

STRATEGIC SCHOOL PROFILE 2008-09**Waterbury School District**

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Location: 236 Grand Street
Waterbury,
Connecticut

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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	Per Capita Income in 2000: \$17,701
Town Population in 2000: 107,271	Percent of Adults without a High School Diploma in 2000*: 28.6%
1990-2000 Population Growth: -1.6%	Percent of Adults Who Were Not Fluent in English in 2000*: 7.8%
Number of Public Schools: 28	District Enrollment as % of Estimated. Student Population: 88.3%

*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, 2008	18,318
5-Year Enrollment Change	3.7%

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	13,675	74.7	82.7	30.3
K-12 Students Who Are Not Fluent in English	1,974	11.2	13.9	5.2
Students Identified as Gifted and/or Talented*	95	0.5	2.1	4.0
PK-12 Students Receiving Special Education Services in District	2,750	15.0	12.7	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	1,074	65.4	62.1	79.7
Homeless	72	0.4	0.7	0.2
Juniors and Seniors Working 16 or More Hours Per Week	218	21.3	16.5	19.0

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	62	0.3
Asian American	344	1.9
Black	5,125	28.0
Hispanic	8,059	44.0
White	4,728	25.8
Total Minority	13,590	74.2

Percent of Minority Professional Staff: 12.3%

Non-English Home Language: 14.2% 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 39.

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 both 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. A number of schools have suburban sister schools, for example, or participate in pen pal partnerships with other districts. While all projects allow students to develop friendships with students from other districts, some partnerships or programs focus on specific projects or subjects such as learning key math concepts. All of these programs provide students 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.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	32.0	54.6	6.9
Writing	45.5	62.5	8.2
Mathematics	48.5	62.8	13.2
Grade 4 Reading	36.2	60.7	6.7
Writing	45.3	64.2	8.5
Mathematics	44.6	63.6	9.1
Grade 5 Reading	44.2	66.0	7.5
Writing	44.5	66.5	7.4
Mathematics	54.2	68.8	11.1
Science	27.1	58.1	7.4
Grade 6 Reading	36.7	68.9	6.1
Writing	32.6	62.2	4.3
Mathematics	34.3	68.8	4.3
Grade 7 Reading	48.5	74.9	6.4
Writing	40.6	62.9	10.8
Mathematics	34.6	66.0	6.4
Grade 8 Reading	36.4	68.4	6.5
Writing	39.9	66.5	7.7
Mathematics	25.3	64.5	3.9
Science	19.1	60.6	3.9

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 scoreable 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	23.0	47.4	12.1
Writing Across the Disciplines	31.9	55.0	11.5
Mathematics	15.0	47.8	9.2
Science	11.6	42.8	6.9

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
	19.2	36.2	9.5

SAT® I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		59.7	74.5	
Average Score	Mathematics	411	507	7.8
	Critical Reading	420	503	7.0
	Writing	423	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 2008	88.7	92.1	16.0
Cumulative Four-Year Dropout Rate for Class of 2008	7.0	6.6	31.4
2007-08 Annual Dropout Rate for Grade 9 through 12	1.0	2.5	55.5

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	80.5	84.1
% Employed (Civilian Employment and in Armed Services)	14.6	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	1128.53
Paraprofessional Instructional Assistants	143.92
Special Education	
Teachers and Instructors	192.60
Paraprofessional Instructional Assistants	359.00
Library/Media Specialists and/or Assistants	42.65
Staff Devoted to Adult Education	1.00
Administrators, Coordinators, and Department Chairs	
District Central Office	19.00
School Level	70.86
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	32.00
Counselors, Social Workers, and School Psychologists	83.85
School Nurses	29.75
Other Staff Providing Non-Instructional Services and Support	762.37

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	11.4	12.5	13.6
% with Master's Degree or Above	81.3	72.7	76.1

Average Class Size	District	DRG	State
Grade K	18.5	20.5	18.3
Grade 2	21.0	21.0	19.3
Grade 5	23.8	22.0	21.0
Grade 7	27.6	21.7	20.5
High School	18.6	18.0	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	930	989	988
Middle School	998	996	1,016
High School	1,011	1,005	1,007

*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	2.9	3.3
Middle School	4.6	2.4	2.6
High School	2.4	2.3	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$126,580	\$6,915	\$7,521	\$8,050	\$7,522
Instructional Supplies and Equipment	\$6,353	\$347	\$267	\$320	\$271
Improvement of Instruction and Educational Media Services	\$19,883	\$1,086	\$461	\$541	\$446
Student Support Services	\$13,069	\$714	\$808	\$743	\$806
Administration and Support Services	\$21,401	\$1,169	\$1,351	\$1,465	\$1,369
Plant Operation and Maintenance	\$20,764	\$1,134	\$1,382	\$1,456	\$1,377
Transportation	\$9,987	\$550	\$649	\$787	\$644
Costs for Students Tuitioned Out	\$6,342	N/A	N/A	N/A	N/A
Other	\$8,077	\$441	\$152	\$153	\$151
Total	\$232,456	\$12,650	\$12,869	\$13,885	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$18,827	\$1,029	\$1,791	\$3,166	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$52860116	22.7	21.6	20.5

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	34.2	59.0	6.0	0.9
Excluding School Construction	36.4	56.2	6.5	0.9

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 also have access to additional funding through competitive grants and educational partnerships. Both State and City funding for local education have increased over the past few years, and 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 and calculators, created internet access for its schools, and developed an e-mail system for schools, administrators and teachers. 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 conducive to learning. The district has continued to upgrade many of its school buildings and has committed to ongoing maintenance. The district is currently in various stages of construction for three new K-8 schools. These schools, when completed, will add needed classroom space in both the elementary and middle school levels.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	2,761
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	16.0%

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	141	0.8	0.8	0.8
Learning Disability	854	5.0	5.0	3.9
Intellectual Disability	131	0.8	0.8	0.5
Emotional Disturbance	251	1.5	1.6	1.0
Speech Impairment	735	4.3	2.4	2.3
Other Health Impairment*	457	2.7	2.0	2.1
Other Disabilities**	192	1.1	1.1	0.9
Total	2,761	16.0	13.7	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 2007-08 with a Standard Diploma	79.0	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	1.7	3.5

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	11.8	30.2	38.9	65.7
	Writing	7.7	19.5	41.4	64.1
	Mathematics	16.4	30.7	40.4	65.7
	Science	5.2	23.8	23.1	59.4
CAPT	Reading Across the Disciplines	4.9	14.1	23.0	47.4
	Writing Across the Disciplines	5.1	13.6	31.9	55.0
	Mathematics	1.4	15.4	15.0	47.8
	Science	1.7	10.6	11.6	42.8

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	12.3
	% With Accommodations	87.7
CAPT	% Without Accommodations	43.5
	% With Accommodations	56.5
% Assessed Using Skills Checklist		13.5

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	214	7.8

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	2,022	73.2	67.4	72.7
40.1 to 79.0 Percent of Time	425	15.4	16.9	16.1
0.0 to 40.0 Percent of Time	314	11.4	15.7	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Hailed by the State Department of Education as an exemplary plan, Waterbury's new District Improvement Plan sets four goals for the period 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 plan outlines the goals and objectives of the Board of Education for the years 2008 through 2011, which were developed to address the identified needs of the students. 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 Professional Learning Communities, Common Formative Assessments, Data Driven Decision Making, Technology Infused into the Curriculum, Safe and Healthy School Environment, and Parental Involvement in the Educational Process and in Decision-Making.

Following the approval and adoption of the District Improvement Plan, individual schools were then required to develop their own School Improvement Plans, based on the district plan and the school's individual needs. School Improvement plans were reviewed for compliance with the district plan and with appropriate educational strategies. In the area of special education, the district has implemented a new 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 / 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 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. Also, the Title 1 District Parent Advisory Council (DPAC) and the Smaller Learning Community Project invited all Waterbury area parents/guardians to several district workshops on educational testing: Grades K-3 Developmental Reading Assessments (DRA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Grade 3-8: Connecticut Mastery Test (CMT) and Grades 9 & 10: Connecticut Academic Performance Test (CAPT). The workshops ensured that all parents, guardians, and families had the opportunity to continue being actively engaged in the education process, providing them with specific assessment information and ways to help their child succeed. The Educational Grants Office provided several additional trainings for parents, parent liaisons, and the District Parent Advisory Council. For example, through this partnership, the district held an Annual Title 1 Meeting and organized the Annual Title 1 Citywide Conference. Both events were informative and well attended by the parents and community.
