

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



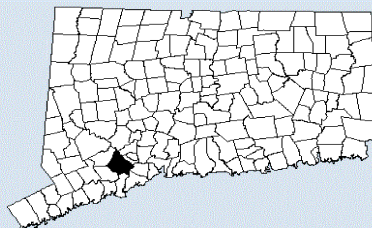
Shelton School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	4,947
Per Pupil Expenditures ¹	\$13,503
Total Expenditures ¹	\$69,390,319

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	2,424	49.0	48.3
Male	2,523	51.0	51.6
American Indian or Alaska Native	*	*	0.2
Asian	309	6.2	4.7
Black or African American	217	4.4	12.9
Hispanic or Latino	477	9.6	22.1
Pacific Islander	*	*	0.0
Two or More Races	70	1.4	2.5
White	3,864	78.1	57.2
English Language Learners	190	3.8	6.3
Eligible for Free or Reduced-Price Meals	1,105	22.3	37.6
Students with Disabilities ¹	648	13.1	13.3

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	302 12.6	64 2.6
Male	283 11.4	174 6.8
Black or African American	17 8.8	19 9.6
Hispanic or Latino	100 19.3	38 7.1
White	425 11.4	172 4.5
English Language Learners	16 10.3	10 5.0
Eligible for Free or Reduced-Price Meals	244 23.1	107 9.2
Students with Disabilities	112 18.1	54 7.3
District	585 12.0	238 4.7
State	10.6	7.2

Number of students in 2013-14 qualified as truant under state statute: 13

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	300.0
Paraprofessional Instructional Assistants	44.0
Special Education	
Teachers and Instructors	48.2
Paraprofessional Instructional Assistants	68.0
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	22.0
Library/Media	
Specialists (Certified)	6.1
Support Staff	0.0
Instructional Specialists Who Support Teachers	14.1
Counselors, Social Workers and School Psychologists	23.6
School Nurses	12.0
Other Staff Providing Non-Instructional Services/Support	232.4

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	1.0
Black or African American	1	0.2	3.5
Hispanic or Latino	3	0.7	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	417	98.4	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.4	9.2

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	17	60.7	22	91.7
White	251	76.5	319	97.3
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	46	68.7	74	93.7
Students with Disabilities	23	69.7	39	90.7
District	303	74.6	370	96.4
State		58.4		73.8

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	32.4
Emotional Disturbance	16	55.2
Intellectual Disability	*	*
Learning Disability	161	59.9
Other Health Impairment	65	59.6
Other Disabilities	*	*
Speech/Language Impairment	55	59.8
District	322	54.0
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	68	1.3	1.5
Emotional Disturbance	29	0.6	1.0
Intellectual Disability	15	0.3	0.5
Learning Disability	269	5.3	4.4
Other Health Impairment	111	2.2	2.6
Other Disabilities	28	0.6	1.0
Speech/Language Impairment	103	2.0	1.9
All Disabilities	623	12.3	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	20	3.2	8.1
Private Schools or Other Settings	10	1.6	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	42,704,128	8,611	9,134
Instructional Supplies and Equipment	849,623	171	334
Improvement of Instruction and Educational Media Services	1,373,349	277	498
Student Support Services	2,141,703	432	1,001
Administration and Support Services	7,093,334	1,430	1,694
Plant Operation and Maintenance	7,939,140	1,601	1,572
Transportation	4,373,408	748	813
Costs of Students Tuitioned Out	2,177,662	N/A	N/A
Other	737,972	149	186
Total	69,390,319	13,503	15,289

Additional Expenditures

Land, Buildings, and Debt Service	7,723,825	1,558	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	6,066,126	45.5	35.1
Noncertified Personnel	1,967,603	14.7	14.2
Purchased Services	271,726	2.0	5.2
Tuition to Other Schools	1,902,090	14.3	22.0
Special Ed. Transportation	1,211,721	9.1	8.6
Other Expenditures	1,920,776	14.4	14.9
Total Expenditures	13,340,042	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	89.9	88.8
State	8.2	9.1
Federal	1.9	2.1
Tuition & Other	0.0	0.0

