

**STRATEGIC SCHOOL PROFILE 2008-09****Shelton School District**

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Location: 124 Meadow Street  
Shelton,  
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	Per Capita Income in 2000: \$29,893
Town Population in 2000: 38,101	Percent of Adults without a High School Diploma in 2000*: 13.0%
1990-2000 Population Growth: 7.6%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.8%
Number of Public Schools: 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.

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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, 2008 5,547  
5-Year Enrollment Change -3.9%

**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	716	12.9	11.7	30.3
K-12 Students Who Are Not Fluent in English	137	2.5	2.3	5.2
Students Identified as Gifted and/or Talented*	82	1.5	4.9	4.0
PK-12 Students Receiving Special Education Services in District	487	8.8	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	324	85.7	85.8	79.7
Homeless	7	0.1	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	129	20.1	22.8	19.0

\*100.0% of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	20	0.4
Asian American	272	4.9
Black	179	3.2
Hispanic	371	6.7
White	4,705	84.8
Total Minority	842	15.2

**Percent of Minority Professional Staff:** 1.1%

**Non-English Home Language:** 10.2% 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.

The Shelton School District is committed to providing educational opportunities that reduce racial, ethnic, and economic isolation. Through our 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 been awarded the fiduciary responsibility to provide continuing education units and workshop activities for the “Teaching American History Grants” which binds our teachers to other teachers in Trumbull and New Haven participating in the instructional workshops and activities provided by Sacred Heart University and Yale.

Beyond Amistad provided the opportunity for our Intermediate school students to work with their counterparts in Fairfield and Bridgeport in a year long voyage of discovery from a historical perspective. Field trips to the CT Historical Society, Sacred Heart University, tours of the schooner Amistad, Amistad Freedom Trail and the student-run mock trail culminating activity provided an exceptional educational experience.

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 which sponsors 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”.

Students participate in the following culturally rich inter-district programs: The Educational Center for the Arts in New Haven 6; The Regional Center for the Arts in Trumbull 32, Southern Connecticut Conference Diversity Dream Team Conferences 12, and approximately 80 students across the district participate in New Haven Inter-district Magnet Programs. In addition, 64 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 100 mentors participate in this out reach program each week during the school year. Shelton is a member of the School-to-Career Region F Consortium that provides students with multiple opportunities for hands-on, practical work experience in athletics, scholarship, and leadership.

Our teachers continue to participate in professional development workshops with staff from surrounding urban communities exchanging ideas, programs, and units of study. This level of commitment must be sustained in order to achieve a reduction of racial, ethnic, and economic isolation over time.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	66.0	54.6	61.0
Writing	74.2	62.5	63.5
Mathematics	68.4	62.8	45.9
Grade 4 Reading	68.6	60.7	54.0
Writing	75.0	64.2	59.4
Mathematics	70.4	63.6	50.0
Grade 5 Reading	70.2	66.0	42.9
Writing	75.4	66.5	57.4
Mathematics	68.7	68.8	35.8
Science	56.9	58.1	27.8
Grade 6 Reading	82.4	68.9	63.2
Writing	74.2	62.2	61.3
Mathematics	79.7	68.8	57.7
Grade 7 Reading	84.1	74.9	62.4
Writing	72.3	62.9	58.6
Mathematics	75.1	66.0	55.4
Grade 8 Reading	74.2	68.4	45.2
Writing	71.5	66.5	42.6
Mathematics	73.8	64.5	51.0
Science	67.1	60.6	39.4

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 scoreable 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	46.3	47.4	40.9
Writing Across the Disciplines	53.2	55.0	38.9
Mathematics	54.9	47.8	50.4
Science	37.6	42.8	31.3

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
	37.3	36.2	50.5

<b>SAT® I: Reasoning Test Class of 2008</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		81.4	74.5	
Average Score	Mathematics	505	507	44.2
	Critical Reading	495	503	33.3
	Writing	497	506	38.0

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

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Class of 2008	93.0	92.1	40.5
Cumulative Four-Year Dropout Rate for Class of 2008	6.8	6.6	32.1
2007-08 Annual Dropout Rate for Grade 9 through 12	1.8	2.5	31.4

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.7	84.1
% Employed (Civilian Employment and in Armed Services)	10.8	11.0

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of District Staff</b>	
General Education	
Teachers and Instructors	318.80
Paraprofessional Instructional Assistants	75.00
Special Education	
Teachers and Instructors	39.61
Paraprofessional Instructional Assistants	47.00
Library/Media Specialists and/or Assistants	13.80
Staff Devoted to Adult Education	2.00
Administrators, Coordinators, and Department Chairs	
District Central Office	11.30
School Level	18.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	4.00
Counselors, Social Workers, and School Psychologists	26.20
School Nurses	11.36
Other Staff Providing Non-Instructional Services and Support	229.36

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.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	15.0	14.1	13.6
% with Master's Degree or Above	81.1	75.1	76.1

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	19.0	17.5	18.3
Grade 2	20.6	19.0	19.3
Grade 5	19.6	20.9	21.0
Grade 7	21.4	20.7	20.5
High School	19.2	20.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	994	986	988
Middle School	1,010	1,026	1,016
High School	991	1,008	1,007

\*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*	3.9	3.7	3.3
Middle School	3.1	3.0	2.6
High School	4.9	3.0	2.4

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$36,155	\$6,406	\$7,521	\$7,079	\$7,522
Instructional Supplies and Equipment	\$1,826	\$324	\$267	\$266	\$271
Improvement of Instruction and Educational Media Services	\$2,500	\$443	\$461	\$372	\$446
Student Support Services	\$5,055	\$896	\$808	\$754	\$806
Administration and Support Services	\$5,976	\$1,059	\$1,351	\$1,261	\$1,369
Plant Operation and Maintenance	\$7,710	\$1,366	\$1,382	\$1,261	\$1,377
Transportation	\$3,268	\$553	\$649	\$590	\$644
Costs for Students Tuitioned Out	\$1,629	N/A	N/A	N/A	N/A
Other	\$723	\$128	\$152	\$151	\$151
<b>Total</b>	<b>\$64,842</b>	<b>\$11,346</b>	<b>\$12,869</b>	<b>\$12,042</b>	<b>\$12,805</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$5,025	\$890	\$1,791	\$1,047	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$11912763	18.4	20.6	20.5

**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	85.9	12.3	1.8	0.0
Excluding School Construction	87.5	10.5	2.0	0.0

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### EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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

The school administration, members of Central Office and the Shelton Board of Education provided an equitable allocation of resources among all of the district's schools. It was recognized that the specialized needs of secondary education were more costly than others schools and were funded. The school administration develops a proposed budget in the fall. Each school administrator presents its individualized budget to members of the Central Office, who, in turn, construct the budget for the district. Adjustments are made allocating additional funding to individual schools to address specific needs. Once the proposed budget is adopted any additional reductions are made in consultation with the administration.

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### SPECIAL EDUCATION

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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	477
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.6%

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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	45	0.8	1.0	0.8
Learning Disability	110	2.0	3.3	3.9
Intellectual Disability	12	0.2	0.4	0.5
Emotional Disturbance	42	0.8	0.9	1.0
Speech Impairment	121	2.2	2.5	2.3
Other Health Impairment*	95	1.7	2.2	2.1
Other Disabilities**	52	0.9	0.9	0.9
Total	477	8.6	11.2	11.6

\*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 2007-08 with a Standard Diploma	84.2	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

## 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	27.7	30.2	74.2	65.7
	Writing	21.5	19.5	73.8	64.1
	Mathematics	26.4	30.7	72.7	65.7
	Science	21.1	23.8	61.8	59.4
CAPT	Reading Across the Disciplines	6.7	14.1	46.3	47.4
	Writing Across the Disciplines	3.1	13.6	53.2	55.0
	Mathematics	6.9	15.4	54.9	47.8
	Science	3.1	10.6	37.6	42.8

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	6.4
	% With Accommodations	93.6
CAPT	% Without Accommodations	35.0
	% With Accommodations	65.0
% Assessed Using Skills Checklist		9.6

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	20	4.2

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	391	82.0	75.5	72.7
40.1 to 79.0 Percent of Time	67	14.0	15.2	16.1
0.0 to 40.0 Percent of Time	19	4.0	9.3	11.2

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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 the state averages in Reading and Writing at all grade levels 3 through 8, and above the state in Math at all grade levels with the exception of grade 5 which was equal to state levels. Steady increases in Reading were demonstrated in grades 3,4,6 and 7. Grades 4,6,7 and 8 increased their scores over last year in the area of writing. In Math, all grades were above state average and grades 3,4,6,7 and 8 showed solid growth over last year. Several of the individual elementary schools noted substantial growth in the area of Reading.

SHS CAPT scores reflect improvement: 86.6% of students met proficiency or better in Math; 80.1% met proficiency or better in Science; 84.4% met proficiency or better in Reading Across the Disciplines; while 89.3% met proficiency or better in Writing Across the Disciplines. 74.3% of the SHS graduating class of 2009 took the SATs last year. Our SAT scores have remained constant over the last 4 years with a slight increase in Writing and Critical Reading. 224 students took one or more of the AP exams offered at SHS; 69% of testing students received at least one qualifying score of 3 or better. AP Calculus scored with 94% of students qualifying. 86% of the students in AP Psychology received qualifying scores while 88% of the students qualified in AP English Language and Composition. SHS students continue to be accepted to the most competitive colleges and universities in the country.

Shelton continues to emphasize curriculum development with alignment to state and national frameworks, 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, the successful referendums for technology and the 5/6 school continue to rely on parent expertise, through building committee knowledge and dedication to drive the long range goals of the system as a "whole".

Shelton has completed an additional rollout of 600 monitors, 13 projectors, 8 I Macs, 130 Laptops, 215 thin clients, and 1 storage area network as well as new system-wide Media Center software package. Our system has also included "trials" for "smart board" use to augment classroom instruction. Our V-brick system will eventually provide all schools on our network to have access to a variety of multi-media instructional opportunities over the next academic year. 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 PTA Council is directly involved in the planning and execution of a variety of system-wide events that support community involvement.

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