

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



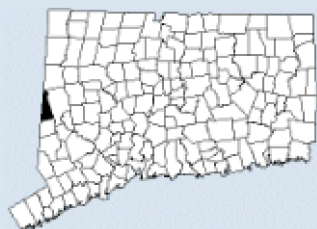
Sherman School District

Patricia Cosentino, Superintendent • 860-355-3793 • <http://www.shermanschool.com>

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	231
Per Pupil Expenditures	\$27,183
Total Expenditures	\$10,057,816

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	115	49.8	48.4
Male	116	50.2	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	19	8.2	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	16	6.9	4.8
White	193	83.5	45.1
English Learners/Multilingual Learners	0	0.0	11.3
Eligible for Free or Reduced-Price Meals	15	6.5	44.8
Students with Disabilities	23	10.0	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	12	11.1	0	0.0
Male	14	14.0	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	*
White	22	12.6	*	*
English Learners/Multilingual Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	0	*
Students with Disabilities	6	28.6	0	0.0
All Students - District	26	12.5	*	*
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: 0
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	23.0
General Education Paraprofessionals	3.7
Special Education Teachers and Instructors	4.4
Special Education Paraprofessionals	6.8
District Central Office Administrators	2.0
School Level Administrators	1.4
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.7
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	3.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	15.3

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	11.2
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	1	2.7	1.4
Black or African American	1	2.7	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	35	94.6	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	4	9.8	6.8
Teachers	4	12.5	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	0	0
Learning Disability	8	*
Other Health Impairment	8	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
All Disabilities - District	20	71.4
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	*	*	0.6
Learning Disability	8	2.6	6.5
Other Health Impairment	12	3.9	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	29	9.4	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	*	*	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	\$6,758,020	\$18,265	\$13,471
Support services - students	\$157,738	\$644	\$1,826
Support services - instruction	\$364,378	\$1,487	\$972
Support services - general administration	\$457,508	\$1,867	\$568
Support services - school based administration	\$734,358	\$2,997	\$1,274
Central and other support services	\$284,909	\$1,163	\$761
Operation and maintenance of plant	\$675,788	\$2,758	\$2,125
Student transportation services	\$479,097	\$1,267	\$1,695
Food services	\$20,234	\$83	\$10
Enterprise operations	\$125,789	\$513	\$219
Total	\$10,057,816	\$27,183	\$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	\$423,344	23.0	26.4
Instructional Aide Salaries	\$298,433	16.2	10.1
Other Salaries	\$355,224	19.3	10.5
Employee Benefits	\$190,958	10.4	13.3
Purchased Services Other Than Transportation	\$90,996	4.9	6.8
Special Education Tuition	\$418,436	22.7	22.8
Supplies	\$8,233	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$57,389	3.1	8.7
Equipment	.	.	0.2
All Other Expenditures	\$250	0.0	0.1
Total	\$1,843,262	100.0	100.0

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

Level	Percent (%)
District	18.3
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	93.6
State	2.8
Federal	3.0
Tuition & Other	0.6

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	*	*	*	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino of any race	13	*	13	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	9	*	9	*	*	*
White	112	79.8	112	75.3	37	78.8
English Learners/Multilingual Learners	0	N/A	0	N/A	0	N/A
Non-English Learners/Non-Multilingual Learners	136	79.0	136	75.1	41	79.0
Eligible for Free or Reduced-Price Meals	9	*	9	*	*	*
Not Eligible for Free or Reduced-Price Meals	127	79.8	127	76.6	*	*
Students with Disabilities	16	*	16	*	*	*
Students without Disabilities	120	83.2	120	80.1	*	*
High Needs	21	54.0	21	44.6	6	*
Non-High Needs	115	83.6	115	80.6	35	86.1
All Students - District	136	79.0	136	75.1	41	79.0

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	85.7	85.2	90.0	N/A	85	87.1
Curl Up	60.7	77.8	76.7	N/A	85	71.8
Push Up	46.4	74.1	76.7	N/A	85	65.9
Mile Run/PACER	92.9	77.8	66.7	N/A	85	78.8
All Tests - District	28.6	44.4	50.0	N/A	85	41.2
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	79.0	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	54.0	75	36.0	50	72.0	54.9
Math Performance Index	All Students	75.1	75	50.0	50	100.0	61.1
Math Performance Index	High Needs Students	44.6	75	29.7	50	59.4	50.6
Science Performance Index	All Students	79.0	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	.	75	.	.	.	52.1
ELA Academic Growth	All Students	63.1%	100%	63.1	100	63.1	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	61.9%	100%	61.9	100	61.9	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	12.5%	<=5%	35.0	50	70.0	17.2%
Chronic Absenteeism	High Needs Students	21.9%	<=5%	16.3	50	32.5	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	92.3%	94%	49.1	50	98.2	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	41.2%	75%	27.5	50	54.9	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				468.5	650	72.1	

Physical Fitness Estimated Participation Rate - District: 97.7% | 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	54.0	21.0	16.9	Y
Math Performance Index Gap	75.0	44.6	30.4	18.4	Y
Science Performance Index Gap	75.0	.	.	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	97.2
ELA	High Needs Students	100.0
Math	All Students	97.2
Math	High Needs Students	100.0
Science	All Students	93.2
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

Sherman School continues to develop a strong focus on chronic absenteeism prevention in 2024-25. Monthly attendance team meetings carefully monitored student absences as well as tardies and early dismissals. Using data to drive decisions, letters, phone calls and family meetings have been held to assist with improvement. As a result of these efforts, student chronic absenteeism has been reduced. The attendance committee continues to refine its efforts.

Creating community connections and student leadership opportunities continues to be a focus of Sherman School's Strategic Plan. Some of our highlights include: * In partnership with the Sherman Parent Teacher Organization (SPTO) multiple activities were held throughout the year to encourage parent participation.

* The Sherman community came together to pass a school renovation referendum with school construction beginning this summer.

* In conjunction with the town, Sherman School is partnering with Happy Acres Farm to provide experiential learning opportunities through our STEAM programming.

* A Unified Sports program was launched this year allowing Sherman School students to collaborate through sports with students with intellectual or physical disabilities from two partner schools.

* The Sherman School music program participated in a number of prestigious events this year including the 2025 Eastern Division Conference, Six Flags Fantastic Festivals, and the CMEA Western Region Middle School Festival. In addition, our music students participated in community wide events such as our Veterans Day and Memorial Day.

* Middle School students planned and implemented student wide activities for spring assessment week including a Scavenger Hunt and Minute to Win It assembly.

* Community presenters, including a holocaust survivor, shared their experiences and reflections with Sherman middle school students.

During the 2024-2025 school year, Sherman School began the shift from an SRBI/RTI program to a Multi Tiered Systems of Support (MTSS) model for intervention. This expanded the tiers of support provided from primarily an academic lens to one that looks at a child more holistically. Working in partnership with the special education department, our MTSS team expanded to offer OT, speech, and behavioral/social emotional/executive functioning support to students. What I Need (WIN) time was built into the instructional day to allow for wrap-around support services to meet the needs of all students and to delve into the root causes of academic and behavioral concerns, using a data-driven and team-oriented approach. The MTSS team held parent meetings of students receiving support services in an effort to build strong home-school partnerships, and MTSS providers participated in parent conferences with classroom teachers.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Administration has recognized the need for outside support and assistance for some of our Sherman families. During the 2024-2025 school year our School Social Worker (hired using grant funding) operated as a liaison between our students and their families and town/community social services. The addition of a SW contributed greatly to many aspects of our related services efforts, including counseling and social-emotional support of our school community. One area of need that was identified during this as a result of this outreach was a before school program for working families struggling with finding care for their children. Sherman School partnered with the town parks and recreation department to pilot a before school program in the school this spring. We will continue to offer the program next year as we work to support working families in the Sherman community.

District Profile and Performance Report for School Year 2024-25

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Equitable Allocation of Resources among District Schools

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

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Sherman School District

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	2	66.7	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	0	0.0	23.7
Teach/Admin in Other CT Dist	1	33.3	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.