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	183	82.9	183	77.2	69	67.5
Black or African American	117	64.9	118	52.7	46	54.4
Hispanic or Latino	256	66.7	256	56.8	116	54.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	31	74.4	31	62.4	*	*
White	2093	74.3	2093	65.7	923	61.6
English Language Learners	123	66.5	123	57.8	36	47.6
Non-English Language Learners	2562	74.1	2563	65.4	1126	61.2
Eligible for Free or Reduced-Price Meals	553	65.2	553	55.8	252	53.5
Not Eligible for Free or Reduced-Price Meals	2132	76.0	2133	67.4	910	62.8
Students with Disabilities	425	54.6	426	46.2	174	47.8
Students without Disabilities	2260	77.4	2260	68.5	988	63.1
High Needs	895	63.2	894	54.4	380	52.9
Non-High Needs	1790	79.0	1792	70.3	782	64.6
District	2685	73.8	2686	65.0	1162	60.8

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	78.4	76.7	82.9	88.3	1,500	81.3
Curl Up	84.6	81.1	86.6	95.1	1,500	86.5
Push Up	68.4	72.9	80.0	71.2	1,500	73.5
Mile Run/PACER	75.1	89.1	83.4	73.8	1,500	80.9
All Tests - District	49.5	52.7	67.7	54.7	1,500	56.7
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	36	77.8	77.0	Yes	78.9
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	89	79.8	79.4	Yes	81.0
Students with Disabilities	33	51.5	59.7	No	63.5
District	369	91.3	89.3	Yes	89.8
State ⁴		87.0			

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 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	75.6	172	42.8
Male	75.0	170	43.8
Black or African American	61.8	7	20.6
Hispanic or Latino	67.3	11	21.2
White	76.2	297	45.3
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	52.7	33	22.6
Students with Disabilities	*	*	*
District	75.3	342	43.3
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	80.0	92.4
Male	72.4	85.6
Black or African American	*	*
Hispanic or Latino	66.7	81.5
White	76.7	89.6
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	58.3	87.0
Students with Disabilities	50.0	*
District	76.4	88.9
State	72.6	88.8

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 first 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	73.8	75	98.4	100	98.4	67.9
	High Needs Students	63.2	75	84.3	100	84.3	56.7
Math Performance Index	All Students	65.0	75	86.7	100	86.7	59.3
	High Needs Students	54.4	75	72.6	100	72.6	47.8
Science Performance Index	All Students	60.8	75	81.1	100	81.1	56.5
	High Needs Students	52.9	75	70.5	100	70.5	45.9
Chronic Absenteeism	All Students	12.0%	<=5%	36.0	50	72.0	10.6%
	High Needs Students	19.4%	<=5%	21.2	50	42.3	17.3%
Preparation for CCR	% Taking Courses	85.2%	75%	50.0	50	100.0	66.1%
	% Passing Exams	43.3%	75%	28.9	50	57.7	37.3%
On-track to High School Graduation		95.8%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		91.3%	94%	97.2	100	97.2	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		84.3%	94%	89.7	100	89.7	77.6%
Postsecondary Entrance (Class of 2014)		76.8%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		93.8% 56.7%	75%	37.8	50	75.6	87.6% 51.0%
Arts Access		30.3%	60%	25.3	50	50.5	45.7%
Accountability Index				1029.3	1250	82.3	

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	63.2	11.8	17.3	
Math Performance Index Gap	70.3	54.4	15.8	19.6	
Science Performance Index Gap	64.6	52.9	11.8	17.2	
Graduation Rate Gap	94.0%	84.3%	9.7%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.7
	High Needs Students	98.1
Math	All Students	98.9
	High Needs Students	98.4
Science	All Students	99.2
	High Needs Students	98.7

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: 57.0 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Shelton School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools