

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



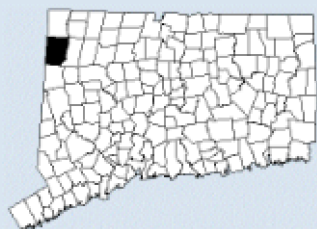
Sharon School District

Melony Brady-Shanley, Superintendent • 860-364-5153 • <http://www.sharoncenterschool.org>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	97
Per Pupil Expenditures	\$47,607
Total Expenditures	\$5,141,515

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	45	46.4	48.4
Male	52	53.6	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	0	0.0	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	14	14.4	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	4.8
White	79	81.4	45.1
English Learners/Multilingual Learners	*	*	11.3
Eligible for Free or Reduced-Price Meals	31	32.0	44.8
Students with Disabilities	20	20.6	18.5

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

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	*	*	*	*
Male	*	*	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	0.0	0	*
Hispanic or Latino of any race	0	*	*	*
White	*	*	*	*
English Learners/Multilingual Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	0	0.0
Students with Disabilities	*	*	*	*
All Students - District	6	6.4	*	*
All Students - State		17.2		6.8

A 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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: Fewer than 6
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	16.9
General Education Paraprofessionals	0.9
Special Education Teachers and Instructors	2.0
Special Education Paraprofessionals	3.2
District Central Office Administrators	0.0
School Level Administrators	1.5
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.9
Instructional Specialists Who Support Teachers	0.5
Counselors, Social Workers and School Psychologists	1.5
School Nurses	0.8
Other Staff Providing Non-Instructional Services/Support	9.0

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	14.6
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	0	0.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	30	100.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	4	13.3	6.8
Teachers	3	15	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	*	*
Intellectual Disability	N/A	N/A
Learning Disability	12	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
All Disabilities - District	22	95.7
All Disabilities - State		68.0

This 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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	*	*	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	0	0.0	0.6
Learning Disability	12	13.3	6.5
Other Health Impairment	*	*	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	24	26.7	17.8

This 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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	N/A	N/A	4.5

This 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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$2,941,268	\$27,234	\$13,471
Support services - students	\$225,391	\$2,126	\$1,826
Support services - instruction	\$216,655	\$2,044	\$972
Support services - general administration	\$122,062	\$1,152	\$568
Support services - school based administration	\$412,392	\$3,890	\$1,274
Central and other support services	\$58,579	\$553	\$761
Operation and maintenance of plant	\$912,437	\$8,608	\$2,125
Student transportation services	\$252,732	\$2,124	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$5,141,515	\$47,607	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$221,917	45.8	26.4
Instructional Aide Salaries	\$22,689	4.7	10.1
Other Salaries	\$67,098	13.8	10.5
Employee Benefits	\$107,338	22.1	13.3
Purchased Services Other Than Transportation	\$23,787	4.9	6.8
Special Education Tuition	\$7,948	1.6	22.8
Supplies	\$2,748	0.6	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$30,607	6.3	8.7
Equipment	\$515	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$484,646	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	9.4
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	96.8
State	0.3
Federal	2.9
Tuition & Other	0.1

Revenue 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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino of any race	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	47	71.0	47	63.6	*	*
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	18	*	18	*	*	*
Not Eligible for Free or Reduced-Price Meals	36	75.0	36	65.8	*	*
Students with Disabilities	14	*	14	*	6	*
Students without Disabilities	40	76.7	40	68.1	11	*
High Needs	30	64.0	30	59.4	10	*
Non-High Needs	24	81.1	24	69.7	7	*
All Students - District	54	71.6	54	64.0	17	*

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	*	*	*	N/A	39	94.9
Curl Up	*	*	*	N/A	39	92.3
Push Up	*	*	*	N/A	39	89.7
Mile Run/PACER	*	*	*	N/A	39	64.1
All Tests - District	*	*	*	N/A	39	59.0
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.6	75	47.7	50	95.4	64.7
ELA Performance Index	High Needs Students	64.0	75	42.6	50	85.3	54.9
Math Performance Index	All Students	64.0	75	42.7	50	85.3	61.1
Math Performance Index	High Needs Students	59.4	75	39.6	50	79.2	50.6
Science Performance Index	All Students	.	75	.	.	.	62.6
Science Performance Index	High Needs Students	.	75	.	.	.	52.1
ELA Academic Growth	All Students	82.9%	100%	82.9	100	82.9	60.6%
ELA Academic Growth	High Needs Students	83.3%	100%	83.3	100	83.3	55.7%
Math Academic Growth	All Students	77.1%	100%	77.1	100	77.1	62.3%
Math Academic Growth	High Needs Students	72.0%	100%	72.0	100	72.0	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	6.4%	<=5%	47.2	50	94.5	17.2%
Chronic Absenteeism	High Needs Students	10.4%	<=5%	39.2	50	78.3	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	.	94%	.	.	.	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	59.0%	75%	39.3	50	78.6	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				613.6	750	81.8	

Physical Fitness Estimated Participation Rate - District: 97.5% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	64.0	11.0	16.9	N
Math Performance Index Gap	69.7	59.4	10.2	18.4	N
Science Performance Index Gap	.	.	.	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

If 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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	100.0
ELA	High Needs Students	100.0
Math	All Students	100.0
Math	High Needs Students	100.0
Science	All Students	.
Science	High Needs Students	.

Minimum 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: 50.2**

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

At Sharon Center School, our School District Improvement Plan and Parental Outreach initiatives are grounded in strong, consistent communication, family involvement, and a focused commitment to academic growth and student well-being. These efforts reflect a holistic approach that values the partnership between school and home as essential to student success.

We engage families through a variety of communication channels to ensure accessibility and inclusivity. Families are kept informed through regular mailings, emails, newsletters, and phone calls. Our team supports parents in enrolling and navigating the PowerSchool Parent Portal, allowing them to stay informed about their child's academic progress, attendance, and behavior. Additionally, we promote and recap school events using social media platforms like Facebook and Instagram, which helps broaden our outreach and build school spirit across the wider community.

Our commitment to clear, consistent communication is also demonstrated through our weekly Phoenix Newsletter and the monthly News from the Nest, which are distributed to families, staff, the Board of Education, and the First Selectman. These newsletters highlight school-wide updates, student achievements, upcoming events, and strategic goals aligned with our district improvement priorities.

To ensure students are attending school regularly and are supported socially and emotionally, our Attendance and Wellness Team meets weekly to review student attendance data and discuss the top ten student concerns. This proactive team initiates contact with families whose children are approaching or have reached chronic absenteeism or truancy. Through personalized letters and phone calls, we collaborate with families to put in place individualized plans that address barriers and promote regular, on-time attendance.

We also prioritize student voice and family engagement through our student-involved and student-led conferences, held in both October and March. Homeroom advisors take the lead in ensuring every family participates, and we consistently achieve 100% participation rates. These conferences not only empower students to take ownership of their learning but also foster meaningful dialogue between families and school staff.

Our school climate is enriched by inviting families to be a part of the vibrant life of the school. They are welcomed at assemblies, spirit weeks, Teacher Appreciation Week, winter and spring concerts, and our school drama performance. These events foster community spirit and reinforce a sense of belonging for students and their families.

Academically, our focus has been on curriculum development, the implementation of the Science of Reading, and the fidelity of our data team processes. Regional collaboration and professional learning (PL) opportunities support this work, and our Multi-Tiered System of Supports (MTSS) team ensures that academic interventions and enrichment are data-driven and equitable.

Finally, we celebrate our students and staff with end-of-year events that highlight achievement and joy. These include Field Day, a Slip and Slide celebration, Graduation, and our Awards Ceremony—each one a capstone to a year of growth, learning, and partnership.

Together, these district improvement and parental outreach efforts reflect our school's mission to foster academic success, student well-being, a

Efforts to Reduce Racial, Ethnic and Economic Isolation

At Sharon Center School, our efforts to reduce racial, ethnic, and economic isolation are deeply embedded in our school culture and improvement strategies, with a focus on fostering inclusivity, equity, and strong community partnerships. We are committed to creating a safe, supportive, and welcoming environment for all students through a comprehensive approach that blends social-emotional learning (SEL), restorative practices, professional development, and student voice.

Our school climate work is grounded in consistent SEL practices, including the integration of Character Strong and Habits of Mind, as well as daily morning meetings that set a positive tone for the day and prioritize relationship building across grade levels. These practices are further supported by intentional collaboration among grade-level teams and professional learning communities (PLCs), which work to align strategies that support the whole child. Our Whole-School Advisory program and Phoenix Fridays foster cross-grade connections and a sense of belonging, ensuring that every student feels included in our school community.

Restorative practices have been implemented school-wide to address conflict resolution and relationship repair in meaningful, student-centered ways. These practices help cultivate empathy, accountability, and a culture of respect. Importantly, we include parents in the restorative process when appropriate, ensuring a holistic approach that strengthens family-school partnerships and supports healing.

Professional development is a key pillar in our equity work. In collaboration with Carolyn Corrado, we have provided staff with training on culturally responsive teaching, trauma-informed practices, equitable grading, and bias awareness. Case studies and ongoing coaching help our teachers examine classroom practices and student interactions through an equity lens. We also work with instructional leadership coach Amy Tepper, who supports teachers in developing environments that are inclusive, compassionate, and aligned with data-driven instruction.

We further support equity by ensuring access to technology for all students. Each student in grades 3–8 receives a Chromebook, while students in EK–2 have access to iPad carts. This ensures that all students, regardless of eco

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Equitable Allocation of Resources among District Schools

At Sharon Center School, we engage in a collaborative and transparent budget development process that includes input from staff, families, and district leadership to ensure resources are equitably allocated based on student needs and school priorities. Our decisions are guided by careful analysis of student enrollment, academic performance, and the need for specialized services, allowing us to distribute staffing and materials strategically across all grade levels. We partner closely with the Board of Education to prioritize equity, ensuring that classrooms requiring intervention support, EL services, or additional SEL resources receive appropriate funding and personnel. Investments are made in high-quality professional development, updated instructional materials, and technology so that all students—regardless of grade, background, or program—can access enriching and effective learning experiences. We also allocate funds and grants to support inclusive practices and bolster SEL support school-wide. Additionally, we actively pursue grant opportunities and community partnerships to extend our resources, such as the Tom Levine Arts Scholarship, which provides students greater access

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	1	33.3	23.7
Teach/Admin in Other CT Dist	2	66.7	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	3		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.