

**STRATEGIC SCHOOL PROFILE 2009-10****Shelton School District**

FREEMAN E. BURR, JR., Superintendent

Location: 124 Meadow Street

Telephone: (203) 924-1023

Shelton,  
ConnecticutWebsite: [www.sheltonpublicschools.org/](http://www.sheltonpublicschools.org/)

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).

**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: 86.5%

\*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.

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.

**STUDENT ENROLLMENT**

Enrollment on October 1, 2009      5,458  
5-Year Enrollment Change      -4.5%

**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	850	15.5	13.4	32.6
K-12 Students Who Are Not Fluent in English	132	2.4	2.3	5.4
Students Identified as Gifted and/or Talented*	120	2.2	4.8	4.1
PK-12 Students Receiving Special Education Services in District	536	9.8	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	305	91.3	85.6	80.5
Homeless	2	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	81	12.3	15.5	13.6

\*30.0 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	21	0.4
Asian American	277	5.1
Black	176	3.2
Hispanic	397	7.3
White	4,587	84.1
Total Minority	871	16.0

**Percent of Minority Professional Staff:** 0.9%

**Non-English Home Language:**

9.8% 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 40.

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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 focused monitoring of program 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. Shelton has the fiduciary responsibility to provide continuing education units and workshop activities for the "Teaching American History Grant" which joins teachers from Shelton with Stratford, Bridgeport, and New Haven who participate in the workshops and activities provided 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 the SCC Writer's Workshop which publishes a book of original student work focused on diversity issues from a variety of contributing school communities. The Diversity Club in conjunction with the Gay Straight Alliance and World Language Department sponsored a school-wide multicultural fair. Intermediate and High School students are members of the Valley United Way Student Volunteer Council whose program sponsors activities and fundraisers that benefit needy families such as VUW Bowl-a-thon, Special Olympics, Penguin Plunge, Walkathon, Relay for Life, and food drives for "Spoonier House". All these activities expand contacts and support efforts that students have in the Valley and neighboring communities. We have consistently sent students to the following culturally rich inter-district programs: The Educational Center for the Arts in New Haven 4; The Regional Center for the Arts in Trumbull 24, Southern Connecticut Conference Diversity Dream Team Conferences 11, and approximately 80 students across the district participate in New Haven Inter-district Magnet Programs. In addition, 75 students attend the Bridgeport Aquaculture Program. Shelton's Mentoring Program pairs at-risk students with strong role models from business and industry, as well as the greater Shelton community. More than 110 mentors participate in this outreach program each week of 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. As with all systemic change, it must occur over time, and the inculcation of these initiatives will ultimately increase the sensitivity to racial, ethnic, and economic isolation. Our teachers continue to participate in professional workshops with staff from surrounding communities to exchange ideas, programs, and units of study. Shelton's Board of Education, 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 must be sustained in order to achieve a reduction of racial, ethnic, and economic isolation.

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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	<p>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.</p> <p>For more detailed CMT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Grade 3 Reading	67.1	57.0	54.6	
Writing	72.5	58.3	74.2	
Mathematics	68.0	62.4	49.1	
Grade 4 Reading	74.1	59.9	64.8	
Writing	76.7	63.6	62.5	
Mathematics	73.6	67.0	48.4	
Grade 5 Reading	73.6	61.8	59.4	
Writing	81.0	68.2	68.1	
Mathematics	80.4	72.4	56.6	
Science	69.4	59.4	47.0	
Grade 6 Reading	85.6	74.9	62.0	
Writing	75.3	65.9	57.3	
Mathematics	75.7	70.7	44.8	
Grade 7 Reading	90.5	77.4	72.7	
Writing	74.8	61.2	64.3	
Mathematics	78.6	68.5	57.1	
Grade 8 Reading	80.1	73.3	51.0	
Writing	66.1	62.6	40.8	
Mathematics	75.7	67.3	51.6	
Science	63.3	62.8	29.9	

**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	<p>For more detailed CAPT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Reading Across the Disciplines	48.7	45.9	49.2	
Writing Across the Disciplines	62.3	59.6	44.4	
Mathematics	55.3	48.7	50.8	
Science	44.1	45.3	37.1	

**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
	56.3	50.7	61.8

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		74.5	68.5	
Average Score	Mathematics	505	508	42.6
	Critical Reading	499	503	39.5
	Writing	502	506	39.5

**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, Class of 2009	81.9	91.3	7.7
2008-09 Annual Dropout Rate for Grade 9 through 12	2.4	3.0	25.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	91.9	84.5
% Employed (Civilian Employment and in Armed Services)	6.3	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	320.10
Paraprofessional Instructional Assistants	81.73
Special Education	
Teachers and Instructors	41.10
Paraprofessional Instructional Assistants	48.00
Library/Media Specialists and/or Assistants	13.80
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	11.30
School Level	19.70
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	6.00
Counselors, Social Workers, and School Psychologists	27.40
School Nurses	11.50
Other Staff Providing Non-Instructional Services and Support	228.03

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	14.0	14.4	13.8
% with Master's Degree or Above	81.4	77.1	77.8

Average Class Size	District	DRG	State
Grade K	17.6	17.2	18.5
Grade 2	20.8	18.9	19.7
Grade 5	22.0	20.9	21.1
Grade 7	22.6	20.3	20.8
High School	19.1	19.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	994	985	992
Middle School	994	1,025	1,018
High School	994	1,000	1,006

