

**STRATEGIC SCHOOL PROFILE 2012-13****Shelton School District**

Freeman E. Burr, Jr., Superintendent

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Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Fairfield

Town Population in 2000: 38,101

1990-2000 Population Growth: 7.6%

Number of Public Schools: 8

Per Capita Income in 2000: \$29,893

Percent of Adults without a High School Diploma in 2000\*: 13.0%

Percent of Adults Who Were Not Fluent in English in 2000\*: 1.8%

District Enrollment as % of Estimated. Student Population: 85.8%

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\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2012      5,109  
5-Year Enrollment Change      -9.5%

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**DISTRICT GRADE RANGE**

Grade Range      PK - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	1,063	20.8	17.8	36.7
K-12 Students Who Are Not Fluent in English	198	3.9	2.5	5.8
Students Identified as Gifted and/or Talented*	236	4.6	4.3	3.8
PK-12 Students Receiving Special Education Services in District	569	11.1	11.7	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	253	83.8	84.7	79.3
Homeless	3	0.1	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	114	19.1	14.8	12.7

\*56.4 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	11	0.2
Asian American	314	6.1
Black	179	3.5
Hispanic	490	9.6
Pacific Islander	2	0.0
White	4,076	79.8
Two or more races	37	0.7
Total Minority	1,033	20.2

**Percent of Minority Professional Staff:** 1.7%

**Non-English Home Language:**

11.3% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 44.

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### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Through self-monitoring and curriculum development, Shelton has steadily progressed towards aligning with State and local initiatives which provide our students and staff with a diversified educational experience. Every effort is made to make associated curricular materials culturally relevant. In 2013, Shelton continued to have the fiduciary responsibility to provide workshop activities for the "Teaching American History Grant" which allows teachers from Shelton, Stratford, Bridgeport, and New Haven an opportunity to participate in these collaborative workshops and activities supported by Sacred Heart University and Yale. The Diversity Club at the high school continues to be involved in activities within the Southern Connecticut Conference, including diversity workshops held at Quinnipiac University with other comprehensive high schools from the surrounding area. The World Language Department sponsors a variety of activities which spotlight ethnic diversity. Intermediate and High School students are members of the Valley United Way Student Volunteer Council whose program supports activities that benefit needy families such as VUW Bowl-a-thon, Special Olympics, Penguin Plunge, Walkathon, Relay for Life, and food drives for "Spooner House" and the Shelton Food Bank. These activities expand contacts and support efforts in the Valley and neighboring communities. We continue to send students to culturally rich inter-district programs such as RCA in Trumbull 24; ECA in New Haven 6, Southern Connecticut Conference Diversity Dream Team Conferences 12, and approximately 47 students across the district participate in New Haven Inter-district Magnet Programs. In addition, 102 students attend the Bridgeport Aquaculture Program, 28 students attend Trumbull Agri-Science and 25 students will attend the Fairchild Wheeler STEM Magnet School. Our Mentoring Program pairs at-risk students with strong role models from business and industry, as well as the greater Shelton community. More than 120 mentors participate weekly in this out-reach program during the school year. Shelton is a member of the School-to-Career Region F Consortium that provides students with multiple opportunities for practical work experience in athletics, scholarship, and leadership. Systemic change occurs over time and the inculcation of these initiatives will ultimately increase the sensitivity to racial, ethnic, and economic isolation. Our teachers participate in professional development workshops with staff from surrounding communities to exchange ideas, programs, and units of study. Shelton's BOE, Superintendent, Administrators, and Staff continue to support and plan opportunities for our students to comprehend the greater world around them through embedded curriculum tasks and units of study. This level of commitment if consistent over time will sustain a reduction of racial, ethnic, and economic isolation for the greater school community.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	72.3	56.9	70.0
Writing	77.1	60.0	82.0
Mathematics	75.9	61.4	67.1
Grade 4 Reading	73.6	62.6	59.5
Writing	73.3	63.0	60.8
Mathematics	74.1	65.1	52.5
Grade 5 Reading	74.1	66.9	46.6
Writing	76.4	65.6	62.1
Mathematics	78.7	69.2	52.8
Science	73.3	62.3	50.3
Grade 6 Reading	84.0	73.3	59.3
Writing	75.1	65.1	53.5
Mathematics	78.0	67	57.7
Grade 7 Reading	90.3	78.9	76.6
Writing	76.4	64.9	60.8
Mathematics	81.7	65.4	74.1
Grade 8 Reading	88.5	76.2	70.9
Writing	78.2	67.2	54.7
Mathematics	81.3	65.0	68.6
Science	66.4	60.4	35.8

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	58.1	48.5	53.8
Writing Across the Disciplines	71.5	62.1	47.7
Mathematics	67.3	52.4	65.9
Science	55.8	48.8	51.1

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	57.5	51.1	62.3

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		78.3	78.5	
Average Score	Mathematics	508	503	50.4
	Critical Reading	491	499	37.6
	Writing	496	504	36.1

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	91.4	84.8	51.5
2011-12 Annual Dropout Rate for Grade 9 through 12	0.6	2.1	50.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	81.8	82.6
% Employed (Civilian Employment and in Armed Services)	11.5	9.8

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	296.60
Paraprofessional Instructional Assistants	55.00
Special Education	
Teachers and Instructors	44.40
Paraprofessional Instructional Assistants	61.00
Library/Media Specialists and/or Assistants	6.30
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	9.00
School Level	19.60
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	22.60
School Nurses	12.00
Other Staff Providing Non-Instructional Services and Support	249.90

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	14.6	13.9
% with Master's Degree or Above	85.1	81.6	79.8

Average Class Size	District	DRG	State
Grade K	18.9	17.5	18.9
Grade 2	20.4	19.4	19.8
Grade 5	22.6	21.2	21.3
Grade 7	20.7	20.1	20.2
High School	18.2	19.2	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	994	995	999
Middle School	994	1,028	1,029
High School	991	1,000	1,027

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.2	2.7	2.7
Middle School	1.8	2.2	2.1
High School	2.6	2.4	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2011-12

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$37,545	\$7,181	\$8,570	\$8,294	\$8,570
Instructional Supplies and Equipment	\$1,203	\$230	\$252	\$284	\$257
Improvement of Instruction and Educational Media Services	\$1,701	\$325	\$475	\$397	\$471
Student Support Services	\$5,803	\$1,110	\$949	\$919	\$950
Administration and Support Services	\$6,855	\$1,311	\$1,526	\$1,450	\$1,547
Plant Operation and Maintenance	\$7,339	\$1,404	\$1,466	\$1,499	\$1,459
Transportation	\$4,388	\$777	\$775	\$737	\$765
Costs for Students Tuitioned Out	\$2,155	N/A	N/A	N/A	N/A
Other	\$537	\$103	\$170	\$176	\$170
<b>Total</b>	<b>\$67,526</b>	<b>\$12,617</b>	<b>\$14,444</b>	<b>\$14,027</b>	<b>\$14,333</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$6,808	\$1,302	\$1,405	\$1,161	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$13,207,425	19.6	22.0	21.8

**Revenue Sources, % of Expenditures from Source.** Revenue 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	89.0	8.3	2.6	0.0
Excluding School Construction	87.9	9.2	2.9	0.0

## EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Shelton Board of Education policy guarantees a base level of materials and financial resources to each of its schools contingent on financial limitations and needs. The specific needs of all students, age of school facilities, grant monies, NEASC reports, and results of various environmental tests serve as the basis for further allocation of funds. State and federal legislation such as NCLB, LRE initiatives, indoor air quality, green cleaning, and various compliance reviews are also considered. Shelton's long range objectives continue to be updated to suit the district's long-term instructional goals and facility infrastructure. Meetings with PTA/PTOs and other parent groups ensure that the greater school community has input into the budget making process. Safety, security, building facility improvement, and air quality continue to be addressed on a consistent basis. All Shelton Public Schools' individual facility improvements and projects continue to be supported by the district's equitable allocation of resources. Opportunities for professional development of all certified staff are directly aligned to district initiatives, school improvement plans, curriculum initiatives and/or revision, and student achievement. New initiatives, supplies, equipment, and programs are funded equitably based on student/faculty/staff/ building needs. Our district website's posted budget pages as well as public participation in SBOE budget/finance meetings inform school and community members of the target allocation of resources in the district.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	569
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.0%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	67	1.3	1.4	1.3
Learning Disability	221	4.3	3.6	4.0
Intellectual Disability	13	0.3	0.3	0.4
Emotional Disturbance	33	0.6	0.9	1.0
Speech Impairment	104	2.0	2.1	2.0
Other Health Impairment*	108	2.1	2.4	2.4
Other Disabilities**	23	0.4	1.0	1.0
<b>Total</b>	<b>569</b>	<b>11.0</b>	<b>11.8</b>	<b>12.1</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2011-12 with a Standard Diploma	62.5	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.2

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	46.2	34.5	80.9	69.2
	Writing	24.5	19.9	76.1	64.4
	Mathematics	38.8	29.0	78.5	65.5
	Science	24.1	21.3	69.9	61.3
CAPT	Reading Across the Disciplines	14.3	15.7	58.1	48.5
	Writing Across the Disciplines	18.2	16.7	71.5	62.1
	Mathematics	9.5	16.8	67.3	52.4
	Science	11.1	14.6	55.8	48.8

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	17.8
	% With Accommodations	82.2
CAPT	% Without Accommodations	26.2
	% With Accommodations	73.8
% Assessed Using Skills Checklist		9.0

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	28	4.9

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	346	60.8	74.7	72.0
40.1 to 79.0 Percent of Time	167	29.3	16.4	16.4
0.0 to 40.0 Percent of Time	56	9.8	8.9	11.6

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

Shelton 2013 CMT scores are above the state averages in proficiency and goal in all content areas in grades 3 through 8. Science scores are above the state proficiency and goal levels in grades 5 and 8. Math averages increased in grades 3, 7 and 8 and Reading averages increased in grades 3 and grade 8. Reading proficiency scores remained stable in grades 4, 5, 6 and 7. SHS CAPT scores reflect consistent performance of proficiency and goal percentages across all content areas. For each content area, 88.6% of students met proficiency or better in Math; 90.9% met proficiency or better in Science; 92.7% met proficiency or better in Reading Across the Disciplines; while 92.9% met proficiency or better in Writing Across the Disciplines. 88% of students scored at or above proficiency on all four components of CAPT. 255 students took a total of 411 exams in fifteen different Advanced Placement courses offered at Shelton High School. 76% of students received a score of 3 or better, a 5% increase from the previous year. 100% of students received a 3 or better in Art History, Music Theory, and Computer Science A and 96% of students received a 3 or better in AP Calculus AB. In addition 153 Shelton High School students enrolled in the University of Connecticut's Early College Experience (ECE) program by enrolling in one of the eleven courses offered through Shelton High School and the Bridgeport Regional Aquaculture School. The program allows students the opportunity to earn college credits from UCONN while in high school. Shelton continues to emphasize curriculum development with alignment to state and national standards, a standards aligned report card, focused professional development, analysis of multiple sources of data to strengthen targeted remedial assistance, School Readiness Council activities, and summer school for pre-kindergarten as an opportunity to enhance our school environment. The district focus on differentiated instruction, student data analysis aligned to teacher SLOs, common assessments, curriculum alignment to standards, effective teaching strategies for all learners, and the LRE provides sustained professional development for all staff members in these areas. To continue integrating technology into the classrooms, the SPSS has implemented a BYOD policy, allowing students to use their personal devices in the classroom to enhance learning and 21st century skills. To support this, the district has implemented wireless infrastructure district wide, so that all instructional areas have can accommodate this initiative. The district is also in the process of migrating to a new website, in order to streamline accessibility and delivery of content to parents and students. The district has also registered for Google Apps in Education, a free Google service that will enhance student/teacher collaboration, interaction, and communication. The district continues to support the use of student assessment data in Infinite Campus which enhances data analysis and directs both individual school and system data team information to advance student performance and school improvement plans. The WAN continues to provide increased Internet access to all. Communication with our larger school community continues to be supported by the district/school web pages, system-wide school calendar, and Campus Messenger in Infinite Campus. Direct "phone home" communication increased the accessibility of parent/guardians to observe their student's current academic progress and maintain contact with student's teachers as well as remain informed about student daily attendance. Our district wide student attendance officer also provides direct outreach to the school community relating to the academic impact on student attendance, truancy, and graduation. In addition, our PTAs/PTOs are directly involved in the planning and execution of a variety of system-wide events that support community involvement which are also published on individual school and system-wide website(s).

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