

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

JANET ROBINSON, Superintendent
Telephone: (203) 736-5027

Location: 1 Elizabeth Street
Derby,
Connecticut

Website: www.derbyps.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: New Haven	Per Capita Income in 2000: \$23,117
Town Population in 2000: 12,391	Percent of Adults without a High School Diploma in 2000*: 20.8%
1990-2000 Population Growth: 1.6%	Percent of Adults Who Were Not Fluent in English in 2000*: 3.8%
Number of Public Schools: 3	District Enrollment as % of Estimated. Student Population: 86.2%

*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, 2007 1,446
5-Year Enrollment Change -11.0%

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	589	40.7	41.8	28.7
K-12 Students Who Are Not Fluent in English	111	7.8	12.0	5.4
Students Identified as Gifted and/or Talented*	4	0.3	4.2	4.0
PK-12 Students Receiving Special Education Services in District	126	8.7	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	63	69.2	76.8	79.2
Homeless	1	0.1	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	47	26.6	23.3	20.2

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.3
Asian American	48	3.3
Black	215	14.9
Hispanic	282	19.5
White	897	62.0
Total Minority	549	38.0

Percent of Minority Professional Staff: 4.7%

Non-English Home Language: 16.5% 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 27.

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.

Students enrolled in the Derby Public Schools benefit from the considerable racial, ethnic and economic diversity that is reflected in the city's population. Hispanic Americans, African Americans and Asian Americans make up some 19%, 13% and 2% of the district's total enrollment. Derby's schools also serve significant numbers of immigrant children, particularly from Eastern Europe. In addition, several of our students participate in state-sponsored inter-district magnet school programs and in the vocational agriculture/aquaculture programs at Nonnewaug High School in Woodbury and the Sound School in New Haven. Finally, we sponsor a number of school and community programs that celebrate the variety of cultures and backgrounds represented in our city. A significant challenge for the district in the years ahead will be to promote a degree of diversity within our staff that more nearly reflects our city population and our student enrollment.

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	47.5	52.0	25.2
Writing	57.6	63.4	20.2
Mathematics	52.9	60.0	17.8
Grade 4 Reading	40.4	55.9	10.1
Writing	53.9	62.9	17.6
Mathematics	37.1	60.3	8.2
Grade 5 Reading	49.2	62.2	14.2
Writing	50.0	64.5	14.2
Mathematics	35.0	65.9	3.7
Science	34.2	54.9	10.5
Grade 6 Reading	66.4	66.3	28.6
Writing	61.8	61.9	38.1
Mathematics	58.2	66.4	18.5
Grade 7 Reading	66.7	71.1	26.5
Writing	70.5	62.0	51.6
Mathematics	41.7	63.0	11.6
Grade 8 Reading	53.7	64.8	17.0
Writing	63.4	63.4	36.5
Mathematics	39.3	60.8	11.3
Science	44.9	58.6	17.0

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 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	21.0	45.5	10.0
Writing Across the Disciplines	35.2	57.9	12.3
Mathematics	21.4	50.1	10.0
Science	19.8	46.3	9.2

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
	25.2	36.1	15.0

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		67.0	77.6	
Average Score	Mathematics	460	504	16.9
	Critical Reading	469	502	16.2
	Writing	473	503	16.2

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	96.4	92.6	53.8
Cumulative Four-Year Dropout Rate for Class of 2007	3.1	6.2	51.9
2006-07 Annual Dropout Rate for Grade 9 through 12	1.4	1.7	37.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	76.4	83.4
% Employed (Civilian Employment and in Armed Services)	16.0	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	93.80
Paraprofessional Instructional Assistants	10.50
Special Education	
Teachers and Instructors	11.50
Paraprofessional Instructional Assistants	29.00
Library/Media Specialists and Assistants	4.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	5.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	7.00
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	65.00

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	11.2	13.7	13.6
% with Master's Degree or Above	76.4	75.1	75.6

