

STRATEGIC SCHOOL PROFILE 2010-11**Shelton School District**

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Shelton,
ConnecticutWebsite: 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.

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: 86.4%

*To view the Adult Education Program Profiles online, go to 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, 2010 5,286
5-Year Enrollment Change -7.5%

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	853	16.1	13.8	34.1
K-12 Students Who Are Not Fluent in English	146	2.8	2.3	5.6
Students Identified as Gifted and/or Talented*	171	3.2	4.8	4.0
PK-12 Students Receiving Special Education Services in District	511	9.7	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	273	86.1	85.1	80.2
Homeless	1	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	96	14.2	17.2	13.2

*46.2 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	16	0.3
Asian American	295	5.6
Black	192	3.6
Hispanic	426	8.1
Pacific Islander	0	0.0
White	4,351	82.3
Two or more races	6	0.1
Total Minority	935	17.7

Percent of Minority Professional Staff: 1.3%

Non-English Home Language:

9.6% 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 38.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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 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 also continues to have 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 these 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 diversity workshops held at Quinnipiac University with a wide range of other comprehensive high school in the surrounding area. The Diversity Club in conjunction with the Gay Straight Alliance and World Language Department continues to sponsor a school-wide multicultural fair. Intermediate and High School students are members of the Valley United Way Student Volunteer Council whose program supports 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 “Spooner 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 Regional Center for the Arts in Trumbull 22; The Regional Center for the Arts in Trumbull 5, Southern Connecticut Conference Diversity Dream Team Conferences 14, and approximately 85 students across the district participate in New Haven Inter-district Magnet Programs. In addition, approximately 80 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 out reach 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 continued 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 if consistent over time will sustain a reduction of racial, ethnic, and economic isolation for the greater school community.

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 www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	63.7	58.4	45.0	
Writing	68.5	61.1	54.7	
Mathematics	65.4	63.0	41.0	
Grade 4 Reading	73.5	62.5	59.5	
Writing	77.5	65.5	58.5	
Mathematics	71.4	67.0	40.9	
Grade 5 Reading	68.9	61.4	49.7	
Writing	74.5	66.8	48.5	
Mathematics	78.8	72.5	49.1	
Science	72.2	59.9	54.6	
Grade 6 Reading	89.2	76.0	70.8	
Writing	78.8	65.2	67.3	
Mathematics	86.0	71.3	70.8	
Grade 7 Reading	81.1	77.8	37.6	
Writing	63.8	58.9	46.8	
Mathematics	73.6	68.4	42.9	
Grade 8 Reading	83.8	74.7	52.2	
Writing	78.8	64.8	61.8	
Mathematics	80.2	66.6	61.1	
Science	66.3	63.1	33.8	

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 www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	46.9	44.7	43.2	
Writing Across the Disciplines	60.1	61.2	36.1	
Mathematics	57.2	49.5	52.6	
Science	51.5	47.0	47.4	

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
	60.6	51.0	71.4

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		81.9	70.6	
Average Score	Mathematics	508	510	47.3
	Critical Reading	491	505	30.5
	Writing	495	510	31.3

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 2010	89.2	81.8	55.0
2009-10 Annual Dropout Rate for Grade 9 through 12	1.7	2.8	29.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.1	84.8
% Employed (Civilian Employment and in Armed Services)	10.4	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	290.50
Paraprofessional Instructional Assistants	3.50
Special Education	
Teachers and Instructors	41.40
Paraprofessional Instructional Assistants	45.00
Library/Media Specialists and/or Assistants	5.30
Staff Devoted to Adult Education	2.00
Administrators, Coordinators, and Department Chairs	
District Central Office	7.50
School Level	18.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	21.10
School Nurses	11.50
Other Staff Providing Non-Instructional Services and Support	224.40

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	14.6	13.9
% with Master's Degree or Above	84.3	79.0	79.0

Average Class Size	District	DRG	State
Grade K	21.1	17.5	18.4
Grade 2	22.1	19.2	19.9
Grade 5	23.1	21.7	21.2
Grade 7	25.4	20.7	20.6
High School	18.9	19.8	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,006	984	992
Middle School	1,010	1,025	1,017
High School	1,002	1,004	1,010

