

STRATEGIC SCHOOL PROFILE 2009-10**Derby School District**

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Derby,
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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: 12,391

1990-2000 Population Growth: 1.6%

Number of Public Schools: 3

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: 86.5%

*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, 2009 1,449
5-Year Enrollment Change -2.9%

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	732	50.7	47.0	32.6
K-12 Students Who Are Not Fluent in English	110	7.7	12.2	5.4
Students Identified as Gifted and/or Talented*	4	0.3	3.5	4.1
PK-12 Students Receiving Special Education Services in District	129	8.8	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	97	71.3	76.5	80.5
Homeless	0	0.0	0.3	0.2
Juniors and Seniors Working 16 or More Hours Per Week	14	11.7	15.8	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	3	0.2
Asian American	42	2.9
Black	234	16.1
Hispanic	317	22.0
White	853	58.8
Total Minority	596	41.1

Percent of Minority Professional Staff: 4.9%

Non-English Home Language:

16.1% 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 21.

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 Derby Public School system is fortunate to serve a racially and economically diverse population of some 1,500 students in grades K-12. Approximately 50% of our students are considered "low income" by federal standards. The racial/ethnic make up of the district is approximately 60% Caucasian, 21% Latino, 15% African American and 4% Asian American. A substantial number of Derby students have immigrated here from other countries. Some 8% of our school population is made up of language minority students receiving special services for English language learners. In addition to the natural diversity that exists within our community, Derby participates in several efforts intended to reduce racial, ethnic and economic isolation in our region, including:

1. Participation in regional vocational technical and agriculture programs that bring students together from several different communities. More than thirty Derby students are enrolled in such programs.
2. Participation in area magnet school programs. More than ninety Derby students are served in inter-district magnet school programs under the sponsorship of Area Cooperative Educational Services (ACES) and the New Haven Public Schools.
3. Participation in special interdistrict programs, such as the "Words Alive" program at the Hartford Stage that involves middle school students from several cities and towns with a series of experiences in the performing arts.

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	44.6	57.0	12.3
Writing	61.0	58.3	41.1
Mathematics	61.8	62.4	35.0
Grade 4 Reading	44.1	59.9	11.9
Writing	43.5	63.6	9.4
Mathematics	34.4	67.0	3.8
Grade 5 Reading	43.5	61.8	10.9
Writing	46.9	68.2	6.0
Mathematics	39.8	72.4	2.4
Science	42.3	59.4	12.7
Grade 6 Reading	61.6	74.9	12.9
Writing	53.4	65.9	16.5
Mathematics	51.0	70.7	11.7
Grade 7 Reading	47.9	77.4	3.9
Writing	47.0	61.2	12.3
Mathematics	30.5	68.5	4.5
Grade 8 Reading	59.6	73.3	14.6
Writing	60.6	62.6	30.6
Mathematics	44.9	67.3	8.9
Science	44.1	62.8	10.2

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	26.6	45.9	15.2
Writing Across the Disciplines	52.5	59.6	27.1
Mathematics	26.3	48.7	12.9
Science	26.5	45.3	15.2

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
	43.6	50.7	28.8

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		57.6	68.5	
Average Score	Mathematics	423	508	9.3
	Critical Reading	436	503	10.1
	Writing	453	506	10.1

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	90.2	91.3	21.5
2008-09 Annual Dropout Rate for Grade 9 through 12	3.3	3.0	14.0

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	79.3	84.5
% Employed (Civilian Employment and in Armed Services)	10.9	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	91.00
Paraprofessional Instructional Assistants	27.00
Special Education	
Teachers and Instructors	11.50
Paraprofessional Instructional Assistants	9.00
Library/Media Specialists and/or Assistants	2.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	2.00
School Level	5.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	9.00
School Nurses	3.00
Other Staff Providing Non-Instructional Services and Support	52.38

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	13.8	13.8
% with Master's Degree or Above	85.6	79.1	77.8

