

STRATEGIC SCHOOL PROFILE 2011-12**Waterbury School District**

DAVID L. SNEAD, Superintendent

Location: 236 Grand Street

Telephone: (203) 574-8000

Waterbury,
ConnecticutWebsite: www.waterbury.k12.ct.us

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: 27

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: 89.7%

*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, 2011 18,061
5-Year Enrollment Change 0.5%

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	14,312	79.2	83.8	35.2
K-12 Students Who Are Not Fluent in English	1,915	11.0	15.1	5.6
Students Identified as Gifted and/or Talented*	18	0.1	1.6	4.0
PK-12 Students Receiving Special Education Services in District	2,778	15.4	13.3	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	1,074	67.1	65.9	79.8
Homeless	22	0.1	0.8	0.3
Juniors and Seniors Working 16 or More Hours Per Week	221	11.8	10.9	13.0

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	99	0.5
Asian American	329	1.8
Black	4,687	26.0
Hispanic	8,475	46.9
Pacific Islander	25	0.1
White	4,142	22.9
Two or more races	304	1.7
Total Minority	13,919	77.1

Percent of Minority Professional Staff: 12.1%

Non-English Home Language:

14.9% 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 40.

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 magnet 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. This includes an online exchange program with France and China, where students “meet” peers from those other countries by creating videos and notes that are then posted to the program’s secure internet site. 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	<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	34.9	59.2	3.8	
Writing	47.2	62.7	9.4	
Mathematics	46.7	66.5	10.0	
Grade 4 Reading	41.0	64.1	6.3	
Writing	46.7	65.3	8.1	
Mathematics	47.4	68.0	8.8	
Grade 5 Reading	40.0	67.6	4.8	
Writing	41.5	68.1	3.0	
Mathematics	46.3	71.6	4.8	
Science	29.1	63.9	3.0	
Grade 6 Reading	47.2	74.1	6.0	
Writing	39.4	67.4	6.6	
Mathematics	35.6	69.3	3.6	
Grade 7 Reading	60.4	79.8	6.3	
Writing	39.9	65.6	5.6	
Mathematics	36.0	68.1	5.0	
Grade 8 Reading	53.0	76.8	6.3	
Writing	43.8	68.3	7.5	
Mathematics	30.4	67.2	4.4	
Science	24.8	61.9	3.8	

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	18.2	47.5	5.3	
Writing Across the Disciplines	34.8	63.0	8.2	
Mathematics	11.7	49.2	4.5	
Science	9.7	47.1	3.0	

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
	41.8	50.6	26.7

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		67.3	77.3	
Average Score	Mathematics	416	505	6.9
	Critical Reading	430	502	8.4
	Writing	434	506	8.4

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 2011	65.7	82.7	9.0
2010-11 Annual Dropout Rate for Grade 9 through 12	4.1	2.6	10.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	85.5	84.5
% Employed (Civilian Employment and in Armed Services)	10.9	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	1,117.70
Paraprofessional Instructional Assistants	71.60
Special Education	
Teachers and Instructors	198.80
Paraprofessional Instructional Assistants	337.50
Library/Media Specialists and/or Assistants	42.80
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	21.00
School Level	86.04
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	36.19
Counselors, Social Workers, and School Psychologists	89.12
School Nurses	26.75
Other Staff Providing Non-Instructional Services and Support	770.71

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	12.9	13.9
% with Master's Degree or Above	84.3	74.0	79.6

Average Class Size	District	DRG	State
Grade K	19.0	20.9	18.5
Grade 2	21.5	21.5	19.7
Grade 5	23.9	22.7	21.6
Grade 7	19.9	21.2	20.3
High School	19.7	20.0	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	946	1,018	993
Middle School	982	1,038	1,024
High School	985	1,053	1,024

