

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



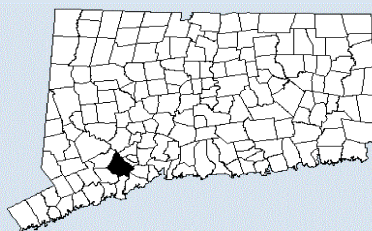
Shelton School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	14
Enrollment	4,720
Per Pupil Expenditures ¹	\$14,477
Total Expenditures ¹	\$73,024,039

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,275	48.2	48.4
Male	2,445	51.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	308	6.5	5.1
Black or African American	252	5.3	12.8
Hispanic or Latino	675	14.3	24.8
Pacific Islander	*	*	0.1
Two or More Races	158	3.3	3.3
White	3,318	70.3	53.6
English Learners	224	4.7	7.2
Eligible for Free or Reduced-Price Meals	1,041	22.1	36.7
Students with Disabilities ¹	684	14.5	14.8

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	229	10.3	91	4.0
Male	243	10.0	205	8.2
Black or African American	26	9.8	26	9.5
Hispanic or Latino	83	12.6	59	8.7
White	328	10.1	196	5.9
English Learners	21	8.6	9	3.7
Eligible for Free or Reduced-Price Meals	215	16.5	141	10.1
Students with Disabilities	112	17.2	81	10.5
District	472	10.1	296	6.2
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 85

Number of school-based arrests: 15

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	289.8
Paraprofessional Instructional Assistants	40.5
Special Education	
Teachers and Instructors	54.7
Paraprofessional Instructional Assistants	85.0
Administrators, Coordinators and Department Chairs	
District Central Office	8.8
School Level	19.8
Library/Media	
Specialists (Certified)	8.1
Support Staff	0.0
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	244.0

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	1.1
Black or African American	2	0.5	3.7
Hispanic or Latino	2	0.5	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.2	0.1
White	426	98.4	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	10.5

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	*	*	8	*
Hispanic or Latino	23	46.9	30	68.2
White	175	65.3	194	72.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	58	58.0	50	62.5
Students with Disabilities	14	50.0	32	66.7
District	224	62.6	258	71.9
State		69.3		80.1

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	34	42.5
Emotional Disturbance	23	48.9
Intellectual Disability	*	*
Learning Disability	176	60.1
Other Health Impairment	55	57.3
Other Disabilities	*	*
Speech/Language Impairment	41	69.5
District	336	54.1
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	82	1.7	1.8
Emotional Disturbance	47	1.0	1.1
Intellectual Disability	28	0.6	0.5
Learning Disability	295	6.1	5.2
Other Health Impairment	97	2.0	3.1
Other Disabilities	35	0.7	1.1
Speech/Language Impairment	69	1.4	1.8
All Disabilities	653	13.5	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	27	4.1	8.3
Private Schools or Other Settings	22	3.4	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	44,086,906	9,215	9,847
Instructional Supplies and Equipment	719,022	150	287
Improvement of Instruction and Educational Media Services	1,616,852	338	589
Student Support Services	4,166,368	871	1,120
Administration and Support Services	6,845,346	1,431	1,905
Plant Operation and Maintenance	8,069,179	1,687	1,648
Transportation	4,136,615	765	904
Costs of Students Tuitioned Out	2,496,096	N/A	N/A
Other	887,655	186	208
Total	73,024,039	14,477	16,535

Additional Expenditures

Land, Buildings, and Debt Service	6,470,730	1,353	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	7,900,746	49.8	33.8
Noncertified Personnel	2,226,285	14.0	14.5
Purchased Services	268,611	1.7	5.5
Tuition to Other Schools	2,199,155	13.9	23.4
Special Ed. Transportation	1,254,181	7.9	8.7
Other Expenditures	2,012,370	12.7	14.1
Total Expenditures	15,861,348	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	81.5	87.5
State	16.4	10.3
Federal	2.1	2.3
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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	154	84.1	154	83.5
Black or African American	117	67.9	117	60.1
Hispanic or Latino	334	68.9	333	62.1
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	97	77.7	97	71.3
White	1768	75.5	1767	71.0
English Learners	213	72.2	213	69.3
Non-English Learners	2261	75.2	2259	70.1
Eligible for Free or Reduced-Price Meals	661	68.2	660	62.5
Not Eligible for Free or Reduced-Price Meals	1813	77.4	1812	72.8
Students with Disabilities	344	54.6	343	47.4
Students without Disabilities	2130	78.2	2129	73.7
High Needs	950	66.5	948	60.8
Non-High Needs	1524	80.1	1524	75.8
District	2474	74.9	2472	70.1

