

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



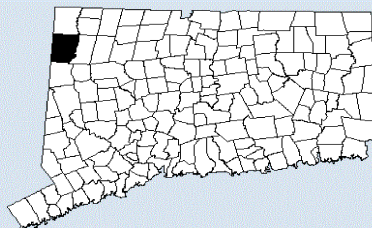
Sharon School District

Dr. Pamela Vogel, Superintendent • 860-364-5153 • <http://www.sharoncenterschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	115
Per Pupil Expenditures ¹	\$35,721
Total Expenditures ¹	\$5,036,674

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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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 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	54	47.0	48.4
Male	61	53.0	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	0	0.0	12.8
Hispanic or Latino of any race	10	8.7	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	*	*	3.6
White	98	85.2	52.4
English Learners	*	*	7.6
Eligible for Free or Reduced-Price Meals	46	40.0	42.1
Students with Disabilities ³	25	21.7	15.4

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

³Students 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		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	*
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	6	5.2	*	*
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: 0

⁴A 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.

⁵This column displays the 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	18.0
Paraprofessional Instructional Assistants	1.8
Special Education	
Teachers and Instructors	2.0
Paraprofessional Instructional Assistants	4.1
Administrators, Coordinators and Department Chairs	
District Central Office	0.2
School Level	1.3
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.9
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	1.8
School Nurses	0.8
Other Staff Providing Non-Instructional Services/Support	8.0

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	1.1
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	29	100.0	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.0	10.0

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	N/A	N/A
Learning Disability	8	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	14	56.0
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.9
Emotional Disturbance	0	0.0	1.1
Intellectual Disability	0	0.0	0.5
Learning Disability	15	12.9	5.5
Other Health Impairment	*	*	3.2
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	25	21.6	15.0

¹This 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 District²

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

²This 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 (\$)	State (\$)
Instruction	\$2,776,465	\$19,691	\$10,545
Support services - students	\$372,076	\$2,677	\$1,373
Support services - instruction	\$116,831	\$841	\$644
Support services - general administration	\$131,532	\$946	\$462
Support services - school based administration	\$361,793	\$2,603	\$1,007
Central and other support services	\$229,389	\$1,650	\$671
Operation and maintenance of plant	\$679,646	\$4,890	\$1,629
Student transportation services	\$367,236	\$1,669	\$1,231
Food services	.	.	\$13
Enterprise operations	\$1,706	\$12	\$157
Minor school construction	.	.	\$65
Total	\$5,036,674	\$35,721	\$17,153

³Expenditures 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		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$314,932	47.0	29.7
Instructional Aide Salaries	.	.	9.6
Other Salaries	\$108,713	16.2	10.4
Employee Benefits	\$174,711	26.1	13.0
Purchased Services Other Than Transportation	\$19,667	2.9	5.5
Special Education Tuition	.	.	22.6
Supplies	\$3,153	0.5	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$46,072	6.9	8.0
Equipment	\$2,721	0.4	0.2
All Other Expenditures	.	.	0.1
Total	\$669,969	100.0	100.0
Percent of Total Expenditures Used for Special Education		13.3	24.4

Expenditures by Revenue Source:⁴ 2017-18

	Percent of Total (%) Excluding School Construction
Local	97.6
State	0.1
Federal	2.3
Tuition & Other	.

⁴Revenue 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).

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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 of any race	*	*	*	*	0	N/A
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	64	76.9	65	67.7	22	77.0
English Learners	*	*	*	*	*	*
Non-English Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	28	72.9	28	65.7	9	*
Not Eligible for Free or Reduced-Price Meals	46	76.4	47	67.4	16	*
Students with Disabilities	16	*	16	*	*	*
Students without Disabilities	58	81.8	59	71.7	*	*
High Needs	37	66.7	37	60.8	11	*
Non-High Needs	37	83.5	38	72.6	14	*
District	74	75.1	75	66.8	25	76.4

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	*	*	*	N/A	41	92.7
Curl Up	*	*	*	N/A	41	87.8
Push Up	*	*	*	N/A	41	70.7
Mile Run/PACER	*	*	*	N/A	41	68.3
All Tests - District	*	*	*	N/A	41	63.4
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The 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.

