

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

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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.

COMMUNITY DATA

County: New Haven

Town Population in 2000: 12,391

1990-2000 Population Growth: 1.6%

Number of Public Schools: 4

Per Capita Income in 2000: \$23,117

Percent of Adults without a High School Diploma in 2000*: 20.8%

Percent of Adults Who Were Not Fluent in English in 2000*: 3.8%

District Enrollment as % of Estimated. Student Population: 88.3%

*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): H 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 1,463
5-Year Enrollment Change -1.9%

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	740	50.6	53.0	34.1
K-12 Students Who Are Not Fluent in English	103	7.2	12.7	5.6
Students Identified as Gifted and/or Talented*	2	0.1	3.3	4.0
PK-12 Students Receiving Special Education Services in District	134	9.2	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	83	63.4	75.1	80.2
Homeless	2	0.1	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	17	14.8	15.5	13.2

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.1
Asian American	22	1.5
Black	252	17.2
Hispanic	322	22.0
Pacific Islander	8	0.5
White	837	57.2
Two or more races	20	1.4
Total Minority	626	42.8

Percent of Minority Professional Staff: 4.9%

Non-English Home Language:

15.8% 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 20.

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.

The Derby Public School system is fortunate to serve a racially and economically diverse population of some 1,467 students in grades K-12. Approximately 50% of our students are considered "low income" by federal standards. The racial/ethnic make up of the district is approximately 57% Caucasian, 22% Latino, 17% African American and 4% Asian American. A substantial number of Derby students have immigrated here from other countries. Some 8% of our school population is made up of language minority students receiving special services for English language learners. In addition to the natural diversity that exists within our community, Derby participates in several efforts intended to reduce racial, ethnic and economic isolation in our region, including:

1. Participation in regional vocational technical and agriculture programs that bring students together from several different communities. More than thirty Derby students are enrolled in such programs.
2. Participation in area magnet school programs. More than ninety Derby students are served in inter-district magnet school programs under the sponsorship of Area Cooperative Educational Services (ACES) and the New Haven Public Schools.
3. Participation in special inter district programs, such as the "Words Alive" program at the Hartford Stage that involves middle school students from several cities and towns with a series of experiences in the performing arts.

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	45.1	58.4	13.1
Writing	41.9	61.1	8.7
Mathematics	41.3	63.0	6.8
Grade 4 Reading	48.6	62.5	12.3
Writing	64.9	65.5	29.9
Mathematics	52.3	67.0	12.2
Grade 5 Reading	41.1	61.4	11.0
Writing	54.3	66.8	14.1
Mathematics	41.6	72.5	4.3
Science	33.6	59.9	9.8
Grade 6 Reading	59.2	76.0	8.9
Writing	55.4	65.2	20.8
Mathematics	52.0	71.3	8.9
Grade 7 Reading	72.6	77.8	21.7
Writing	54.9	58.9	30.4
Mathematics	45.8	68.4	9.0
Grade 8 Reading	60.2	74.7	12.1
Writing	61.3	64.8	28.0
Mathematics	30.8	66.6	5.7
Science	31.7	63.1	7.0

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.

To see the NCLB Report Card for this school, go to 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	21.7	44.7	12.1
Writing Across the Disciplines	49.3	61.2	20.3
Mathematics	15.9	49.5	8.3
Science	23.0	47.0	12.0

For more detailed 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."

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
	32.4	51.0	12.7

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		54.0	70.6	
Average Score	Mathematics	435	510	9.9
	Critical Reading	438	505	10.7
	Writing	453	510	11.5

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, Adjusted Cohort Rate 2010	73.2	81.8	13.0
2009-10 Annual Dropout Rate for Grade 9 through 12	4.4	2.8	9.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	78.2	84.8
% Employed (Civilian Employment and in Armed Services)	18.4	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	89.35
Paraprofessional Instructional Assistants	9.00
Special Education	
Teachers and Instructors	12.25
Paraprofessional Instructional Assistants	33.00
Library/Media Specialists and/or Assistants	2.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	6.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	8.00
School Nurses	4.00
Other Staff Providing Non-Instructional Services and Support	53.99

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	12.0	13.6	13.9
% with Master's Degree or Above	85.6	79.8	79.0

