

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



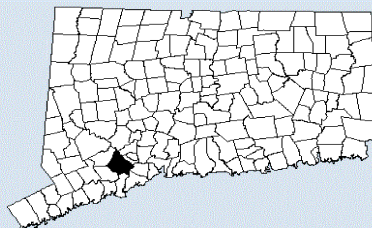
Shelton School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	14
Enrollment	4,815
Per Pupil Expenditures ¹	\$13,973
Total Expenditures ¹	\$72,103,204

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

Contents

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

Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,306	47.9	48.4
Male	2,509	52.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	305	6.3	5.1
Black or African American	243	5.0	12.9
Hispanic or Latino	604	12.5	24.0
Pacific Islander	*	*	0.1
Two or More Races	149	3.1	2.9
White	3,507	72.8	54.8
English Learners	229	4.8	6.8
Eligible for Free or Reduced-Price Meals	1,037	21.5	35.9
Students with Disabilities ¹	679	14.1	14.3

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	231	10.1	84	3.6
Male	258	10.6	156	6.2
Black or African American	23	9.6	17	6.9
Hispanic or Latino	96	16.1	54	8.8
White	333	9.7	160	4.6
English Learners	26	11.2	8	3.4
Eligible for Free or Reduced-Price Meals	184	18.8	106	9.7
Students with Disabilities	116	18.0	70	9.4
District	489	10.3	240	5.0
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 23

Number of school-based arrests: 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.

District Profile and Performance Report for School Year 2016-17

Shelton School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	296.2
Paraprofessional Instructional Assistants	38.3
Special Education	
Teachers and Instructors	50.7
Paraprofessional Instructional Assistants	96.0
Administrators, Coordinators and Department Chairs	
District Central Office	10.2
School Level	18.6
Library/Media	
Specialists (Certified)	8.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	22.6
Counselors, Social Workers and School Psychologists	24.6
School Nurses	12.0
Other Staff Providing Non-Instructional Services/Support	248.0

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	3.6
Hispanic or Latino	2	0.5	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	433	98.9	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.4	9.6

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	21	53.8	20	51.3
White	125	48.6	221	69.7
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	24	41.4	30	61.2
Students with Disabilities	18	56.3	28	47.5
District	167	49.3	272	67.5
State		63.6		77.5

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	21	27.3
Emotional Disturbance	25	52.1
Intellectual Disability	*	*
Learning Disability	179	60.1
Other Health Impairment	62	62.0
Other Disabilities	*	*
Speech/Language Impairment	40	63.5
District	336	53.4
State		68.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2016-17

Shelton School District

Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	80	1.6
Emotional Disturbance	48	1.0
Intellectual Disability	28	0.6
Learning Disability	298	6.0
Other Health Impairment	103	2.1
Other Disabilities	34	0.7
Speech/Language Impairment	76	1.5
All Disabilities	667	13.4

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	43,538,374	8,875	9,663
Instructional Supplies and Equipment	1,085,173	221	321
Improvement of Instruction and Educational Media Services	2,035,263	415	578
Student Support Services	2,728,337	556	1,103
Administration and Support Services	6,850,592	1,396	1,861
Plant Operation and Maintenance	7,886,765	1,608	1,637
Transportation	4,350,951	801	877
Costs of Students Tuitioned Out	2,805,712	N/A	N/A
Other	822,037	168	201
Total	72,103,204	13,973	16,236

Additional Expenditures

Land, Buildings, and Debt Service	6,501,343	1,325	1,749
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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: 2015-16

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	7,013,543	46.6
Noncertified Personnel	1,960,121	13.0
Purchased Services	165,704	1.1
Tuition to Other Schools	2,335,709	15.5
Special Ed. Transportation	1,507,104	10.0
Other Expenditures	2,082,074	13.8
Total Expenditures	15,064,255	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	89.8	88.9
State	8.2	8.9
Federal	2.0	2.2
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).