*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*	2.7	2.4	2.8
Middle School	3.3	2.2	2.2
High School	2.0	2.0	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$139,967	\$7,743	\$8,464	\$8,966	\$8,469
Instructional Supplies and Equipment	\$4,268	\$236	\$267	\$328	\$271
Improvement of Instruction and Educational Media Services	\$35,155	\$1,945	\$487	\$626	\$482
Student Support Services	\$12,335	\$682	\$901	\$788	\$901
Administration and Support Services	\$23,313	\$1,290	\$1,468	\$1,574	\$1,490
Plant Operation and Maintenance	\$22,277	\$1,232	\$1,471	\$1,514	\$1,463
Transportation	\$11,561	\$628	\$735	\$921	\$724
Costs for Students Tuitioned Out	\$6,134	N/A	N/A	N/A	N/A
Other	\$8,228	\$455	\$165	\$181	\$165
Total	\$263,239	\$14,483	\$14,238	\$15,277	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$21,413	\$1,185	\$1,290	\$1,974	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$65,458,322	24.9	22.8	21.7

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	33.5	50.5	15.4	0.6
Excluding School Construction	35.7	47.0	16.6	0.7

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 for 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	2,803
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	16.5%

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	179	1.1	1.1	1.2
Learning Disability	891	5.2	5.1	3.9
Intellectual Disability	111	0.7	0.8	0.4
Emotional Disturbance	222	1.3	1.4	1.0
Speech Impairment	616	3.6	2.3	2.1
Other Health Impairment*	545	3.2	2.5	2.2
Other Disabilities**	239	1.4	1.3	1.0
Total	2,803	16.5	14.4	11.7

*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 2010-11 with a Standard Diploma	50.3	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	7.9	5.1

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	17.9	36.0	46.0	70.4
	Writing	8.8	21.5	43.1	66.3
	Mathematics	12.2	31.8	40.5	68.4
	Science	4.2	23.0	27.0	62.9
CAPT	Reading Across the Disciplines	8.3	14.5	18.2	47.5
	Writing Across the Disciplines	2.5	18.2	34.8	63.0
	Mathematics	2.1	15.4	11.7	49.2
	Science	1.2	13.6	9.7	47.1

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	34.6
	% With Accommodations	65.4
CAPT	% Without Accommodations	20.4
	% With Accommodations	79.6
% Assessed Using Skills Checklist		11.1

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	1	0.0
Private Schools or Other Settings	175	6.2

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	1922	68.6	67.1	72.1
40.1 to 79.0 Percent of Time	545	19.4	17.2	16.3
0.0 to 40.0 Percent of Time	336	12.0	15.7	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

On November 1, 2011, Dr. Kathleen M. Ouellette became Superintendent of Schools in Waterbury. This represented the first change in superintendent leadership of the district in more than eleven years. The new Superintendent of Schools, working with other key central office personnel, engaged in an extensive review of the status of teaching and learning in the district schools. The Superintendent conducted an extensive “listening campaign” during which she gathered information from personal meetings with school and community stakeholders; she also reviewed an exhaustive body of research concerning instructional leadership and school reform, and was informed by select school reform consultants. In June 2012, the Superintendent released a new Strategic Plan for the district titled Waterbury Public Schools Blueprint for Change – “Moving Forward for Student Success,” and a Central Office Reorganization Plan, both designed to significantly move Waterbury forward in its efforts to improve student achievement and close achievement gaps. Looking ahead, in the 2012-2013 fiscal year, the Superintendent and her new Central Office Leadership Team, with buy-in and support from the Waterbury Board of Education and all district personnel, will initiate implementation of the Blueprint for Change. In the area of special education, the district has implemented a web-based IEP system to ensure ease of access to IEPs for district staff; this access also facilitates accuracy in delivery of student services, and alignment of services 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 district wide assist with differentiated instruction and inclusionary practices in the content areas. The Assistant Superintendent for Special Education and Pupil Personnel Services, regularly reviewed data from school data teams and district supervisors, as part of the district-wide commitment to data-driven-decision-making. Data was used in the schools to drive instruction and related services. In the area of parent involvement, each elementary and middle school has a parent liaison to encourage parents to remain involved in their children's education. In addition, two of the three comprehensive high schools utilize the adjacent middle school's parent liaison to foster positive family relations. Schools and the district hold workshops and training 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. 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.
