

STRATEGIC SCHOOL PROFILE 2009-10**Waterbury 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: 107,271

1990-2000 Population Growth: -1.6%

Number of Public Schools: 28

Per Capita Income in 2000: \$17,701

Percent of Adults without a High School Diploma in 2000*: 28.6%

Percent of Adults Who Were Not Fluent in English in 2000*: 7.8%

District Enrollment as % of Estimated. Student Population: 87.9%

*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): I 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, 2009 18,145

5-Year Enrollment Change 4.1%

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	14,464	79.7	86.4	32.6
K-12 Students Who Are Not Fluent in English	1,956	11.2	15.0	5.4
Students Identified as Gifted and/or Talented*	61	0.3	2.2	4.1
PK-12 Students Receiving Special Education Services in District	2,867	15.8	13.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	1,084	65.6	67.7	80.5
Homeless	29	0.2	0.9	0.2
Juniors and Seniors Working 16 or More Hours Per Week	134	10.2	10.4	13.6

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	56	0.3
Asian American	318	1.7
Black	5,101	28.1
Hispanic	8,043	44.3
White	4,627	25.5
Total Minority	13,518	74.5

Percent of Minority Professional Staff: 11.5%

Non-English Home Language:

14.3% 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 37.

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 Waterbury Public School District provides educational opportunities for its students and staff to interact with students and teachers from diverse racial, ethnic and economic backgrounds through a wide variety of activities. The district has two interdistrict magnet elementary schools and an interdistrict middle-high school magnet focused on the arts. Each school draws students from neighboring suburban districts and the city. In addition to these schools, many other schools in the district participate in special inter- and intra-district projects and programs that provide additional multi-cultural experiences. All of these programs provide students and staff with an opportunity to meet students from other backgrounds. The Waterbury Public Schools are proud of these programs and invite interested school systems to join us in expanding the opportunities both for our students and teachers as well as theirs. The district continues to aggressively recruit staff of all backgrounds, especially minorities, with the goal of providing students with the best possible education and with positive role models. The district has held its own widely publicized recruitment fairs as well as participated in recruitment events both in and out of state.

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	32.6	57.0	5.5
Writing	38.5	58.3	8.0
Mathematics	44.0	62.4	7.4
Grade 4 Reading	34.3	59.9	7.5
Writing	46.2	63.6	11.9
Mathematics	51.0	67.0	12.6
Grade 5 Reading	38.8	61.8	8.5
Writing	46.6	68.2	5.4
Mathematics	61.2	72.4	16.9
Science	29.3	59.4	7.8
Grade 6 Reading	47.2	74.9	4.9
Writing	33.8	65.9	3.0
Mathematics	37.8	70.7	3.1
Grade 7 Reading	52.0	77.4	5.2
Writing	34.1	61.2	5.8
Mathematics	33.2	68.5	5.2
Grade 8 Reading	41.9	73.3	4.5
Writing	32.9	62.6	8.3
Mathematics	27.6	67.3	3.2
Science	25.0	62.8	3.2

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	13.9	45.9	4.5
Writing Across the Disciplines	29.4	59.6	7.5
Mathematics	10.8	48.7	3.0
Science	11.3	45.3	3.0

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
	40.4	50.7	22.5

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		56.8	68.5	
Average Score	Mathematics	414	508	7.8
	Critical Reading	418	503	7.8
	Writing	422	506	8.5

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, Class of 2009	86.3	91.3	11.5
2008-09 Annual Dropout Rate for Grade 9 through 12	6.2	3.0	5.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	88.0	84.5
% Employed (Civilian Employment and in Armed Services)	9.9	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	1,128.18
Paraprofessional Instructional Assistants	148.12
Special Education	
Teachers and Instructors	198.00
Paraprofessional Instructional Assistants	330.00
Library/Media Specialists and/or Assistants	42.10
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	20.00
School Level	69.42
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	41.20
Counselors, Social Workers, and School Psychologists	83.85
School Nurses	28.95
Other Staff Providing Non-Instructional Services and Support	746.62

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	11.0	12.9	13.8
% with Master's Degree or Above	79.9	73.3	77.8

Average Class Size	District	DRG	State
Grade K	18.8	21.1	18.5
Grade 2	21.6	21.6	19.7
Grade 5	24.3	21.8	21.1
Grade 7	26.0	22.8	20.8
High School	19.0	19.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	932	1,004	992
Middle School	1,027	998	1,018
High School	1,033	1,002	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*	3.4	2.8	3.2
Middle School	4.3	2.5	2.5
High School	2.2	2.0	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$126,727	\$6,919	\$7,819	\$8,202	\$7,829
Instructional Supplies and Equipment	\$5,847	\$319	\$274	\$316	\$279
Improvement of Instruction and Educational Media Services	\$22,696	\$1,239	\$474	\$557	\$459
Student Support Services	\$11,791	\$644	\$863	\$777	\$859
Administration and Support Services	\$23,211	\$1,267	\$1,405	\$1,528	\$1,426
Plant Operation and Maintenance	\$21,911	\$1,196	\$1,469	\$1,497	\$1,462
Transportation	\$11,035	\$608	\$701	\$896	\$694
Costs for Students Tuitioned Out	\$6,977	N/A	N/A	N/A	N/A
Other	\$7,696	\$420	\$163	\$158	\$162
Total	\$237,892	\$12,904	\$13,458	\$14,300	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$9,466	\$517	\$1,864	\$3,292	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$55,591,879	23.4	21.6	20.7