District Profile and Performance Report for School Year 2016-17

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	167	82.5	167	82.9	79	64.5
Black or African American	116	67.8	116	60.2	53	55.2
Hispanic or Latino	307	67.4	307	60.3	142	53.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	94	74.6	94	68.0	34	54.7
White	1801	74.3	1799	69.2	806	60.5
English Learners	211	70.6	211	67.4	71	52.9
Non-English Learners	2276	74.0	2274	68.7	1045	59.9
Eligible for Free or Reduced-Price Meals	535	65.7	534	59.9	236	52.1
Not Eligible for Free or Reduced-Price Meals	1952	75.9	1951	70.9	880	61.5
Students with Disabilities	366	53.2	365	46.0	163	45.8
Students without Disabilities	2121	77.2	2120	72.4	953	61.8
High Needs	882	64.3	881	58.4	378	51.3
Non-High Needs	1605	78.9	1604	74.2	738	63.7
District	2487	73.7	2485	68.6	1116	59.5

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			
Grade 4			
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	88.4	72.1	88.4	84.4	1,410	83.3
Curl Up	89.9	82.5	91.1	97.8	1,410	90.1
Push Up	75.0	75.6	81.0	69.7	1,410	75.7
Mile Run/PACER	73.2	91.0	82.3	80.9	1,410	82.1
All Tests - District	58.6	56.2	66.6	60.8	1,410	60.7
All Tests - State	52.8	51.4	51.4	50.6		51.6

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.

District Profile and Performance Report for School Year 2016-17

Shelton School District

Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	23	73.9
Hispanic or Latino	28	96.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	102	83.3
Students with Disabilities	55	52.7
District	416	91.6
State		87.4

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 2015-16 school year.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.3	197	53.8
Male	94.9	195	51.9
Black or African American	87.9	*	*
Hispanic or Latino	97.4	21	26.9
White	94.6	318	55.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.3	37	34.6
Students with Disabilities	60.4	*	*
District	94.6	392	52.8
State	96.1		43.5

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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	84.2	95.3
Male	74.6	90.3
Black or African American	*	*
Hispanic or Latino	82.1	*
White	79.4	92.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	66.7	91.0
Students with Disabilities	45.5	*
District	79.5	92.9
State	72.0	88.5

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 2016-17

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	73.7	75	49.1	50	98.3	67.1
	High Needs Students	64.3	75	42.8	50	85.7	55.9
Math Performance Index	All Students	68.6	75	45.7	50	91.4	62.2
	High Needs Students	58.4	75	38.9	50	77.8	50.5
Science Performance	All Students	59.5	75	39.7	50	79.3	55.3
	High Needs Students	51.3	75	34.2	50	68.4	45.2
ELA Academic Growth	All Students	56.8%	100%	56.8	100	56.8	55.4%
	High Needs Students	52.9%	100%	52.9	100	52.9	49.8%
Math Academic Growth	All Students	68.0%	100%	68.0	100	68.0	61.7%
	High Needs Students	59.6%	100%	59.6	100	59.6	53.7%
Chronic Absenteeism	All Students	10.3%	<=5%	39.3	50	78.7	9.9%
	High Needs Students	16.4%	<=5%	27.2	50	54.3	15.8%
Preparation for CCR	% Taking Courses	59.2%	75%	39.4	50	78.9	70.7%
	% Passing Exams	52.8%	75%	35.2	50	70.4	43.5%
On-track to High School Graduation		96.2%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		91.6%	94%	97.4	100	97.4	87.4%
6-year Graduation - High Needs Students (2014)		85.2%	94%	90.6	100	90.6	82.0%
Postsecondary Entrance (Class of 2016)		79.5%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		93.6% 60.7%	75%	40.5	50	80.9	92.0% 51.6%
Arts Access		28.3%	60%	23.6	50	47.2	50.5%
Accountability Index				1031.1	1350	76.4	

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	64.3	10.7	16.7	
Math Performance Index Gap	74.2	58.4	15.8	18.7	
Science Performance Index Gap	63.7	51.3	12.3	16.6	
Graduation Rate Gap	94.0%	85.2%	8.8%	12.0%	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	99.2
	High Needs Students	98.8
Math	All Students	99.1
	High Needs Students	98.7
Science	All Students	98.9
	High Needs Students	98.2

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: 55.9

State: 50.2

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 2016-17 Shelton School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

District Profile and Performance Report for School Year 2016-17

Shelton School District

Equitable Allocation of Resources among District Schools