*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*	3.0	3.2	3.1
Middle School	1.9	2.5	2.4
High School	2.6	2.6	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$38,294	\$7,016	\$8,232	\$7,875	\$8,237
Instructional Supplies and Equipment	\$1,617	\$296	\$299	\$267	\$300
Improvement of Instruction and Educational Media Services	\$2,824	\$517	\$477	\$387	\$463
Student Support Services	\$5,641	\$1,034	\$875	\$828	\$872
Administration and Support Services	\$5,934	\$1,087	\$1,433	\$1,339	\$1,459
Plant Operation and Maintenance	\$6,702	\$1,228	\$1,421	\$1,322	\$1,410
Transportation	\$3,289	\$570	\$701	\$641	\$692
Costs for Students Tuitioned Out	\$2,275	N/A	N/A	N/A	N/A
Other	\$713	\$131	\$161	\$159	\$159
Total	\$67,290	\$12,105	\$13,878	\$13,136	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$12,176	\$2,231	\$1,622	\$1,432	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$13,637,419	20.3	21.7	21.5

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	80.0	16.4	3.6	0.0
Excluding School Construction	87.6	8.2	4.2	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 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. Shelton High School and Perry Hill Schools' continued facility improvements and elementary school roof replacement plans are projects which continue to support 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 and budget pages as well as timely notice of budget meetings inform school and community members of the allocation of resources in the district.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	507
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.5%

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	59	1.1	1.2	1.1
Learning Disability	143	2.7	3.4	3.9
Intellectual Disability	12	0.2	0.4	0.4
Emotional Disturbance	45	0.8	0.9	1.0
Speech Impairment	111	2.1	2.3	2.2
Other Health Impairment*	102	1.9	2.2	2.1
Other Disabilities**	35	0.7	0.9	0.9
Total	507	9.5	11.3	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 2009-10 with a Standard Diploma	73.9	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

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	35.8	33.0	76.8	68.6
	Writing	24.3	19.3	73.4	63.7
	Mathematics	32.3	33.4	75.9	68.2
	Science	20.0	21.2	69.2	61.5
CAPT	Reading Across the Disciplines	5.0	14.1	46.9	44.7
	Writing Across the Disciplines	12.5	17.3	60.1	61.2
	Mathematics	5.6	15.8	57.2	49.5
	Science	8.0	13.1	51.5	47.0

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	21.2
	% With Accommodations	78.8
CAPT	% Without Accommodations	27.6
	% With Accommodations	72.4
% Assessed Using Skills Checklist		8.8

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	24	4.7

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	342	67.5	77.0	74.1
40.1 to 79.0 Percent of Time	119	23.5	13.9	14.9
0.0 to 40.0 Percent of Time	46	9.1	9.1	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Shelton 2011 CMT scores are above state average at goal or above in Reading, Writing, Math, and Science at all grade levels 3 through 8. Math and Reading averages remain stable in grade 3 while reading and writing scores demonstrated growth in grades 4 through 7. Grade 6 improved in all areas. SHS CAPT scores reflect consistent performance of proficiency and goal percentages across all content areas. For each content area, 85.2% of students met proficiency or better in Math; 88.2% met proficiency or better in Science; 87.7% met proficiency or better in Reading Across the Disciplines; while 91.9% met proficiency or better in Writing Across the Disciplines. 74.9 % of students scored at above proficiency on all four components of CAPT. 227 students took a total of 374 exams in thirteen different AP courses offered at Shelton High School. 68% of students received a score of 3 or better. 100% of students received a 3 or better in AP English Language, AP English Literature and AP German Language. Other exceptional results include 87% of students scoring a 3 or better on AP Calculus and 80% of students on the AP Psychology exam. Shelton High School received a prestigious award by the College Board by naming our school to the National Achievement List for increased performance and participation. 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, effective teaching strategies for all learners, and the LRE provides sustained professional development for all staff members in these areas. To continue toward system improvement of technology, the SPSS has completed an additional rollout of 85 interactive boards and projectors with "in room" sound. As well as 25 student response systems, 120 teacher stations were upgraded at SHS, and 130 printers were installed throughout the district. Two new district servers came on line this year in addition to completion of the system-wide roll out of Infinite Campus. At this time we are using all the core elements of this student management system and are exploring additional components (Point of Sale) of the product for district-wide rollout. 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 Shout Point in Infinite Campus. Direct "phone home" communication has increased the timeliness of school-to-home information. 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 website(s).