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	35.2	56.8	7.2	0.8
Excluding School Construction	36.4	55.3	7.5	0.8

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.

The Waterbury Public School District strives to provide equitable resources throughout its schools. Title I funds provide numeracy and literacy teachers for eligible schools as well as parent liaisons. Title II funding provides schools with individualized professional development. Schools have access to additional funding through competitive grants and educational partnerships. Principals have the opportunity to present budget requests for individual schools. The district also works diligently to improve technology in its schools. It has provided its teachers with professional development in the use of technology in the classroom, purchased computers, calculators and SMART boards. It continues to encourage its staff to explore new technology and to remain open to new ideas in education. In addition, the school district has worked hard to improve its school facilities so that all schools may offer students a safe, clean environment that is conducive to learning. The district has continued to upgrade many of its school buildings and has committed to ongoing maintenance.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	2,870
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	16.9%

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	155	0.9	0.9	1.0
Learning Disability	931	5.5	5.0	3.9
Intellectual Disability	130	0.8	0.8	0.5
Emotional Disturbance	262	1.5	1.5	1.0
Speech Impairment	689	4.0	2.4	2.2
Other Health Impairment*	474	2.8	2.2	2.1
Other Disabilities**	229	1.3	1.2	0.9
Total	2,870	16.9	14.0	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 2008-09 with a Standard Diploma	78.3	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	5.9	4.1

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	14.1	31.6	41.2	67.5
	Writing	7.5	19.6	38.7	63.3
	Mathematics	19.0	32.9	42.4	68.1
	Science	5.5	23.7	27.1	61.1
CAPT	Reading Across the Disciplines	4.9	13.8	13.9	45.9
	Writing Across the Disciplines	3.0	16.8	29.4	59.6
	Mathematics	1.7	16.7	10.8	48.7
	Science	3.5	13.0	11.3	45.3

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	19.0
	% With Accommodations	81.0
CAPT	% Without Accommodations	32.9
	% With Accommodations	67.1
% Assessed Using Skills Checklist		13.3

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	190	6.6

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	2067	72.0	67.6	73.4
40.1 to 79.0 Percent of Time	502	17.5	17.1	15.3
0.0 to 40.0 Percent of Time	301	10.5	15.3	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Waterbury has a District Improvement Plan which sets goals, action plans and results indicators for 2008-2011. The plan was developed by a committee working under the direction of the Superintendent and two Assistant Superintendents. Committee members included Board of Education Commissioners, Subject Supervisors, and principals as well as parent liaisons. The four goals are to attain high academic achievement for all students in literacy, to attain high academic achievement for all students in numeracy, to provide a safe and secure teaching and learning environment, and to ensure that parents are actively engaged in the educational process. The scientifically-based strategies outlined in the plan include both new strategies that will be implemented and existing strategies that will be continued or expanded, such as Data Driven Decision Making, Common Formative Assessments, common planning time, co-teaching, and Positive Behavior Support Systems. Each year individual schools are required to develop their own School Improvement Plans, based on the district plan and the school's individual needs. School Improvement plans are reviewed for compliance with the district plan and with appropriate educational strategies. In the area of special education, the district has implemented a web-based IEP system to ensure accuracy of services. This has allowed for alignment with goals and objectives of the Connecticut Curriculum Frameworks. School wide data teams, including a special education staff member, review CMT and CAPT data. Collaborative instruction coaches have been utilized district wide to assist with differentiated instruction and inclusionary practices in the content areas. The Special Education Supervisor has collaborated with the math and literacy content supervisors as well as the Assistant Superintendent on data driven decision making and writing goals and objectives to drive appropriate educational decisions. In the area of parent involvement, each elementary and middle school has its own parent liaison to help encourage parents to remain involved in their children's education. Schools and the district hold workshops to ensure that all parents, guardians, and families have the opportunity to continue being actively engaged in the education process, providing them with specific assessment information and ways to help their child succeed. During the course of the school year, the Educational Grants Office provides additional training opportunities for parents, parent liaisons, and the District Parent Advisory Council. In addition, all schools are now participating in Progress Book, which allows parents to access their own child's individual academic record online throughout the course of the school year.
