

STRATEGIC SCHOOL PROFILE 2012-13**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: 90.2%

*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): 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, 2012 18,389
 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	14,887	81.0	85.0	36.7
K-12 Students Who Are Not Fluent in English	2,024	11.4	15.3	5.8
Students Identified as Gifted and/or Talented*	8	0.0	1.3	3.8
PK-12 Students Receiving Special Education Services in District	2,955	16.1	13.8	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	1,176	67.5	67.4	79.3
Homeless	68	0.4	1.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	191	10.0	9.9	12.7

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	80	0.4
Asian American	318	1.7
Black	4,542	24.7
Hispanic	8,879	48.3
Pacific Islander	17	0.1
White	4,018	21.9
Two or more races	535	2.9
Total Minority	14,371	78.1

Percent of Minority Professional Staff: 11.8%

Non-English Home Language:

15.5% 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 43.

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.

In Waterbury Public Schools, we believe that all students have the capability to become successful readers and writers. The English Language Arts curriculum will foster students' conceptual understanding and appreciation for language. It will nurture and recognize students' strengths to help them become knowledgeable communicators, thinkers, and participants in a complex information society. Effective instruction is the key to meeting the needs of all learners. It embraces culturally responsive pedagogy that recognizes and values the diversity within the school community. It provides a variety of instructional strategies that help advance struggling learners and provide opportunities to challenge and extend learning for students meeting or exceeding expectations. Methods of instruction include small collaborative groups and explicit instruction tailored to meet the needs of learners. Additionally, student-centered classrooms provide opportunities for high-level discourse and student choice to give young scholars greater ownership, purpose, and motivation to learn. They also promote and foster self-regulation to help students gain greater responsibility and independence. A concept-based curriculum and instruction will expose students to a variety of genre and media, and will provide guidance for effective learning experiences, differentiation, assessments, and resources. Aligned with Common Core Standards, concept-based units will clearly define what students are expected to understand and master in reading, writing, viewing, listening, speaking, researching, and presenting at each grade level. Commitment, communication, and collaboration among teachers, parents and students, will be essential to ensure that a stimulating and standard-based English Language Arts curriculum remains a priority in our schools. Relevant and on-going professional development, for all educators, will help ensure that students are consistently supported as they transition through grade levels and move within the Waterbury Public School District. 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. School District attended, and conducted over 73 on-site interviews with qualified applicants and substitute teachers.

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	31.8	56.9	3.1
Writing	38.2	60.0	5.6
Mathematics	41.2	61.4	6.2
Grade 4 Reading	38.3	62.6	4.4
Writing	45.5	63.0	6.3
Mathematics	43.5	65.1	6.3
Grade 5 Reading	43.6	66.9	6.8
Writing	41.7	65.6	6.8
Mathematics	46.8	69.2	7.5
Science	34.8	62.3	7.5
Grade 6 Reading	43.6	73.3	4.2
Writing	31.9	65.1	2.9
Mathematics	31.0	67	2.4
Grade 7 Reading	54.8	78.9	5.1
Writing	37.8	64.9	5.1
Mathematics	29.5	65.4	3.8
Grade 8 Reading	53.5	76.2	6.3
Writing	40.4	67.2	4.4
Mathematics	26.9	65.0	3.1
Science	23.3	60.4	3.8

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	17.1	48.5	4.5
Writing Across the Disciplines	30.9	62.1	4.5
Mathematics	13.7	52.4	3.0
Science	10.4	48.8	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
	43.2	51.1	29.8

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		70.7	78.5	
Average Score	Mathematics	408	503	6.0
	Critical Reading	423	499	6.0
	Writing	426	504	7.5

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 2012	62.6	84.8	6.6
2011-12 Annual Dropout Rate for Grade 9 through 12	0.4	2.1	62.9

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	87.3	82.6
% Employed (Civilian Employment and in Armed Services)	10.0	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	1,141.00
Paraprofessional Instructional Assistants	94.90
Special Education	
Teachers and Instructors	208.20
Paraprofessional Instructional Assistants	365.00
Library/Media Specialists and/or Assistants	41.80
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	23.00
School Level	85.44
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	33.09
Counselors, Social Workers, and School Psychologists	89.74
School Nurses	29.75
Other Staff Providing Non-Instructional Services and Support	795.01

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	12.5	13.9
% with Master's Degree or Above	84.2	73.0	79.8

Average Class Size	District	DRG	State
Grade K	19.6	21.9	18.9
Grade 2	20.9	21.7	19.8
Grade 5	23.8	22.7	21.3
Grade 7	19.9	21.5	20.2
High School	18.7	17.6	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	943	1,040	999
Middle School	982	1,033	1,029
High School	1,025	1,069	1,027

*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*	2.5	2.7	2.7
Middle School	3.2	2.3	2.1
High School	2.2	2.1	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$144,116	\$7,979	\$8,570	\$8,744	\$8,570
Instructional Supplies and Equipment	\$4,285	\$237	\$252	\$259	\$257
Improvement of Instruction and Educational Media Services	\$32,072	\$1,776	\$475	\$558	\$471
Student Support Services	\$13,411	\$743	\$949	\$860	\$950
Administration and Support Services	\$22,240	\$1,231	\$1,526	\$1,618	\$1,547
Plant Operation and Maintenance	\$20,885	\$1,156	\$1,466	\$1,453	\$1,459
Transportation	\$11,512	\$628	\$775	\$955	\$765
Costs for Students Tuitioned Out	\$6,382	N/A	N/A	N/A	N/A
Other	\$9,323	\$516	\$170	\$168	\$170
Total	\$264,226	\$14,535	\$14,444	\$14,982	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$41,638	\$2,305	\$1,405	\$2,290	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$61,951,980	23.4	23.0	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	30.0	61.7	8.1	0.2
Excluding School Construction	33.8	56.6	9.3	0.3

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.