Average Class Size	District	DRG	State
Grade K	21.5	19.4	18.4
Grade 2	21.3	20.6	19.9
Grade 5	21.7	22.0	21.2
Grade 7	24.8	20.9	20.6
High School	17.0	18.7	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,021	968	992
Middle School	1,008	992	1,017
High School	1,006	1,009	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*	3.2	3.5	3.1
Middle School	1.2	3.1	2.4
High School	1.8	2.8	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	\$10,144	\$7,001	\$8,232	\$8,676	\$8,237
Instructional Supplies and Equipment	\$296	\$204	\$299	\$252	\$300
Improvement of Instruction and Educational Media Services	\$75	\$52	\$477	\$418	\$463
Student Support Services	\$1,356	\$936	\$875	\$839	\$872
Administration and Support Services	\$2,476	\$1,709	\$1,433	\$1,488	\$1,459
Plant Operation and Maintenance	\$1,907	\$1,316	\$1,421	\$1,355	\$1,410
Transportation	\$936	\$580	\$701	\$619	\$692
Costs for Students Tuitioned Out	\$1,770	N/A	N/A	N/A	N/A
Other	\$213	\$147	\$161	\$105	\$159
Total	\$19,173	\$12,236	\$13,878	\$13,795	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$11,227	\$7,748	\$1,622	\$1,182	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,487,030	23.4	21.1	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	36.5	57.6	5.9	0.0
Excluding School Construction	55.4	35.2	9.3	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.

Derby public school students in pre-school through grade five attend one of two elementary schools: the Bradley School (serving students who reside east of the Naugatuck River) and the Irving School (for students who live west of the River). Teachers are assigned to the two schools so as to assure an equal distribution of class sizes. Specialist positions (psychologists, social workers, library clerks, nurses, etc) are distributed equitably on a per pupil basis. Paraprofessional staff is allocated on the basis of student need, including the requirements of Individual Educational Plans. Beyond these resources, Irving School receives additional staff and program funding through Title I of the Elementary and Secondary Education Act, due to its relatively larger proportion of low income children. All Derby students in grades 6-8 attend the Derby Middle School, while all 9-12 students attend Derby High School. Thus there are no resource equity issues at the secondary level.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	153
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.9%

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	7	0.5	0.9	1.1
Learning Disability	32	2.1	3.9	3.9
Intellectual Disability	9	0.6	0.5	0.4
Emotional Disturbance	12	0.8	0.9	1.0
Speech Impairment	49	3.2	2.2	2.2
Other Health Impairment*	29	1.9	1.9	2.1
Other Disabilities**	15	1.0	1.3	0.9
Total	153	9.9	11.4	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	87.5	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	20.5	33.0	54.0	68.6
	Writing	14.7	19.3	55.9	63.7
	Mathematics	6.8	33.4	43.6	68.2
	Science	8.0	21.2	32.7	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	21.7	44.7
	Writing Across the Disciplines	N/A	N/A	49.3	61.2
	Mathematics	N/A	N/A	15.9	49.5
	Science	N/A	N/A	23.0	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	13.2
	% With Accommodations	86.8
CAPT	% Without Accommodations	46.1
	% With Accommodations	53.9
% Assessed Using Skills Checklist		14.6

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	26	17.0

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	106	69.3	71.2	74.1
40.1 to 79.0 Percent of Time	18	11.8	13.9	14.9
0.0 to 40.0 Percent of Time	29	19.0	14.9	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Derby Public School system utilizes the Response to Intervention (RTI) approach to improving reading instruction at the elementary and middle school levels. We have added to our elementary reading teaching staff, modified our daily schedules, upgraded our assessment practices and provided professional development support to our teachers in keeping with RTI protocols. In 2010-11, we begin providing weekly professional development in the Haskins Reading Program to all of our 1st and 2nd grade teachers, in partnership with Literacy How. As a result, a substantial proportion of our K-8 student body receives additional reading instruction each day, and their reading progress is monitored on a regular basis using the DRA and AIMS Web assessment systems. Derby's public schools devote particular attention to the promotion of high levels of engagement, motivation and self discipline among our children and young people. We do so in the belief that these factors are critical to the academic success that we expect for every student. The district pays particular attention to this priority in our hiring process. During 2010-11, the district provided numerous professional development opportunities in cooperation with the William Glasser Institute during the summer and throughout the school year. For more insight into these practices, see the Engaging Children forum on our website at www.derbyps.org. The New England Association of Schools & Colleges (NEASC) conducted a thorough review of the operations and instructional programs at Derby High School in the fall of 2010. In March of 2011, the Commission voted to award Derby High School continued accreditation. However, the Commission placed the school on "warning" for the standards on curriculum, school resources for learning and community resources for learning and requested a progress report describing the steps that the school is taking to address its concerns in these areas. Working on concert with the Lower Naugatuck Valley Parent Child Resource Center and other community agencies, the Derby Schools have been awarded a significant multi-year grant by the Connecticut Health Foundation which enables us to promote student well-being and family engagement for dozens of Derby families. The program began at the Irving School in 2009-10 and now includes families at the Bradley School and the Derby Middle School. In January of 2010, our district opened the brand new Derby Middle School facility, the result of a \$28 million construction project. The new building provides an attractive, technology rich environment for our sixth, seventh and eighth graders, and has eliminated the overcrowding that the district experienced in previous years. Further improvements in our schools will be guided by the district's Strategic Plan, which was drafted by a committee of faculty members, parents, students and concerned citizens in 2010-11. The Plan includes goals and objectives in the areas of Academic Excellence, Organizational Efficiency, Quality Staffing and Student Wellbeing.
