

**STRATEGIC SCHOOL PROFILE 2007-08****Shelton School District**

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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	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: 86.8%

\*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, 2007	5,644
5-Year Enrollment Change	0.4%

**DISTRICT GRADE RANGE**

Grade Range	PK-12
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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	636	11.3	10.5	28.7
K-12 Students Who Are Not Fluent in English	117	2.1	2.4	5.4
Students Identified as Gifted and/or Talented*	183	3.2	4.5	4.0
PK-12 Students Receiving Special Education Services in District	411	7.3	10.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	347	88.7	84.1	79.2
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	172	25.9	22.2	20.2

\*14.8% 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	247	4.4
Black	158	2.8
Hispanic	375	6.6
White	4,843	85.8
Total Minority	801	14.2

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

**Non-English Home Language:** 9.7% 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 41.

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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.

Shelton is committed to providing numerous educational opportunities that reduce racial, ethnic, and economic isolation. We have developed many inter-district as well as intra-district programs for teachers and students. 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.

Inter-district programs provide students the opportunity to celebrate cultural similarities and differences and to foster mutual respect for different ethnic backgrounds. 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 the platforms for learning for this exceptional educational experience.

Project LUCID brought Booth Hill School third grade students together with students from diverse communities to communicate and share their projects. Students became virtual partners using videoconferencing, face-to-face meetings, fieldtrips, concurrent presentations, and publishing their project materials in a variety of media.

We have consistently sent students to the following culturally rich inter-district programs: The Educational Center for the Arts in New Haven 10; The Regional Center for the Arts in Trumbull 11, Southern Connecticut Conference Diversity Dream Team Conferences 12, and 85? Students across the district participate in New Haven Inter-district Magnet Programs. In addition, 67 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. The mentors meet one-on-one with students to provide assistance and resources as needed. More than 100 mentors participate in this program each week. We are proud to announce that 3 long time participants in the mentor program have graduated and received their diplomas in June. Shelton is a member of the School-to-Career Region F Consortium that provides students with 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 reduce the racial, ethnic, and economic isolation that plague all school systems at differing degrees. Our teachers participate in professional development workshops with staff from surrounding communities exchanging ideas and programs. Shelton continues to support opportunities for students to understand the world around them through embedded tasks 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	60.9	52.0	50.3
Writing	76.6	63.4	66.9
Mathematics	63.2	60.0	44.2
Grade 4 Reading	60.0	55.9	44.3
Writing	65.7	62.9	41.5
Mathematics	60.3	60.3	35.2
Grade 5 Reading	71.9	62.2	51.2
Writing	76.8	64.5	63.6
Mathematics	71.5	65.9	46.9
Science	57.4	54.9	32.1
Grade 6 Reading	74.7	66.3	51.2
Writing	65.2	61.9	43.5
Mathematics	74.4	66.4	50.6
Grade 7 Reading	81.9	71.1	54.8
Writing	64.7	62.0	42.6
Mathematics	71.8	63.0	51.0
Grade 8 Reading	77.0	64.8	59.7
Writing	68.4	63.4	45.9
Mathematics	68.1	60.8	45.9
Science	66.3	58.6	39.6

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	53.8	45.5	53.8
Writing Across the Disciplines	65.0	57.9	47.7
Mathematics	56.2	50.1	49.2
Science	42.2	46.3	34.6

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
	47.1	36.1	79.7

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		91.1	77.6	
Average Score	Mathematics	501	504	43.8
	Critical Reading	491	502	32.3
	Writing	491	503	30.8

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 2007	92.7	92.6	26.9
Cumulative Four-Year Dropout Rate for Class of 2007	6.8	6.2	22.6
2006-07 Annual Dropout Rate for Grade 9 through 12	1.8	1.7	25.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.0	83.4
% Employed (Civilian Employment and in Armed Services)	11.0	12.3

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	322.50
Paraprofessional Instructional Assistants	73.39
Special Education	
Teachers and Instructors	42.10
Paraprofessional Instructional Assistants	43.39
Library/Media Specialists and Assistants	16.16
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	10.30
School Level	19.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	4.00
Counselors, Social Workers, and School Psychologists	26.90
School Nurses	11.36
Other Staff Providing Non-Instructional Services and Support	243.70

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	15.6	14.1	13.6
% with Master's Degree or Above	81.5	74.9	75.6

Average Class Size	District	DRG	State
Grade K	18.6	17.4	18.1
Grade 2	20.0	19.1	19.3
Grade 5	22.5	20.6	20.9
Grade 7	21.1	21.0	20.5
High School	18.5	20.2	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	994	987	987
Middle School	1,018	1,023	1,017
High School	988	1,001	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*	3.9	3.7	3.4
Middle School	4.2	3.0	2.7
High School	5.5	3.1	2.7