Waterbury applies for and receives two types of grant funding: competitive and non-competitive/entitlement funding. Funding amounts for both types are awarded based on student/district need, characteristics of the population, and available resources. District budgets impacted by grants include special education, curriculum and instruction, assessment, approved building/utility projects, family/school partnerships, technology, and school security. Grants are received from a variety of federal, state, local and private sources and supplement, rather than replace, municipal funding for educational programs and services. The majority of the grants received by Waterbury Public Schools are provided by the State of Connecticut and the federal government. The CSDE regularly informs public school districts of grant availability, program guidelines, allocation or funding level amounts, as well as timelines for application submission, grant reporting, and fund disbursement as set by the legislature. At the end of the 2012-2013 fiscal year, the District submitted a Year Two (2013-2014) Alliance District Grant application that was approved by the CSDE. The district was awarded more than \$11 million to assist in hiring a Supervisor of School Turnaround to oversee reform implementation at turnaround school(s); create a district assessment system; provide Behavior Technicians in the middle and high schools; enhance technology capacity to support instruction and new student testing, Smarter Balance Assessment Consortium; and hire a Security School Safety Coordinator.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	2,951
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	17.1%

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	188	1.1	1.2	1.3
Learning Disability	957	5.5	5.3	4.0
Intellectual Disability	108	0.6	0.7	0.4
Emotional Disturbance	236	1.4	1.4	1.0
Speech Impairment	575	3.3	2.2	2.0
Other Health Impairment*	623	3.6	2.7	2.4
Other Disabilities**	264	1.5	1.3	1.0
Total	2,951	17.1	14.9	12.1

*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 2011-12 with a Standard Diploma	39.9	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	1.1	3.2

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	14.9	34.5	44.1	69.2
	Writing	7.8	19.9	39.3	64.4
	Mathematics	9.6	29.0	36.6	65.5
	Science	4.1	21.3	29.0	61.3
CAPT	Reading Across the Disciplines	4.2	15.7	17.1	48.5
	Writing Across the Disciplines	3.8	16.7	30.9	62.1
	Mathematics	3.2	16.8	13.7	52.4
	Science	0.6	14.6	10.4	48.8

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	17.1
	% With Accommodations	82.9
CAPT	% Without Accommodations	17.5
	% With Accommodations	82.5
% Assessed Using Skills Checklist		10.6

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	165	5.6

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	1961	66.5	68.2	72.0
40.1 to 79.0 Percent of Time	654	22.2	16.7	16.4
0.0 to 40.0 Percent of Time	336	11.4	15.1	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The primary district goal for our educational leaders is to develop and sustain the particular skills and strategies necessary to assist the full range of Waterbury students achieve at high levels. Waterbury has identified Central Office Transformation as the innovation that will elevate the district from its current state, to a district marked by excellence in teaching and achievement by all students at high levels. At the heart of the work of Central Office Transformation is serving students' learning. Leaders acting to steward the work of central office transformation consistently convey that the work is successful only to the extent that it matters for improving learning for children and young people. All principals, in partnership with their district instructional leadership directors, receive coaching to increase their individual skill in guiding and supporting effective teaching for all students. A new teacher and administrator evaluation system aligned with the SEED model (Connecticut's System for Educator Evaluation and Development) has been developed and approved by the Connecticut State Department of Education. A recommendation for district data teams has been implemented. Teams will review data regarding their School Performance Index (SPI) and school-wide assessments. This plan will ensure all principals are familiar with SPI performance targets for strategic and continuous school improvement. School Governance Councils have been established at the following schools: Bucks Hill, Carrington, Chase, Driggs, Sprague, Walsh, Washington Wilson, North End Middle, Wallace Middle, West Side Middle, Crosby High School, Kennedy High School and Wilby High School. School Governance Councils will be established at the following schools during the 2013/2014 school year: Duggan, Gilmartin, Hopeville, Regan and Waterbury Arts Magnet School. The structure of open house and parent conferences has been redesigned for the 2013/2014 school year. In addition, the full implementation of Student Success Plans within the Bi-monthly Activity Periods held in the Middle and High Schools were fully implemented. An increase in communication and academic awareness for families through community meetings and workshops in various community locations was one of our goals. This goal was met with complete support with each school participating, led by the school's parent liaison. The meetings ranged from individual community meetings to pairings of schools to groups of schools meeting collectively. In the past, meetings were held by division so a collaboration of this kind was new and successful. All of the community meetings were held throughout the school year as early as last fall and continuing into late spring. The department was able to assist all schools and the district parent group with financial support, using the required federal Title I Parent Involvement set-aside funds and state parent involvement funds, to ensure that a Blueprint goal objective to connect with community agencies and resources to support the school climate plan and our goal to bring educational programs into the community and to increase parent involvement was addressed. SRBI has been improved and training has taken place district wide. All Special Education Supervisors conducted professional development with staff on the State Performance Indicators in an effort to improve compliance across all areas. We have increased the number of Pupil Personnel staff in the behavioral health area to support ongoing initiatives to improve school climate, inclusion, and to meet the unique needs of students with disabilities. Ongoing training of all staff, regular and special education teachers and para-professionals have focused on differentiated instruction, classroom management and concept-based curriculum. Positive Behavior Intervention Support continues to be implemented with great success across all grade levels district wide. We continue to collaborate with Probate Court in supporting Truancy Clinic as a collaborative and systemic approach to addressing student's truancy. Also, intervention data teams meet monthly in all of our schools to monitor attendance and to work closely with families to address root causes.
