

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



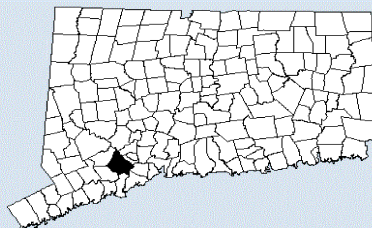
Shelton School District

Dr. Christopher Clouet, Superintendent • 203-924-1023 • www.sheltonpublicschools.org/

District Information

| | |
|-------------------------------------|--------------|
| Grade Range | PK-12 |
| Number of Schools/Programs | 14 |
| Enrollment | 4,713 |
| Per Pupil Expenditures ¹ | \$15,437 |
| Total Expenditures ¹ | \$76,089,843 |

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

Contents

| | |
|-------------------------------------|---|
| Students..... | 1 |
| Educators..... | 2 |
| Instruction and Resources..... | 2 |
| Performance and Accountability..... | 4 |
| Narratives..... | 7 |

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 | * | * | 48.4 |
| Male | 2,462 | 52.2 | 51.6 |
| American Indian or Alaska Native | * | * | 0.3 |
| Asian | 281 | 6.0 | 5.2 |
| Black or African American | 290 | 6.2 | 12.8 |
| Hispanic or Latino of any race | 739 | 15.7 | 25.8 |
| Native Hawaiian or Other Pacific Islander | * | * | 0.1 |
| Two or More Races | 144 | 3.1 | 3.6 |
| White | 3,252 | 69.0 | 52.4 |
| English Learners | 233 | 4.9 | 7.6 |
| Eligible for Free or Reduced-Price Meals | 1,387 | 29.4 | 42.1 |
| Students with Disabilities ³ | 688 | 14.6 | 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 | 157 | 7.0 | 75 | 3.2 |
| Male | 175 | 7.2 | 191 | 7.5 |
| Black or African American | 36 | 11.7 | 26 | 8.1 |
| Hispanic or Latino of any race | 67 | 9.0 | 68 | 8.6 |
| White | 212 | 6.7 | 160 | 4.8 |
| English Learners | 14 | 5.9 | 7 | 2.8 |
| Eligible for Free or Reduced-Price Meals | 175 | 12.3 | 126 | 8.1 |
| Students with Disabilities | 79 | 12.2 | 78 | 9.9 |
| District | 332 | 7.1 | 266 | 5.5 |
| State | | 10.4 | | 6.7 |

Number of students in 2017-18 qualified as truant under state statute: 53

Number of school-based arrests: 17

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.

District Profile and Performance Report for School Year 2018-19

Shelton School District

Educators

Full-Time Equivalent (FTE)¹ Staff

| | FTE |
|---|-------|
| General Education | |
| Teachers and Instructors | 284.4 |
| Paraprofessional Instructional Assistants | 37.7 |
| Special Education | |
| Teachers and Instructors | 53.3 |
| Paraprofessional Instructional Assistants | 93.5 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 7.8 |
| School Level | 19.6 |
| Library/Media | |
| Specialists (Certified) | 8.1 |
| Support Staff | 1.0 |
| Instructional Specialists Who Support Teachers | 21.6 |
| Counselors, Social Workers and School Psychologists | 24.8 |
| School Nurses | 12.0 |
| Other Staff Providing Non-Instructional Services/Support | 251.8 |

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 | 3 | 0.7 | 1.1 |
| Black or African American | 3 | 0.7 | 3.8 |
| Hispanic or Latino of any race | 1 | 0.2 | 3.8 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 1 | 0.2 | 0.1 |
| White | 417 | 98.1 | 90.5 |

Classroom Teacher Attendance: 2017-18

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 8.1 | 10.0 |

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

| | 11th | | 12th | |
|--|-------|----------|-------|----------|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | 16 | 64.0 | * | * |
| Hispanic or Latino of any race | 33 | 76.7 | 46 | 88.5 |
| White | 205 | 75.9 | 252 | 89.7 |
| English Learners | * | * | * | * |
| Eligible for Free or Reduced-Price Meals | 74 | 74.0 | 93 | 90.3 |
| Students with Disabilities | 33 | 82.5 | 34 | 77.3 |
| District | 284 | 76.3 | 339 | 89.2 |
| State | | 74.5 | | 85.2 |

²College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

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

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | 36 | 46.2 |
| Emotional Disturbance | 13 | 32.5 |
| Intellectual Disability | * | * |
| Learning Disability | 166 | 54.4 |
| Other Health Impairment | 48 | 52.2 |
| Other Disabilities | * | * |
| Speech/Language Impairment | 40 | 65.6 |
| District | 314 | 50.3 |
| 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).