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	75.1	75	50.0	50	100.0	67.7
	High Needs Students	66.7	75	44.5	50	88.9	58.1
Math Performance Index	All Students	66.8	75	44.5	50	89.0	63.1
	High Needs Students	60.8	75	40.5	50	81.1	52.7
Science Performance Index	All Students	76.4	75	50.0	50	100.0	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	79.0%	100%	79.0	100	79.0	59.9%
	High Needs Students	66.4%	100%	66.4	100	66.4	55.1%
Math Academic Growth	All Students	75.3%	100%	75.3	100	75.3	62.5%
	High Needs Students	82.7%	100%	82.7	100	82.7	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	5.2%	<=5%	49.7	50	99.3	10.4%
	High Needs Students	4.9%	<=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		.	94%	.	.	.	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)		91.1% 63.4%	75%	42.3	50	84.6	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				674.8	800	84.3	

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	66.7	8.3	15.4	
Math Performance Index Gap	72.6	60.8	11.8	17.6	
Science Performance Index Gap	.	.	.	16.1	
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.

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	98.8
	High Needs Students	100.0
Math	All Students	98.8
	High Needs Students	97.5
Science	All Students	96.3
	High Needs Students	.

³Minimum 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**

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Narratives

School District Improvement Plans and Parental Outreach Activities

School wide initiatives included: 1) Implementation of a guaranteed and viable curriculum aligned to state and national standards. This work includes aligned formative and summative assessments, regional curriculum mapping, engaging learning activities, and intervention strategies. 2) Continuous improvement of student achievement based on analysis of multiple data sources and responsiveness to this data.

3) Implementation with fidelity, precision, and purpose of the district's teacher and school leader evaluation plans.

4) Promotion of the positive social-emotional health and well-being 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, assemblies, and opportunities for families to interact. The Celebration of Learning was held in mid-May. Our students shared their projects with peers, teachers, family members, and community members. The Celebration of Learning was an opportunity for students to publically highlight their learning. We value the critical role that families play in the educational process and view parents as partners in our children's education. From that viewpoint we strive to keep two-way communication active and ongoing throughout the year. We maintain both a school and a regional website. These sites have calendars, events and individual pages for staff members, providing links for routine parent-teacher communication via e-mail. We host an annual open house at the beginning of the year providing parents with the big-picture for the upcoming year. We encourage parent participation in both our Board of Education (BOE) and Parent Teacher Organization Meetings (PTO). The PTO sponsors an annual Back-to-School picnic that is attended by students, parents, families, and faculty and staff members. Teachers and Principal communicate via our school website, PowerSchool Parent Portal, School Messenger, email and phone. We welcome parental feedback on school events and procedures.

The PTO sponsors numerous assemblies, field trips and other enrichment activities for the students. We offer a program called "Everybody Wins" that matches parents and community volunteers with students to read and eat lunch together on a weekly basis. It has been a very positive program.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Sharon Center School is a district of one school. We enroll students in grades K through 8, offering a traditional program of studies. Our official enrollment count in October 2018 showed one-hundred fifteen students. We graduated thirteen eighth graders, proudly sending one to Oliver Wolcott Technical High School, one to Kent School, and eleven to Housatonic Valley Regional High School. Along with five other elementary schools, we finance a Regional High School covering a 250 square mile radius, a Superintendent's Office, and a Pupil Services Department. The funding from the local towns is based on a percentage basis. Each board of education presents a budget to the board of finance and to the community. A hearing is held in April and the first town vote is in May. Almost all of our funding is through local taxation. Approximately 1% of the budget comes from the State of Connecticut and Federal funding. Our efforts to reduce racial, ethnic, and economic isolation continue to be somewhat limited due to our geographic isolation. Programs such as Nature's Classroom, Grade Four Arts Day, the eighth grade class trip to Washington, D.C., and many other trips, attempt to enhance diversity. We link our school with inner city schools for the Nature's Classroom Program. The Grade Four Arts Day is yet another opportunity to bring various ethnic groups to our students. Students in grade eight travel to a city environment as part of their eighth grade trip. We seek opportunities to bring to our students assemblies that promote diversity. Our students experience cultural studies through their social studies program and foreign language program.

This year three sixth grade Chinese students spent a month at Sharon Center School providing additional diversity to our student body.

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Equitable Allocation of Resources among District Schools

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