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	89.1	86.2	90.9	88.7	1,386	88.7
Curl Up	84.5	85.1	82.0	98.3	1,386	87.4
Push Up	76.7	76.5	74.3	73.8	1,386	75.3
Mile Run/PACER	74.5	91.4	86.0	77.9	1,386	82.7
All Tests - District	59.1	65.5	64.9	59.3	1,386	62.3
All Tests - State	53.2	51.4	50.5	45.6		50.1

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

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	44	86.4
English Learners	6	*
Eligible for Free or Reduced-Price Meals	106	82.1
Students with Disabilities	53	75.5
District	397	92.4
State		87.9

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 2016-17 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.4	202	56.9
Male	94.8	202	55.8
Black or African American	85.7	9	32.1
Hispanic or Latino	95.7	28	30.1
White	94.2	322	60.2
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.0	64	35.6
Students with Disabilities	57.9	*	*
District	94.6	404	56.3
State	96.3		44.8

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

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 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 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	84.2	91.8
Male	75.5	92.4
Black or African American	*	*
Hispanic or Latino	71.1	87.5
White	79.9	92.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	61.1	84.5
Students with Disabilities	46.7	*
District	79.7	92.1
State	70.9	88.3

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

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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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	74.9	75	49.9	50	99.9	67.6
	High Needs Students	66.5	75	44.3	50	88.7	57.5
Math Performance Index	All Students	70.1	75	46.7	50	93.4	62.7
	High Needs Students	60.8	75	40.6	50	81.1	52.0
ELA Academic Growth	All Students	63.3%	100%	63.3	100	63.3	60.7%
	High Needs Students	58.4%	100%	58.4	100	58.4	55.6%
Math Academic Growth	All Students	69.7%	100%	69.7	100	69.7	61.9%
	High Needs Students	64.5%	100%	64.5	100	64.5	55.4%
Chronic Absenteeism	All Students	10.1%	<=5%	39.7	50	79.4	10.7%
	High Needs Students	14.9%	<=5%	30.2	50	60.5	16.6%
Preparation for CCR	% Taking Courses	67.2%	75%	44.8	50	89.6	74.8%
	% Passing Exams	56.3%	75%	37.6	50	75.1	44.8%
On-track to High School Graduation		93.9%	94%	50.0	50	99.9	87.5%
4-year Graduation All Students (2017 Cohort)		92.4%	94%	98.3	100	98.3	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		88.3%	94%	94.0	100	94.0	81.8%
Postsecondary Entrance (Class of 2017)		79.7%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.6% 62.3%	75%	41.5	50	83.0	96.6% 50.1%
Arts Access		33.2%	60%	27.7	50	55.3	51.2%
Accountability Index				1001.1	1250	80.1	

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	66.5	8.5	15.9	
Math Performance Index Gap	75.0	60.8	14.2	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	88.3%	5.7%	12.7%	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	98.9
	High Needs Students	98.0
Math	All Students	98.8
	High Needs Students	97.9
Science	All Students	98.2
	High Needs Students	96.2

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 State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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: 1. 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.

2. 55% 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: 1. By spring 2017, 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:** 1. By spring 2017, the achievement level average of students in grades 5 -10 will meet or exceed the 85th percentile as measured by the NWEA Science assessment.

Strategic Planning: 1. 100% of the students in the targeted grade level groups will participate in the milestones identified in the Strategic Plan.

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 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.

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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 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. 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.