District Profile and Performance Report for School Year 2018-19

Shelton School District

Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | 89 | 1.8 | 1.9 |
| Emotional Disturbance | 40 | 0.8 | 1.1 |
| Intellectual Disability | 25 | 0.5 | 0.5 |
| Learning Disability | 307 | 6.3 | 5.5 |
| Other Health Impairment | 93 | 1.9 | 3.2 |
| Other Disabilities | 38 | 0.8 | 1.1 |
| Speech/Language Impairment | 70 | 1.4 | 1.8 |
| All Disabilities | 662 | 13.7 | 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 | 22 | 3.3 | 8.2 |
| Private Schools or Other Settings | 22 | 3.3 | 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 | \$44,199,104 | \$8,967 | \$10,545 |
| Support services - students | \$7,597,908 | \$1,619 | \$1,373 |
| Support services - instruction | \$1,700,347 | \$362 | \$644 |
| Support services - general administration | \$3,318,773 | \$707 | \$462 |
| Support services - school based administration | \$4,411,161 | \$940 | \$1,007 |
| Central and other support services | \$1,675,027 | \$357 | \$671 |
| Operation and maintenance of plant | \$7,508,505 | \$1,600 | \$1,629 |
| Student transportation services | \$4,176,830 | \$1,089 | \$1,231 |
| Food services | . | . | \$13 |
| Enterprise operations | \$812,673 | \$173 | \$157 |
| Minor school construction | \$689,515 | \$147 | \$65 |
| Total | \$76,089,843 | \$15,437 | \$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 | \$6,600,057 | 43.0 | 29.7 |
| Instructional Aide Salaries | \$1,312,436 | 8.6 | 9.6 |
| Other Salaries | \$1,311,007 | 8.5 | 10.4 |
| Employee Benefits | \$1,875,899 | 12.2 | 13.0 |
| Purchased Services Other Than Transportation | \$370,917 | 2.4 | 5.5 |
| Special Education Tuition | \$2,411,697 | 15.7 | 22.6 |
| Supplies | \$59,796 | 0.4 | 0.6 |
| Property Services | \$1,870 | 0.0 | 0.4 |
| Purchased Services For Transportation | \$1,404,399 | 9.2 | 8.0 |
| Equipment | . | . | 0.2 |
| All Other Expenditures | . | . | 0.1 |
| Total | \$15,348,079 | 100.0 | 100.0 |
| Percent of Total Expenditures Used for Special Education | | 20.2 | 24.4 |

Expenditures by Revenue Source:⁴

2017-18

| | Percent of Total (%) Excluding School Construction |
|-----------------|--|
| Local | 89.6 |
| State | 8.6 |
| Federal | 1.8 |
| 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).

District Profile and Performance Report for School Year 2018-19

Shelton 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 | * | * | * | * | 0 | N/A |
| Asian | 139 | 84.3 | 139 | 84.7 | 64 | 81.2 |
| Black or African American | 155 | 65.0 | 154 | 59.5 | 65 | 55.9 |
| Hispanic or Latino of any race | 357 | 67.7 | 357 | 61.9 | 146 | 63.6 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * | 0 | N/A |
| Two or More Races | 93 | 79.8 | 93 | 75.5 | 40 | 74.2 |
| White | 1,755 | 75.4 | 1,755 | 70.8 | 762 | 69.8 |
| English Learners | 212 | 69.8 | 212 | 67.0 | 80 | 67.9 |
| Non-English Learners | 2,291 | 74.7 | 2,290 | 70.1 | 997 | 69.1 |
| Eligible for Free or Reduced-Price Meals | 750 | 67.9 | 750 | 62.3 | 308 | 63.5 |
| Not Eligible for Free or Reduced-Price Meals | 1,753 | 77.0 | 1,752 | 73.0 | 769 | 71.2 |
| Students with Disabilities | 377 | 52.8 | 378 | 45.9 | 154 | 50.6 |
| Students without Disabilities | 2,126 | 78.1 | 2,124 | 74.1 | 923 | 72.0 |
| High Needs | 1,036 | 66.2 | 1,037 | 60.7 | 418 | 61.8 |
| Non-High Needs | 1,467 | 80.0 | 1,465 | 76.2 | 659 | 73.6 |
| District | 2,503 | 74.3 | 2,502 | 69.8 | 1,077 | 69.0 |

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 | 85.8 | 86.2 | 85.0 | 92.7 | 1,416 | 87.2 |
| Curl Up | 88.8 | 85.1 | 92.1 | 97.5 | 1,416 | 90.7 |
| Push Up | 75.1 | 76.5 | 77.4 | 83.5 | 1,416 | 78.0 |
| Mile Run/PACER | 81.8 | 91.4 | 80.3 | 66.5 | 1,416 | 80.4 |
| All Tests - District | 64.0 | 65.5 | 58.2 | 63.9 | 1,416 | 62.8 |
| 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.