Average Class Size	District	DRG	State
Grade K	22.7	19.3	18.5
Grade 2	20.4	19.9	19.7
Grade 5	20.2	21.0	21.1
Grade 7	25.2	21.3	20.8
High School	18.4	20.9	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,012	966	992
Middle School	N/A	N/A	N/A
High School	1,006	1,007	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*	3.5	3.5	3.2
Middle School	N/A	N/A	N/A
High School	2.9	2.7	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	\$9,753	\$6,671	\$7,819	\$8,337	\$7,829
Instructional Supplies and Equipment	\$209	\$143	\$274	\$241	\$279
Improvement of Instruction and Educational Media Services	\$130	\$89	\$474	\$466	\$459
Student Support Services	\$1,873	\$1,281	\$863	\$948	\$859
Administration and Support Services	\$2,057	\$1,407	\$1,405	\$1,461	\$1,426
Plant Operation and Maintenance	\$1,815	\$1,241	\$1,469	\$1,380	\$1,462
Transportation	\$810	\$480	\$701	\$597	\$694
Costs for Students Tuitioned Out	\$1,615	N/A	N/A	N/A	N/A
Other	\$239	\$164	\$163	\$90	\$162
Total	\$18,501	\$11,717	\$13,458	\$13,589	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$6,963	\$4,763	\$1,864	\$1,433	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$3,987,603	21.6	20.6	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	40.4	55.9	3.7	0.0
Excluding School Construction	53.0	41.9	5.1	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.

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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	147
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.5%

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	11	0.7	0.8	1.0
Learning Disability	29	1.9	3.9	3.9
Intellectual Disability	9	0.6	0.5	0.5
Emotional Disturbance	11	0.7	0.9	1.0
Speech Impairment	50	3.2	2.3	2.2
Other Health Impairment*	25	1.6	1.8	2.1
Other Disabilities**	12	0.8	1.2	0.9
Total	147	9.5	11.5	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	88.9	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	7.5	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	15.9	31.6	50.1	67.5
	Writing	8.3	19.6	51.7	63.3
	Mathematics	6.8	32.9	43.1	68.1
	Science	8.7	23.7	43.3	61.1
CAPT	Reading Across the Disciplines	N/A	N/A	26.6	45.9
	Writing Across the Disciplines	N/A	N/A	52.5	59.6
	Mathematics	N/A	N/A	26.3	48.7
	Science	N/A	N/A	26.5	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	21.1
	% With Accommodations	78.9
CAPT	% Without Accommodations	27.3
	% With Accommodations	72.7
% Assessed Using Skills Checklist		7.3

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	30	20.4

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	108	73.5	69.5	73.4
40.1 to 79.0 Percent of Time	10	6.8	14.9	15.3
0.0 to 40.0 Percent of Time	29	19.7	15.6	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

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. Derby's public schools devote particular attention to the promotion of high levels of engagement, motivation and self discipline among our children and young people. We do so in the belief that these factors are critical to the academic success that we expect for every student. The district pays particular attention to this priority in our hiring process. We provide numerous professional development opportunities in cooperation with the William Glasser Institute both during the summer and throughout the school year. For more insight into these practices, see the Engaging Children forum on our website at www.derbyps.org. Derby High School has recently completed the New England Association of Schools & Colleges (NEASC) accreditation process. In the course of this work, the faculty reviewed the instructional program and all major school processes in light of the NEASC standards. The NEASC visiting committee conducted a thorough review of the school's operations and instructional programs in the fall of 2010. We await the final report of the NEASC Commission and anticipate using its findings as a basis for further improvements at the School. 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. In January of 2010, our middle school students moved into the brand new Derby Middle School facility, the result of a \$28 million construction project. The new building provides an attractive, technology rich environment for our sixth, seventh and eighth graders, and has eliminated the overcrowding that the district experienced in previous years. Further improvements in our schools will be guided by the district's Vision Statement, which calls upon us to see the intellectual potential of our children as "part of the solution", to invest in our teachers through quality professional development, to promote lead management and teamwork as keys to organizational effectiveness, to build our capacity to use meaningful data as the basis for instructional decisions, to promote closer relationships with families and to maximize the advantages presented by its small, personal scale.