\*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*	3.6	3.5	3.2
Middle School	2.1	2.8	2.5
High School	4.2	2.8	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$37,503	\$6,761	\$7,819	\$7,408	\$7,829
Instructional Supplies and Equipment	\$1,794	\$323	\$274	\$280	\$279
Improvement of Instruction and Educational Media Services	\$2,697	\$486	\$474	\$389	\$459
Student Support Services	\$5,218	\$941	\$863	\$800	\$859
Administration and Support Services	\$6,544	\$1,180	\$1,405	\$1,309	\$1,426
Plant Operation and Maintenance	\$7,889	\$1,422	\$1,469	\$1,377	\$1,462
Transportation	\$3,603	\$605	\$701	\$641	\$694
Costs for Students Tuitioned Out	\$1,768	N/A	N/A	N/A	N/A
Other	\$688	\$124	\$163	\$169	\$162
<b>Total</b>	<b>\$67,705</b>	<b>\$12,036</b>	<b>\$13,458</b>	<b>\$12,685</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$7,568	\$1,364	\$1,864	\$1,136	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$13,187,263	19.5	20.9	20.7

**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	86.4	11.2	2.4	0.0
Excluding School Construction	87.4	9.9	2.7	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, 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 facilities. Meetings with PTA/PTOs ensure that the community has input into the budget making process. Safety, security, building improvement, and air quality continue to be addressed on a consistent basis. Opportunities for professional development of all certified staff are directly aligned to district initiatives, school improvement plans, and student achievement. New initiatives, supplies, equipment, and programs are funded equitably based on building needs. Our district website and AlertNow, informs school and community members of the allocation of resources in the district. Shelton High School's fire rehabilitation, the opening of Perry Hill School, the closing of Lafayette Elementary, and elementary school roof replacement plans are projects which support the district's equitable allocation of resources.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	529
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.6%

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	50	0.9	1.1	1.0
Learning Disability	140	2.6	3.4	3.9
Intellectual Disability	14	0.3	0.4	0.5
Emotional Disturbance	46	0.8	0.9	1.0
Speech Impairment	129	2.4	2.4	2.2
Other Health Impairment*	112	2.0	2.2	2.1
Other Disabilities**	38	0.7	0.9	0.9
<b>Total</b>	<b>529</b>	<b>9.6</b>	<b>11.4</b>	<b>11.6</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 2008-09 with a Standard Diploma	77.3	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	4.5	4.1

## 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	38.1	31.6	78.8	67.5
	Writing	23.9	19.6	74.5	63.3
	Mathematics	32.8	32.9	75.5	68.1
	Science	22.5	23.7	66.4	61.1
CAPT	Reading Across the Disciplines	3.7	13.8	48.7	45.9
	Writing Across the Disciplines	7.7	16.8	62.3	59.6
	Mathematics	11.5	16.7	55.3	48.7
	Science	N/A	N/A	44.1	45.3

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	8.8
	% With Accommodations	91.2
CAPT	% Without Accommodations	65.0
	% With Accommodations	35.0
% Assessed Using Skills Checklist		10.0

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	31	5.9

### 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	423	80.0	76.7	73.4
40.1 to 79.0 Percent of Time	74	14.0	13.8	15.3
0.0 to 40.0 Percent of Time	32	6.0	9.5	11.3

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

Shelton scored above state average in Reading, Writing and Math at all grade levels 3 through 8. Math and Reading averages remain stable in grades 3 and 8 while Reading and Writing scores demonstrated growth in grades 4 through 7. SHS CAPT scores reflect improvement of proficiency and goal percentages across all content areas. An average gain of approximately 5% across all content areas was demonstrated from last year. For each content area, 88% of students met proficiency or better in Math; 89% met proficiency or better in Science; 92% met proficiency or better in Reading Across the Disciplines; while 94% met proficiency or better in Writing Across the Disciplines. 91% of the SHS graduating class of 2007 took the SATs this year. We have seen a 19 point increase in the mean Math SAT score of 510 over the last 5 years. 191 students took one or more of the 11 AP exams offered at SHS; 82% of testing students received at least one qualifying score of 3 or better. AP Calculus scored exceptional results with 100% of students qualifying. 91% of the students in AP Psychology received qualifying scores while 92% of the students qualified in AP English Language and Composition. Shelton continues to emphasize curriculum development with alignment to state and national standards, 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, common assessments, curriculum alignment to standards, and the LRE provides sustained professional development for all staff members in these areas. To continue toward system improvement of technology, the Shelton School System has completed an additional rollout of 600 monitors, 10 projectors, 130 Laptops, 200 thin clients, and 1 storage area network as well as new system-wide Media Center software package. Our system has also included "smart board" installation to augment classroom instruction. Our student information system has migrated from the use of "SASI" to "Infinite Campus". The WAN continues to provide increased Internet access to all. The district continues to support the use of a web-based data warehouse (INFORM) which enhances data analysis and the development of formative assessments to advance student performance and school improvement plans. Communication with our larger school community continues to be supported by the district/school web pages, system-wide school calendar, and AlertNow. Continued use of AlertNow has increased the timeliness of school-to-home communication. In addition, our PTAs/PTOs are directly involved in the planning and execution of a variety of system-wide events that support community involvement.

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