District Profile and Performance Report for School Year 2018-19

Shelton School District

Cohort Graduation: Four-Year¹

| | 2017-18 | |
|--|---------------------------|----------|
| | Cohort Count ² | Rate (%) |
| Black or African American | 16 | * |
| Hispanic or Latino of any race | 44 | 90.9 |
| English Learners | 7 | * |
| Eligible for Free or Reduced-Price Meals | 92 | 79.3 |
| Students with Disabilities | 34 | 52.9 |
| District | 359 | 90.0 |
| State | | 88.3 |

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

| | Participation ⁴ | Meeting Benchmark | |
|--|----------------------------|-------------------|----------|
| | Rate (%) | Count | Rate (%) |
| Female | 94.9 | 190 | 50.9 |
| Male | 96.3 | 197 | 52.0 |
| Black or African American | 90.5 | * | * |
| Hispanic or Latino of any race | 94.7 | 30 | 31.6 |
| White | 95.6 | 306 | 55.5 |
| English Learners | * | * | * |
| Eligible for Free or Reduced-Price Meals | 94.6 | 67 | 33.0 |
| Students with Disabilities | 67.9 | * | * |
| District | 95.6 | 387 | 51.5 |
| State | 95.9 | | 42.6 |

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

Copyright © 2019 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2019 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2019

College Entrance and Persistence

| | Class of 2018 | Class of 2017 |
|--|-----------------------|--------------------------|
| | Entrance ⁵ | Persistence ⁶ |
| | Rate (%) | Rate (%) |
| Female | 81.2 | 94.2 |
| Male | 70.5 | 90.5 |
| Black or African American | * | * |
| Hispanic or Latino of any race | 73.2 | 88.9 |
| White | 75.9 | 93.2 |
| English Learners | * | * |
| Eligible for Free or Reduced-Price Meals | 66.7 | 81.0 |
| Students with Disabilities | 24.0 | 90.5 |
| District | 75.8 | 92.4 |
| State | 71.0 | 87.8 |

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

District Profile and Performance Report for School Year 2018-19

Shelton 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 | 74.3 | 75 | 49.5 | 50 | 99.1 | 67.7 |
| | High Needs Students | 66.2 | 75 | 44.1 | 50 | 88.3 | 58.1 |
| Math Performance Index | All Students | 69.8 | 75 | 46.5 | 50 | 93.1 | 63.1 |
| | High Needs Students | 60.7 | 75 | 40.5 | 50 | 81.0 | 52.7 |
| Science Performance Index | All Students | 69.0 | 75 | 46.0 | 50 | 92.0 | 63.8 |
| | High Needs Students | 61.8 | 75 | 41.2 | 50 | 82.3 | 54.2 |
| ELA Academic Growth | All Students | 63.1% | 100% | 63.1 | 100 | 63.1 | 59.9% |
| | High Needs Students | 58.1% | 100% | 58.1 | 100 | 58.1 | 55.1% |
| Math Academic Growth | All Students | 67.8% | 100% | 67.8 | 100 | 67.8 | 62.5% |
| | High Needs Students | 59.6% | 100% | 59.6 | 100 | 59.6 | 55.2% |
| Progress Toward English Proficiency | Literacy | 66.2% | 100% | 33.1 | 50 | 66.2 | 60.0% |
| | Oral | 57.3% | 100% | 28.6 | 50 | 57.3 | 52.1% |
| Chronic Absenteeism | All Students | 7.1% | <=5% | 45.7 | 50 | 91.5 | 10.4% |
| | High Needs Students | 11.2% | <=5% | 37.7 | 50 | 75.4 | 16.1% |
| Preparation for CCR | % Taking Courses | 82.8% | 75% | 50.0 | 50 | 100.0 | 80.0% |
| | % Passing Exams | 51.5% | 75% | 34.3 | 50 | 68.6 | 42.6% |
| On-track to High School Graduation | | 90.2% | 94% | 48.0 | 50 | 95.9 | 88.0% |
| 4-year Graduation All Students (2018 Cohort) | | 90.0% | 94% | 95.7 | 100 | 95.7 | 88.3% |
| 6-year Graduation - High Needs Students (2016 Cohort) | | 83.3% | 94% | 88.7 | 100 | 88.7 | 83.3% |
| Postsecondary Entrance (Class of 2018) | | 75.8% | 75% | 100.0 | 100 | 100.0 | 70.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 95.5% 62.8% | 75% | 41.9 | 50 | 83.7 | 96.4% 52.9% |
| Arts Access | | 30.3% | 60% | 25.2 | 50 | 50.5 | 51.9% |
| Accountability Index | | | | 1145.3 | 1450 | 79.0 | |

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 | 66.2 | 8.8 | 15.4 | |
| Math Performance Index Gap | 75.0 | 60.7 | 14.3 | 17.6 | |
| Science Performance Index Gap | 73.6 | 61.8 | 11.8 | 16.1 | |
| Graduation Rate Gap | 94.0% | 83.3% | 10.7% | 11.1% | N |

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 | 99.3 |
| | High Needs Students | 98.8 |
| Math | All Students | 99.3 |
| | High Needs Students | 98.9 |
| Science | All Students | 98.3 |
| | High Needs Students | 97.3 |

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: 54.3 State: 51.5

District Profile and Performance Report for School Year 2018-19

Shelton School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The SPSS requires that all individual schools compile a school improvement plan based on individual school needs, student achievement, and in alignment with the District's Improvement plans whose goals are listed below. Literacy:.. 83% of the total number of students in grades 3-11 will meet or exceed the year end proficiency performance level as measured by RI assessment.

60% of the total number of EL students in grades 3-11 will meet or exceed the year end proficiency performance levels as measured by RI assessment.

Numeracy:.. By spring 2019, the achievement level average of students in grades 3 -10 will meet or exceed the 80th percentile as measured by the NWEA map math assessment.

Science:.. By spring 2019, the achievement level average of students in grades 5 -10 will meet or exceed the 90th percentile as measured by the NWEA Science assessment.

Strategic Planning:.. By spring 2019 100% of all stakeholders will receive communication regarding Shelton's "Vision of the Graduate".

Shelton has also created a District Attendance Committee which has realigned the district's Attendance and Truancy Policies and will institute a fixed protocol in 2018-19 that will support the district's outreach worker in her effort to combat chronic truancy through school meetings, support services, and direct communication with families and students requiring school attendance support.

Shelton's Student and Support Services department has implemented a new PPT calendar based on student birthdays so that PPTs are held according to a calendar that is individualized, timely, and addresses individual student needs based on progress rather than academic calendar.

This district's outreach to educational families is supported by our student management system (Infinite Campus) and its parent portal which provides parents access to student progress, assessment outcomes, school activities and events, and individual school communications. The district website provides access to IC, important school district information, calendars, and data regarding district initiatives and curricula. In addition emergency announcements are accessed through the district website and by electronic mail through Campus Messenger.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Through our monitoring of program and curriculum development the SPSS provides our students and staff with a diversified educational experience. On the elementary level (grades K-8) our PBIS Plan provides developmental guidance lessons that are conducted in all classrooms by school counselors to address bias and to create a safe environment for learning. Lessons are focused on the areas of tolerance, diversity awareness, community building, and bullying. When students experience these scenarios in a non-threatening way they can internalize realities other than their own. A strong sense of community exists and is supported in all of our schools exhibited by various initiatives such as: food drives, winter coat donations, holiday giving, book drives, charitable donations, community service, and volunteering. Inter-district programs as well as PTO sponsored cultural arts events continue to provide students the opportunity to celebrate cultural similarities and differences and foster mutual respect for different ethnic backgrounds. In addition students participate in system-wide Junior Achievement Programs where parent and community volunteers provide career lessons that are grade level appropriate and support the district's goal to reduce economic isolation.

Shelton's Mentoring Program pairs at-risk students with strong role models from business and industry from the greater Shelton community. Mentors make a concerted effort to remain with their mentees until they graduate from our system creating a far reaching bond in and among participants.

On all grade levels students are heterogeneously grouped, inclusive of all ability levels, races, genders, special needs, and English language learners. This assimilation celebrates the fact that heterogeneity and diversity are the strength of our school, community, and nation. In addition SPSS sends students to the following culturally rich o-o-d programs: The Educational Center for the Arts, The Regional Center for the Arts, Discovery Magnet, Six to Six Magnet School in New Haven, Fairchild Wheeler and Bridgeport Aquaculture among others smaller placements in a variety of New Haven Magnets.

District Profile and Performance Report for School Year 2018-19

Shelton School District

Equitable Allocation of Resources among District Schools

SBOE policy guarantees a base level of materials & financial resources to each school contingent on needs. The needs of all students, age of school facilities, grant monies, NEASC reports, and environmental tests results serve to further allocate funds. State and federal legislation such as LRE, indoor air quality, green cleaning, and compliance reviews are considered. Shelton's long-range objectives continue to be updated to suit the district's instructional goals, tech needs, and facility infrastructure. Meetings with PTOs ensure the greater school community has input into the budget making process. Safety, security, facility improvement, and air quality are continually addressed. All SPSS's facility improvements and projects are supported by the district's equitable allocation of resources. PD of certified staff is directly aligned to the DIP, Individual SIPs, curriculum initiatives-revisions, and student achievement. New initiatives, supplies, equipment, and programs are funded equitably based on student-faculty-staff-building needs. SBOE budget is posted on the website after the district/public participation in SBOE finance committee budget building process is complete.