Average Class Size	District	DRG	State
Grade K	19.5	18.8	18.1
Grade 2	19.7	19.2	19.3
Grade 5	17.7	19.8	20.9
Grade 7	22.0	19.0	20.5
High School	23.5	21.3	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,012	972	987
Middle School	N/A	N/A	N/A
High School	932	990	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*	4.7	3.1	3.4
Middle School	N/A	N/A	N/A
High School	3.5	3.0	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	\$8,943	\$6,130	\$7,153	\$7,736	\$7,159
Instructional Supplies and Equipment	\$412	\$282	\$262	\$256	\$266
Improvement of Instruction and Educational Media Services	\$267	\$183	\$443	\$355	\$429
Student Support Services	\$1,519	\$1,041	\$764	\$772	\$761
Administration and Support Services	\$2,190	\$1,501	\$1,256	\$1,325	\$1,271
Plant Operation and Maintenance	\$1,487	\$1,019	\$1,329	\$1,209	\$1,322
Transportation	\$659	\$397	\$605	\$542	\$601
Costs for Students Tuitioned Out	\$1,274	N/A	N/A	N/A	N/A
Other	\$273	\$187	\$147	\$83	\$145
Total	\$17,023	\$10,857	\$12,203	\$12,324	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$670	\$459	\$1,875	\$1,429	\$1,882

Special Education Expenditures	
Total Expenditures	\$3,710,502
Percent of Total PK-12 Expenditures Used for Special Education	21.8%

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	55.3	41.2	3.5	0.0
Excluding School Construction	55.2	41.2	3.7	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.

As all of Derby's middle and high school students attend school on a single campus, the issue of equity among schools presents itself only at the elementary level.

Students in grades K-6 residing west of the Naugatuck River attend the Irving Elementary School, while students east of the river attend the Bradley Elementary School. Local resources are divided equally between the two elementary schools on a per pupil basis. Additional resources, including Title I funds, are directed to the Irving School, as its population includes a much greater number of low income children and children whose home language is other than English. Faculty members from the two elementary schools collaborate to insure consistency of curriculum and instruction for all students.

Construction has commenced on a new facility for the Derby Middle School, which we expect to occupy during the 2009-10 academic year. The district's 6th grade students will join our 7th and 8th graders at this new school, thus ensuring equitable funding for those students and reducing enrollment pressure on our elementary buildings.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	138
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.0%

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	10	0.7	0.6	0.7
Learning Disability	29	1.9	4.1	4.0
Intellectual Disability	9	0.6	0.5	0.5
Emotional Disturbance	13	0.8	0.9	1.0
Speech Impairment	41	2.7	2.4	2.4
Other Health Impairment*	24	1.6	1.8	2.1
Other Disabilities**	12	0.8	1.2	0.9
Total	138	9.0	11.5	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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	100.0	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	0.0	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	10.5	20.4	54.3	62.1
	Writing	14.3	19.3	59.7	63.0
	Mathematics	5.3	22.6	43.8	62.7
	Science	9.5	22.2	39.8	56.8
CAPT	Reading Across the Disciplines	N/A	N/A	21.0	45.5
	Writing Across the Disciplines	N/A	N/A	35.2	57.9
	Mathematics	N/A	N/A	21.4	50.1
	Science	N/A	N/A	19.8	46.3

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	48.5
	% With Accommodations	51.5
CAPT	% Without Accommodations	16.7
	% With Accommodations	83.3
% Assessed Using Skills Checklist		13.7

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	17.4

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	99	71.7	69.8	71.6
40.1 to 79.0 Percent of Time	15	10.9	15.8	16.6
0.0 to 40.0 Percent of Time	24	17.4	14.4	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Derby Public Schools are employing several strategies to promote greater levels of student achievement, including:

- Student Engagement & Motivation:

Staff members are offered professional development intended to enhance their expertise in the area of human behavior, including strategies that they can employ to foster greater degrees of student engagement and motivation in the classroom.

- Curriculum Improvement:

The district has employed the Understanding by Design approach to revise and improve its curriculum over the past two years in the areas of Science, Mathematics and World Language, with an emphasis on the alignment of instruction with Connecticut state standards.

- Professional Learning Communities & Data Teams:

Each of our schools employs Professional Learning Communities and Data Teams to monitor the effectiveness of instruction and to address learning issues for individual students.

- Response to Intervention:

We are in the process of staff training and implementation of the Response to Intervention approach to identifying and responding to student learning needs in each of our schools.