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2006-07

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	\$34,826	\$6,122	\$7,153	\$6,689	\$7,159
Instructional Supplies and Equipment	\$1,803	\$317	\$262	\$257	\$266
Improvement of Instruction and Educational Media Services	\$3,094	\$544	\$443	\$364	\$429
Student Support Services	\$4,698	\$826	\$764	\$705	\$761
Administration and Support Services	\$5,793	\$1,018	\$1,256	\$1,201	\$1,271
Plant Operation and Maintenance	\$6,840	\$1,202	\$1,329	\$1,202	\$1,322
Transportation	\$3,042	\$502	\$605	\$552	\$601
Costs for Students Tuitioned Out	\$1,485	N/A	N/A	N/A	N/A
Other	\$656	\$115	\$147	\$139	\$145
<b>Total</b>	<b>\$62,238</b>	<b>\$10,818</b>	<b>\$12,203</b>	<b>\$11,370</b>	<b>\$12,151</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$3,895	\$685	\$1,875	\$1,149	\$1,882

Special Education Expenditures	
Total Expenditures	\$11,009,723
Percent of Total PK-12 Expenditures Used for Special Education	17.7%

**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	85.4	12.1	2.5	0.0
Excluding School Construction	87.6	9.7	2.6	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.

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, and various compliance reviews are also considered. Building administrators and cost center managers work closely with central office to build and develop budgets that meet each school's needs. Shelton's long range plan continues to be updated to suit the district's long-term goals. Regular meetings with the system-wide PTA Council ensures that the community has input into the budget making process. Issues of safety & security, building improvement, and air quality continue to be addressed. Opportunities for professional development of all certified staff are directly aligned to district initiatives, school improvement and student achievement. New initiatives, supplies, equipment and programs are funded equally in all buildings. Our district website and Superintendent's Newsletter, informs school and community members of the equitable allocation of resources in the district. Shelton High School's extensive renovation, and the planned "as new" renovation of the former Intermediate School to a grade 5/6 facility and school roof replacement plans are projects which support the district's equitable allocation of resources.

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### SPECIAL EDUCATION

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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	393
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	7.0%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	35	0.6	0.8	0.7
Learning Disability	97	1.7	3.3	4.0
Intellectual Disability	11	0.2	0.4	0.5
Emotional Disturbance	19	0.3	0.9	1.0
Speech Impairment	98	1.7	2.5	2.4
Other Health Impairment*	84	1.5	2.2	2.1
Other Disabilities**	49	0.9	0.8	0.9
Total	393	7.0	10.9	11.5

\*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

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2006-07 with a Standard Diploma	69.2	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	5.0	2.8

## 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	20.8	20.4	71.0	62.1
	Writing	20.4	19.3	69.4	63.0
	Mathematics	20.1	22.6	68.1	62.7
	Science	24.2	22.2	62.2	56.8
CAPT	Reading Across the Disciplines	16.0	11.4	53.8	45.5
	Writing Across the Disciplines	22.2	16.3	65.0	57.9
	Mathematics	7.7	14.7	56.2	50.1
	Science	15.4	14.4	42.2	46.3

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	20.5
	% With Accommodations	79.5
CAPT	% Without Accommodations	56.5
	% With Accommodations	43.5
% Assessed Using Skills Checklist		8.6

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	15	3.8

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	304	77.4	73.4	71.6
40.1 to 79.0 Percent of Time	67	17.0	16.6	16.6
0.0 to 40.0 Percent of Time	22	5.6	10.0	11.8

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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 6. Math and Writing averages remain stable in grades 4 and 6 while Reading scores remain strong. Several of the individual elementary schools noted sustained growth in Reading and Writing. Shelton scored above the State in the goal band in both Reading and Writing in grades 3 through 8. In addition, grades 3 and 8 have seen steady increases in reading, writing and math scores over the past three years. Reading and math goal level scores have increased in grade 7 this year as well. For the new science subtest, Shelton scored significantly above the state in both tested grades 5 & 8. SHS CAPT scores reflect improvement: 93.7% of students met proficiency or better in Reading Across the Disciplines; while 95.2% met proficient or better in Writing Across the Disciplines, 90% of students met proficiency or better in Math and 89.3% met proficiency or better in Science. 81.5% of the SHS graduating class of 2008 took the SATs. We have seen a 19 point increase in the mean Math SAT score of 510 over the last 5 years. 202 SHS students took 341 exams as part of the College Board Advanced Placement program. Students tested in 16 different academic disciplines, 74% of students received a passing score of 3 or better. The percentages of passing students are as follows: 100% passing Calculus AB (All Students passed with a score of 5), 100% English Language, 100% Music Theory, 100% of students passed Physics C, 100% passing Physics C-E & M, 99% Psychology and 86% passing English Literature.

This was the first year of participation for SHS students in the UCONN ECE program. A total of 101 students enrolled in: Macroeconomics, Chemistry, Writing, and French. 91 successfully received UCONN college credit through the program.

Shelton continues to align curriculum 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, and LRE provides sustained professional development for all staff members in these areas.

The successful referendums for technology and the 5/6 school rely on parent expertise, through building committee participation to drive the long range goals of the system as a "whole". Shelton has added over 50 laptops and 200 thin clients with associated software to our high school and elementary schools to augment classroom instruction. In addition our system-wide media centers will be introduced to a new operating platform; and a new V-brick system which will provide all schools access to a variety of multi-media instructional opportunities. The WAN continues to provide increased Internet access to all. The district has invested in a web-based data warehouse (INFORM) which enhances data analysis 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 Superintendent's Newsletter. Implementation 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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