

**STRATEGIC SCHOOL PROFILE 2011-12****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](http://www.sde.ct.gov).

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**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: 89.1%

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\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2011      1,440  
 5-Year Enrollment Change      -1.4%

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**DISTRICT GRADE RANGE**

Grade Range      PK - 12

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**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	727	50.5	53.8	35.2
K-12 Students Who Are Not Fluent in English	103	7.3	12.5	5.6
Students Identified as Gifted and/or Talented	0	0.0	4.0	4.0
PK-12 Students Receiving Special Education Services in District	151	10.5	11.3	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	71	56.8	75.4	79.8
Homeless	1	0.1	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	14	10.6	15.9	13.0

### SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	32	2.2
Black	212	14.7
Hispanic	353	24.5
Pacific Islander	7	0.5
White	817	56.7
Two or more races	19	1.3
Total Minority	623	43.3

**Percent of Minority Professional Staff:** 3.3%

**Non-English Home Language:**

15.7% 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 19.

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### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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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.

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 provided 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.

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## 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 <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Grade 3 Reading	44.2	59.2	11.3	
Writing	48.8	62.7	13.1	
Mathematics	43.2	66.5	6.9	
Grade 4 Reading	46.8	64.1	10.0	
Writing	44.6	65.3	5.6	
Mathematics	39.2	68.0	4.4	
Grade 5 Reading	48.6	67.6	7.8	
Writing	58.5	68.1	17.9	
Mathematics	49.1	71.6	6.5	
Science	43.3	63.9	8.3	
Grade 6 Reading	64.6	74.1	19.3	
Writing	58.5	67.4	21.1	
Mathematics	48.7	69.3	12.0	
Grade 7 Reading	61.8	79.8	7.5	
Writing	50.5	65.6	13.0	
Mathematics	66.3	68.1	31.3	
Grade 8 Reading	63.8	76.8	11.3	
Writing	59.8	68.3	20.0	
Mathematics	38.1	67.2	7.5	
Science	37.1	61.9	10.6	

**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 <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Reading Across the Disciplines	31.5	47.5	18.0	
Writing Across the Disciplines	43.0	63.0	13.4	
Mathematics	27.4	49.2	16.5	
Science	23.2	47.1	11.9	

**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
	34.6	50.6	13.6

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		69.9	77.3	
Average Score	Mathematics	440	505	12.2
	Critical Reading	444	502	10.7
	Writing	461	506	13.0

**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	71.2	82.7	14.3
2010-11 Annual Dropout Rate for Grade 9 through 12	7.8	2.6	3.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	83.9	84.5
% Employed (Civilian Employment and in Armed Services)	11.8	9.7

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	85.45
Paraprofessional Instructional Assistants	7.90
Special Education	
Teachers and Instructors	13.25
Paraprofessional Instructional Assistants	36.00
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	4.28
Other Staff Providing Non-Instructional Services and Support	51.99

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	10.0	13.7	13.9
% with Master's Degree or Above	80.2	80.9	79.6

Average Class Size	District	DRG	State
Grade K	20.2	19.6	18.5
Grade 2	21.5	20.1	19.7
Grade 5	23.0	21.9	21.6
Grade 7	25.3	20.0	20.3
High School	20.4	21.1	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,021	973	993
Middle School	1,008	992	1,024
High School	1,006	1,007	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*	3.1	3.6	2.8
Middle School	1.3	3.0	2.2
High School	1.6	2.7	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	\$10,833	\$7,385	\$8,464	\$8,722	\$8,469
Instructional Supplies and Equipment	\$238	\$162	\$267	\$237	\$271
Improvement of Instruction and Educational Media Services	\$180	\$123	\$487	\$428	\$482
Student Support Services	\$1,313	\$895	\$901	\$879	\$901
Administration and Support Services	\$2,531	\$1,725	\$1,468	\$1,509	\$1,490
Plant Operation and Maintenance	\$2,086	\$1,422	\$1,471	\$1,393	\$1,463
Transportation	\$895	\$543	\$735	\$641	\$724
Costs for Students Tuitioned Out	\$1,717	N/A	N/A	N/A	N/A
Other	\$234	\$159	\$165	\$93	\$165
<b>Total</b>	<b>\$20,026</b>	<b>\$12,715</b>	<b>\$14,238</b>	<b>\$13,972</b>	<b>\$14,140</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$659	\$450	\$1,290	\$1,004	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$4,534,089	22.6	21.3	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	57.5	32.5	9.9	0.1
Excluding School Construction	56.8	32.8	10.3	0.1

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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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 provided 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.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	162
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.6%

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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	12	0.8	1.0	1.2
Learning Disability	40	2.6	3.9	3.9
Intellectual Disability	8	0.5	0.5	0.4
Emotional Disturbance	14	0.9	0.9	1.0
Speech Impairment	55	3.6	2.1	2.1
Other Health Impairment*	21	1.4	2.0	2.2
Other Disabilities**	12	0.8	1.2	1.0
<b>Total</b>	<b>162</b>	<b>10.6</b>	<b>11.6</b>	<b>11.7</b>

\*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	66.7	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	N/A	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	18.2	36.0	54.9	70.4
	Writing	7.8	21.5	53.6	66.3
	Mathematics	10.5	31.8	47.5	68.4
	Science	3.3	23.0	40.4	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	31.5	47.5
	Writing Across the Disciplines	N/A	N/A	43.0	63.0
	Mathematics	N/A	N/A	27.4	49.2
	Science	N/A	N/A	23.2	47.1

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	17.2
	% With Accommodations	82.8
CAPT	% Without Accommodations	23.1
	% With Accommodations	76.9
% Assessed Using Skills Checklist		10.4

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	28	17.3

### 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	110	67.9	70.0	72.1
40.1 to 79.0 Percent of Time	21	13.0	14.9	16.3
0.0 to 40.0 Percent of Time	31	19.1	15.1	11.7

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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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. 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. The Derby Schools has engaged the services of the Area Cooperative Educational Services to provide quality professional development and curriculum writing support to our staff. On February 7, 2012 the Board of Education adopted a five year strategic plan for improvement of public education. Strategic areas being addressed include: Academic Excellence - Each of our students will be academically prepared to succeed in life and in the global economy. Organizational Efficiency - We will promote greater economic efficiencies in district operations while preserving educational quality. Quality Instructional and Administrative Staff - We will recruit, develop, evaluate and retain a highly effective, diverse staff dedicated to student achievement and success. Student Wellbeing and Family and Community Partnerships - We will ensure a positive quality of school life for every student while actively engaging parents and other citizens as partners. Working in 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.

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