 100.0% 28.9% | 75% | 19.3 | 50 | 38.5 | 89.2% 50.5% |
| Arts Access | | N/A | 60% | 0.0 | 0 | 0.0 | 47.5% |
| Accountability Index | | | | 642.6 | 850 | 75.6 | |

| 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 | 59.5 | 13.1 | 16.5 | |
| Math Performance Index Gap | 64.1 | 54.9 | 9.2 | 18.9 | |
| Science Performance Index Gap | . | N/A | . | 17.2 | |
| 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 | 98.1 |
| | High Needs Students | 95.2 |
| Math | All Students | 98.1 |
| | High Needs Students | 95.2 |
| Science | All Students | 94.4 |
| | 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: 51.4**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Sharon School District

Narratives

School District Improvement Plans and Parental Outreach Activities

School wide initiatives focused on implementation of the Connecticut Core Curriculum and all national and state content standards, continuous improvement of student achievement based on multiple data sources, implementation of the district's teacher and school leader evaluation plans, and the positive social-emotional health of students.

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 provided 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.

The Academic Fair that was held in late May. In a festive setting, fifth, sixth, seventh and eighth grade students shared their projects with peers, teachers, family members and community members. Fifth grade students researched a person of interest and shared their awesome biography projects. Sixth grade students studied American history by reading both fiction and non-fiction, topics studied included: civil rights, slavery, segregation, the Civil War and World War II, interestingly all students pursued topics related to Civil Rights. Seventh grade students presented their Multi-cultural projects and eighth grade students shared their Science Fair projects. The Academic Fair was an opportunity for students to publically highlight their learning.

We are so very appreciative of all that the community has done for the Sharon Center School over the year! Sharon Center School is a wonderful place for children to learn and grow! I would like to thank the students, parents, their extended families, faculty, staff, BOE, PTO and residents of Sharon for their ongoing help and support. Have a wonderful summer. Stay safe, act respectfully and responsibly. .

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 the BOE, PTO, Salisbury Bank, Sharon Audubon, Sharon Historical Society, Sharon Hospital, Hotchkiss Library, parents, community members, faculty and staff. 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 & Dasi-Hill FARM . • Grade 2: Hotchkiss Library, Sharon Historical Society, Sharon Audubon & . Maritime Aquarium. • Grade 3: Indian Institute, NY State Museum, Sharon Audubon & Capitol . Building in Hartford, CT . • Grade 4: Grade 4 Arts Day @ Hotchkiss, Capitol Building in Hartford, CT, . Warner Theatre & Norman Rockwell Museum . • Grade 5: Metropolitan Museum of Art & Academic Fair. • Grade 6: Ropes Course, Academic Fair, Miles Sanctuary, 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. The year ended with an awesome performance by the Sharon Center School Marching Band at the Memorial Day Parade.

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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.