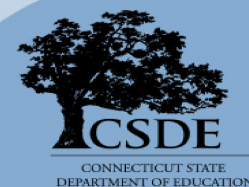


DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



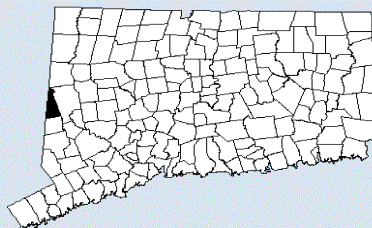
Sherman School District

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

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	315
Per Pupil Expenditures ¹	\$20,567
Total Expenditures ¹	\$6,992,924

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	153	48.6	48.4
Male	162	51.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	11	3.5	5.1
Black or African American	*	*	12.9
Hispanic or Latino	7	2.2	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	*	*	2.9
White	290	92.1	54.8
English Learners	6	1.9	6.8
Eligible for Free or Reduced-Price Meals	22	7.0	35.9
Students with Disabilities ¹	41	13.0	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	7	4.8	*	*
Male	12	7.8	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	*	*	*
White	*	*	18	6.2
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	6	15.0	8	18.2
District	19	6.3	20	6.3
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.

District Profile and Performance Report for School Year 2016-17

Sherman School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	25.1
Paraprofessional Instructional Assistants	5.8
Special Education	
Teachers and Instructors	5.0
Paraprofessional Instructional Assistants	13.8
Administrators, Coordinators and Department Chairs	
District Central Office	3.3
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	1.6
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	19.2

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	1	2.4	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	41	97.6	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.8	9.6

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	22	100.0
Other Health Impairment	13	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	50	89.3
State		68.2

³Ages 6-21

District Profile and Performance Report for School Year 2016-17

Sherman School District

Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	7	1.5
Emotional Disturbance	*	*
Intellectual Disability	0	0.0
Learning Disability	22	4.7
Other Health Impairment	14	3.0
Other Disabilities	*	*
Speech/Language Impairment	6	1.3
All Disabilities	58	12.5

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil
		District (\$) State (\$)
Instructional Staff and Services	4,325,737	12,990 9,663
Instructional Supplies and Equipment	133,127	400 321
Improvement of Instruction and Educational Media Services	429,254	1,289 578
Student Support Services	52,657	158 1,103
Administration and Support Services	571,467	1,716 1,861
Plant Operation and Maintenance	564,632	1,696 1,637
Transportation	522,931	1,040 877
Costs of Students Tuitioned Out	330,763	N/A N/A
Other	62,356	187 201
Total	6,992,924	20,567 16,236

Additional Expenditures

Land, Buildings, and Debt Service	478,520	1,437 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 (%)
Certified Personnel	785,376	36.7
Noncertified Personnel	424,273	19.8
Purchased Services	111,783	5.2
Tuition to Other Schools	481,951	22.5
Special Ed. Transportation	131,916	6.2
Other Expenditures	207,379	9.7
Total Expenditures	2,142,678	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	Percent of Total (%)
	Including School Construction	Excluding School Construction
Local	95.4	95.2
State	2.6	2.7
Federal	1.5	1.6
Tuition & Other	0.5	0.5

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).

District Profile and Performance Report for School Year 2016-17

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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	*	*	0	N/A	*	*
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	0	N/A	0	N/A	0	N/A
White	171	74.7	170	73.1	62	56.9
English Learners	*	*	*	*	*	*
Non-English Learners	178	75.0	176	73.4	66	57.5
Eligible for Free or Reduced-Price Meals	*	*	*	*	*	*
Not Eligible for Free or Reduced-Price Meals	176	74.8	174	73.5	66	57.6
Students with Disabilities	17	*	17	*	10	*
Students without Disabilities	164	76.2	162	74.5	57	59.5
High Needs	22	57.9	22	58.8	10	*
Non-High Needs	159	76.8	157	75.0	57	59.5
District	181	74.5	179	73.0	67	57.0

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	91.9	91.2	89.7	N/A	100	91.0
Curl Up	78.4	79.4	75.9	N/A	100	78.0
Push Up	67.6	76.5	79.3	N/A	100	74.0
Mile Run/PACER	91.9	85.3	86.2	N/A	100	88.0
All Tests - District	54.1	70.6	62.1	N/A	100	62.0
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.

District Profile and Performance Report for School Year 2016-17

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.5	75	49.7	50	99.3	67.1
	High Needs Students	57.9	75	38.6	50	77.2	55.9
Math Performance Index	All Students	73.0	75	48.7	50	97.4	62.2
	High Needs Students	58.8	75	39.2	50	78.4	50.5
Science Performance	All Students	57.0	75	38.0	50	76.0	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	50.3%	100%	50.3	100	50.3	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	60.2%	100%	60.2	100	60.2	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	6.3%	<=5%	47.4	50	94.8	9.9%
	High Needs Students	10.7%	<=5%	38.6	50	77.1	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		100.0%	94%	50.0	50	100.0	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)		98.0% 62.0%	75%	41.3	50	82.7	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				501.9	650	77.2	

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?					Y
ELA Performance Index Gap	75.0	57.9	17.1	16.7	
Math Performance Index Gap	75.0	58.8	16.2	18.7	
Science Performance Index Gap	59.5	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	89.3
	High Needs Students	67.6
Math	All Students	88.3
	High Needs Students	67.6
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: 50.2**

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 2016-17

Sherman School District

Narratives

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 2016-17

Sherman School District

Equitable Allocation of Resources among District Schools

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