

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



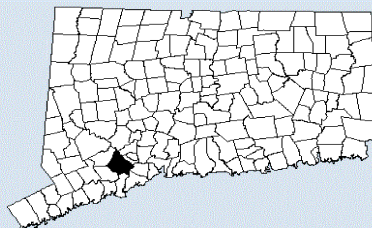
Shelton School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	14
Enrollment	4,674
Per Pupil Expenditures ¹	\$15,824
Total Expenditures ¹	\$77,522,732

¹ Expenditure data reflect the 2018-19 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 2019-20 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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	2,416	51.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	259	5.5	5.2
Black or African American	323	6.9	12.7
Hispanic or Latino of any race	789	16.9	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	150	3.2	3.8
White	3,144	67.3	51.1
English Learners	258	5.5	8.3
Eligible for Free or Reduced-Price Meals	1,445	30.9	43.3
Students with Disabilities ³	702	15.0	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	227	10.2	51	2.2
Male	261	11.0	152	6.1
Black or African American	40	12.4	31	9.2
Hispanic or Latino of any race	106	13.4	49	5.9
White	319	10.4	110	3.4
English Learners	25	9.6	*	*
Eligible for Free or Reduced-Price Meals	245	17.3	116	7.2
Students with Disabilities	115	17.3	62	7.9
District	488	10.6	203	4.2
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 62

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ This 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 2019-20

Shelton School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	281.4
Paraprofessional Instructional Assistants	35.8
Special Education	
Teachers and Instructors	53.3
Paraprofessional Instructional Assistants	103.0
Administrators, Coordinators and Department Chairs	
District Central Office	9.2
School Level	18.2
Library/Media	
Specialists (Certified)	7.6
Support Staff	0.0
Instructional Specialists Who Support Teachers	20.6
Counselors, Social Workers and School Psychologists	24.8
School Nurses	11.0
Other Staff Providing Non-Instructional Services/Support	248.2

¹ 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.

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	1.2
Black or African American	2	0.5	4.0
Hispanic or Latino of any race	1	0.2	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.2	0.1
White	411	98.3	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.3	10.4

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	11	52.4	23	82.1
Hispanic or Latino of any race	36	67.9	35	89.7
White	159	70.4	259	90.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	70	70.0	90	87.4
Students with Disabilities	35	74.5	44	89.8
District	237	69.7	348	90.2
State		75.8		84.8

² College-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	40	44.4
Emotional Disturbance	15	44.1
Intellectual Disability	8	36.4
Learning Disability	177	58.2
Other Health Impairment	55	57.9
Other Disabilities	7	25.0
Speech/Language Impairment	33	62.3
District	335	53.5
State		67.8

³ 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).

District Profile and Performance Report for School Year 2019-20

Shelton School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	98	2.0	2.0
Emotional Disturbance	34	0.7	1.1
Intellectual Disability	22	0.5	0.5
Learning Disability	304	6.4	5.7
Other Health Impairment	96	2.0	3.3
Other Disabilities	39	0.8	1.1
Speech/Language Impairment	70	1.5	1.8
All Disabilities	663	13.9	15.6

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	21	3.2	8.2
Private Schools or Other Settings	19	2.9	5.0

² 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 Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$46,516,976	\$9,495	\$10,923
Support services - students	\$8,154,857	\$1,739	\$1,277
Support services - instruction	\$1,457,704	\$311	\$682
Support services - general administration	\$614,005	\$131	\$467
Support services - school based administration	\$4,688,084	\$1,000	\$1,021
Central and other support services	\$1,434,898	\$306	\$679
Operation and maintenance of plant	\$8,684,159	\$1,852	\$1,718
Student transportation services	\$5,373,791	\$1,093	\$1,288
Food services	.	.	\$12
Enterprise operations	\$598,257	\$128	\$163
Minor school construction	.	.	\$59
Total	\$77,522,732	\$15,824	\$17,629

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$7,304,758	39.2	28.5
Instructional Aide Salaries	\$1,615,325	8.7	10.1
Other Salaries	\$748,707	4.0	11.1
Employee Benefits	\$2,114,631	11.4	13.0
Purchased Services Other Than Transportation	\$1,214,584	6.5	5.7
Special Education Tuition	\$3,759,577	20.2	22.5
Supplies	\$72,580	0.4	0.6
Property Services	\$4,750	0.0	0.3
Purchased Services For Transportation	\$1,749,901	9.4	8.0
Equipment	\$33,942	0.2	0.2
All Other Expenditures	.	.	0.1
Total	\$18,618,755	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.0	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	87.3
State	10.3
Federal	2.5
Tuition & Other	.

⁴ 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).

District Profile and Performance Report for School Year 2019-20 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ 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. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

District Profile and Performance Report for School Year 2019-20 Shelton School District

Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	16	*
Hispanic or Latino of any race	52	90.4
English Learners	12	*
Eligible for Free or Reduced-Price Meals	139	83.5
Students with Disabilities	49	57.1
District	378	90.5
State		88.5

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

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	80.0	95.7
Male	74.2	90.7
Black or African American	*	*
Hispanic or Latino of any race	66.0	96.7
White	79.8	93.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	63.7	94.6
Students with Disabilities	46.9	*
District	77.1	93.4
State	71.5	87.5

³ College 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.

⁴ College 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 2019-20

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	73.2%	100%	60.4%
	Oral	70.2%	100%	57.6%
Chronic Absenteeism	All Students	10.6%	<=5%	12.2%
	High Needs Students	15.7%	<=5%	18.0%
Preparation for CCR	% Taking Courses	80.6%	75%	80.4%
On-track to High School Graduation		88.0%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		90.5%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		86.1%	94%	84.5%
Postsecondary Entrance (Class of 2019)		77.0%	75%	71.5%
Arts Access		32.0%	60%	51.8%

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
Graduation Rate Gap	94.0%	86.1%	7.9%	10.9%	N

¹ 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.

² 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.

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

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. Due to the COVID-19 pandemic, leading to the closure of school buildings, the cancellation of state-wide assessments, the rapid transition to remote learning models, and the impacts on social and emotional well-being, the Shelton School District is committed to setting the foundational knowledge of what social-emotional learning is and how to improve it to strengthen our students, staff, and family's overall well-being. Our goals are that all students Pre K - 12 will develop self-awareness and self-management skills to support academic and social success and have opportunities to use social awareness and responsible decision making skills to establish and maintain healthy relationships. It is our intent to blend this focus into the work of our Strategic Planning: Shelton's "Vision of the Graduate". Shelton has a District Attendance Committee which has realigned the district's Attendance and Truancy Policies and established protocols that 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 a 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 trail 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. 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 programs: The Educational Center for the Arts, The Regional Center for the Arts, Discovery Magnet, Six to Six Magnet School, Fairchild Wheeler and Bridgeport Aquaculture among other smaller placements in a variety of New Haven Magnets. We also partner with organizations such as the Valley NAACP and the Anti-Defamation League to provide staff with necessary professional learning to properly address and instruct our growing.

District Profile and Performance Report for School Year 2019-20

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. Professional Learning 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 process is finalized.