

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



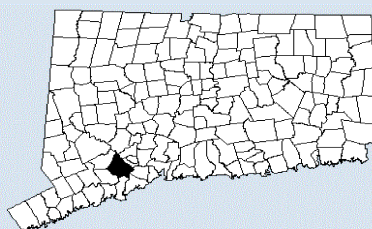
Shelton School District

Mr. Freeman Burr, Superintendent • 203-924-1023 • www.sheltonpublicschools.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	14
Enrollment	4,925
Per Pupil Expenditures ¹	\$13,793
Total Expenditures ¹	\$70,852,280

¹Expenditure data reflect the 2014-15 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,382	48.4	48.3
Male	2,543	51.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	319	6.5	4.9
Black or African American	211	4.3	12.8
Hispanic or Latino	572	11.6	23.0
Pacific Islander	*	*	0.0
Two or More Races	139	2.8	2.7
White	3,672	74.6	55.9
English Learners	212	4.3	6.4
Eligible for Free or Reduced-Price Meals	1,090	22.1	38.0
Students with Disabilities ¹	662	13.4	13.7

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	315	13.4	74	3.1
Male	335	13.4	181	7.1
Black or African American	29	13.2	15	6.7
Hispanic or Latino	99	17.8	46	8.0
White	471	13.1	186	5.1
English Learners	32	13.9	7	3.0
Eligible for Free or Reduced-Price Meals	239	23.4	114	9.8
Students with Disabilities	121	19.0	66	9.0
District	650	13.4	255	5.2
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 11

Number of school-based arrests: 7

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	296.6
Paraprofessional Instructional Assistants	48.3
Special Education	
Teachers and Instructors	50.7
Paraprofessional Instructional Assistants	75.8
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	22.4
Library/Media	
Specialists (Certified)	6.2
Support Staff	0.0
Instructional Specialists Who Support Teachers	15.9
Counselors, Social Workers and School Psychologists	24.1
School Nurses	12.0
Other Staff Providing Non-Instructional Services/Support	228.0

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	2	0.5	1.0
Black or African American	1	0.2	3.5
Hispanic or Latino	2	0.5	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	423	98.8	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.2	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	11	28.2	23	74.2
White	166	54.6	281	83.4
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	28	48.3	51	75.0
Students with Disabilities	18	46.2	21	47.7
District	200	51.7	336	81.0
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	22	29.7
Emotional Disturbance	18	51.4
Intellectual Disability	*	*
Learning Disability	165	55.9
Other Health Impairment	55	52.4
Other Disabilities	*	*
Speech/Language Impairment	35	52.2
District	299	49.1
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	77	1.5	1.6
Emotional Disturbance	35	0.7	1.0
Intellectual Disability	19	0.4	0.5
Learning Disability	296	5.8	4.6
Other Health Impairment	108	2.1	2.8
Other Disabilities	28	0.6	1.0
Speech/Language Impairment	84	1.7	1.9
All Disabilities	647	12.7	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	42,901,771	8,711	9,387
Instructional Supplies and Equipment	1,712,752	348	318
Improvement of Instruction and Educational Media Services	1,475,150	300	541
Student Support Services	2,724,005	553	1,048
Administration and Support Services	7,300,421	1,482	1,790
Plant Operation and Maintenance	7,889,306	1,602	1,608
Transportation	3,788,176	694	845
Costs of Students Tuitioned Out	2,314,611	N/A	N/A
Other	746,088	151	194
Total	70,852,280	13,793	15,762

Additional Expenditures

Land, Buildings, and Debt Service	5,763,224	1,170	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	6,660,579	48.2	35.1
Noncertified Personnel	1,790,957	13.0	14.5
Purchased Services	252,318	1.8	5.5
Tuition to Other Schools	2,016,327	14.6	21.6
Special Ed. Transportation	1,101,655	8.0	8.3
Other Expenditures	1,995,658	14.4	15.0
Total Expenditures	13,817,494	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	87.4	89.0
State	10.8	9.0
Federal	1.4	1.5
Tuition & Other	0.4	0.4

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).

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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	*	*	*	*	*	*
Asian	169	83.8	169	79.2	68	68.7
Black or African American	124	67.7	124	57.9	41	50.4
Hispanic or Latino	280	66.0	280	57.8	127	55.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	86	76.2	86	67.0	34	61.2
White	1971	75.1	1967	68.3	880	63.3
English Learners	131	65.3	130	58.9	43	47.7
Non-English Learners	2506	74.8	2503	67.8	1113	62.8
Eligible for Free or Reduced-Price Meals	583	65.4	582	58.0	265	56.5
Not Eligible for Free or Reduced-Price Meals	2054	76.9	2051	70.1	891	64.0
Students with Disabilities	436	55.4	435	48.9	181	45.5
Students without Disabilities	2201	78.1	2198	71.1	975	65.4
High Needs	920	63.8	918	57.0	398	53.4
Non-High Needs	1717	80.0	1715	73.0	758	66.9
District	2637	74.4	2633	67.4	1156	62.3

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	88.0	83.5	93.6	86.5	1,452	88.2
Curl Up	85.0	82.1	87.1	97.0	1,452	87.4
Push Up	69.9	76.3	82.6	66.3	1,452	74.4
Mile Run/PACER	75.4	83.2	91.2	79.2	1,452	82.7
All Tests - District	50.8	60.3	74.0	55.1	1,452	60.8
All Tests - State	50.6	49.8	50.6	51.1		50.5

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.

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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	22	86.4	78.9	Yes	80.8
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	113	89.4	81.0	Yes	82.6
Students with Disabilities	42	64.3	63.5	Yes	67.3
District	370	94.1	89.8	Yes	90.3
State ⁴		87.2			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.2	204	51.6
Male	95.1	193	47.4
Black or African American	100.0	12	32.4
Hispanic or Latino	97.1	14	20.0
White	95.9	335	52.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.4	30	23.8
Students with Disabilities	56.0	*	*
District	96.1	397	49.5
State	95.6		40.7

⁵College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

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

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

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

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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	80.1	95.3
Male	75.4	87.3
Black or African American	*	*
Hispanic or Latino	85.7	90.5
White	76.7	91.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	62.4	89.4
Students with Disabilities	32.4	*
District	77.8	91.7
State	71.9	88.3

⁷College 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.

⁸College 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

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	74.4	75	49.6	50	99.2	67.7
	High Needs Students	63.8	75	42.5	50	85.1	56.7
Math Performance Index	All Students	67.4	75	44.9	50	89.9	61.4
	High Needs Students	57.0	75	38.0	50	76.0	49.9
Science Performance Index	All Students	62.3	75	41.5	50	83.0	57.5
	High Needs Students	53.4	75	35.6	50	71.2	47.0
ELA Academic Growth	All Students	69.2%	100%	69.2	100	69.2	63.8%
	High Needs Students	60.6%	100%	60.6	100	60.6	58.3%
Math Academic Growth	All Students	70.5%	100%	70.5	100	70.5	65.0%
	High Needs Students	65.4%	100%	65.4	100	65.4	57.4%
Chronic Absenteeism	All Students	13.4%	<=5%	33.2	50	66.4	9.6%
	High Needs Students	19.2%	<=5%	21.5	50	43.1	15.6%
Preparation for CCR	% Taking Courses	66.8%	75%	44.6	50	89.1	67.6%
	% Passing Exams	49.5%	75%	33.0	50	66.0	40.7%
On-track to High School Graduation		94.1%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		94.1%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		82.9%	94%	88.2	100	88.2	78.6%
Postsecondary Entrance (Class of 2015)		77.8%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.7% 60.8%	75%	40.5	50	81.1	89.2% 50.5%
Arts Access		24.7%	60%	20.6	50	41.2	47.5%
Accountability Index				1049.5	1350	77.7	

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	63.8	11.2	16.5	
Math Performance Index Gap	73.0	57.0	15.9	18.9	
Science Performance Index Gap	66.9	53.4	13.5	17.2	
Graduation Rate Gap	94.0%	82.9%	11.1%	15.3%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.7
	High Needs Students	98.0
Math	All Students	98.5
	High Needs Students	97.7
Science	All Students	98.7
	High Needs Students	96.9

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: 57.8

State: 51.4

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 2015-16

Shelton School District

Narratives

SPSS provides our students a diversified educational experience through program monitoring & curriculum development. In K-8 our PBS Plan provides guidance lessons for all classes delivered by school counselors to address bias & create a safe environment for learning. Lessons focus on tolerance, diversity awareness, and bullying. Schools hold “diversity day” where students experience limitations ie: physical limits, a hearing disability, or to be from a different race or economic class. These experiences in a non-threatening way internalize realities other than their own.

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A sense of community exists and is supported in all of our schools by: food & winter coat drives, holiday giving, book drives, charitable donations, community service, & volunteering. Inter-district programs & PTO sponsored cultural arts events provide students the opportunity to celebrate cultural similarities/differences & foster mutual respect for other ethnic backgrounds. Students participate in system-wide Junior Achievement career lessons that reduce economic isolation.

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Our Mentoring Program pairs at-risk students with strong community role models from business and industry. 120 mentors meet weekly with students.

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Students in grades 7-12 are heterogeneously grouped, inclusive of ability levels, races, genders, and ELLs. Heterogeneity and diversity is the strength of our schools, community, and nation.

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United Way Student Volunteer Council benefits valley families through: VUW Bowl-a-thon, Special Olympics, Penguin Plunge, Relay for Life, Valley Goes Pink, Acts of Kindness, I Won't Stand For It Day, Spooner House and SPS Food Bank. A “Best Buddies”, “unified” basketball, track, and cheer leading teams bring students together in an inclusive environment. We send students to culturally rich inter-district programs: ECA (14); RCA (24), Discovery(25), 6to6 Magnet in NH(16), Fairchild Wheeler (45) and Bpt Aquaculture (94) among others smaller placements in a variety NH Magnets.

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Shelton's BOE and Admins support and plan opportunities for students to interact and understand the world around them through embedded curriculum tasks and units of study.

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District Profile and Performance Report for School Year 2015-16

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 ESSA, 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 PTA-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. Professional Learning Activities of certified staff is directly aligned to the District Improvement Plan, Individual School Improvement Plans, 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 district/public par