



Waterbury Public Schools Annual Report 2011-2012

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**Respectfully Submitted,
Dr. Kathleen M. Ouellette
Superintendent of Schools**

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A Message From The Superintendent

This Annual Report Summary presents highlights of the budget and the many issues facing our school district. It serves to provide citizens with critical updates related to the adopted Board of Education FY2011-2012 budget.

The recommended FY2011-2012 budget submitted to the Board of Aldermen indicated that approximately 2.9 percent increase over the FY2010-2011 budget would be required to maintain current programming and level of services for Waterbury Public Schools. The final FY2011-2012 Board of Education's appropriation was a recommended budget based on the Board of Aldermen's appropriation of a 0% increase over the prior year's budget.

Based on current revenue projections from state and federal sources, the Board of Education prioritized expenditures. Those assigned the highest priority were included in the FY11-12 budget. The availability of approximately \$3.4 million of an Education Jobs Fund grant allowed stabilized educational services for the year.

In addition, the FY2011-2012 budget posed challenges due to the elimination of the American Recovery and Reinvestment funds (ARRA). A number of positions funded through the Individuals with Disabilities Education Act (IDEA) and Title I ARRA grants had to be funded in the FY2011-12 budget or converted to the Education Jobs Funds. These positions were in place to provide intensive direct instruction to students in an effort to close the achievement gap in the Waterbury schools. Our school district will continue to take drastic measures to maintain level funding and keep increases to a mere minimum.

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. Grant funds have a significant impact on the annual finances of the Waterbury Public Schools. 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 Connecticut State Department of Education (CSDE) typically oversees the disbursement of most of the state grant funding that the district receives. 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. Regardless of the funding source or type of grant, Waterbury Public Schools must adhere to strict guidelines that vary with each individual grant in order to retain the district's eligibility status to remain in regulatory compliance.

Entitlement funding will be instrumental in our efforts to increase student proficiency and address the achievement gap. As in past years, we will aggressively pursue competitive grants from a variety of funding sources that will help us address student needs and district goals and objectives.

In preparation of the 2011-2012 budget, my staff was, once again, cognizant of the economic hardships that we all face. Like all school systems across the state and around the country, we are prepared to do what is necessary in order to keep providing our children with the best possible educational services. Rest assured, my staff and I are prepared to address these challenges – both academically and fiscally. We are committed to advocate on behalf of our schools so that they can provide the necessary programs and services needed to empower our children to reach their fullest potential. As we move forward, please know that we will continue to focus our attention on closing the racial achievement gap and providing quality instruction for all students. As previously mentioned, we will perpetuate the momentum to ensure that our students demonstrate even greater gains in academic achievement. Moreover, we will continue our commitment to equalizing opportunities for educational services in accordance with state and national mandates. Additionally, we will maximize funds for the ongoing maintenance of our buildings and other necessary needs.

We are proud of efforts with building upgrades and new school construction. It is with great excitement that we open the doors of our new Jonathan E. Reed Elementary School for the 2012-2013 school year. In addition, we opened our second pre-kindergarten to eighth grade school, Duggan, and continued construction on our third and fourth pre-kindergarten to eighth grade schools.

Waterbury Public Schools is developing new curricula for students in kindergarten through twelfth grade in every content area. These curricula are generated from Common Core State Standards and state standards such as *The Connecticut Framework: K-12 Curricular Goals and Standards*. Similarly, the CSDE's *Common Core of Teaching* provides guidance to administrators and teachers regarding expectations for instruction at all levels. It is important that the school system maintain rigor to ready students for 21st century learning for college and career.

As we begin our reform work together in Waterbury, it is imperative that teachers and school leaders work together with the support of the entire Waterbury education community to institute improvement strategies that promote the highest quality instruction and ultimately improved student performance across all school levels. Every student in our system deserves to succeed and to be confident and college or career ready as they graduate. Accomplishing this requires a commitment to education reform and continuous improvement which will involve change, fiscal and human resource support for our schools and a commitment to quality education for every Waterbury student. As an educational community, we need to engage all stakeholders and use multiple measures of district and school effectiveness in order to accelerate our reform endeavor. To support stronger student outcomes, we will need a commitment to action which includes developing a culture of data driven decision making accompanied by evidence of its use, policies that support continuous improvement, and shared leadership with guiding principles that create a shared vision.

In conclusion, I want to commend the members of the Waterbury Board of Education for their commitment to quality education. I am equally grateful to our staff members across the district for their tireless dedication in ensuring that the school system they serve is a place of excellence for our children. In the months and years ahead, I am confident that Waterbury will rise to new heights and will soon be recognized as a school system that can serve as a model for embracing reform and producing positive outcomes. With the shared goal of improving opportunities for all of our students, I look forward to the work ahead.

Respectfully submitted,



Dr. Kathleen M. Ouellette
Superintendent of Schools

Central Office Staff

Superintendent of Schools
Assistant Superintendent, Curriculum and Instruction
Assistant Superintendent, Special Education

Kathleen M. Ouellette, Ed.D.
Paul V. Sequeira, Ed.D.
Anne Marie Cullinan

Education Liaison to Government, Business and Community
Director of Personnel
Chief Operating Officer
School Business Administrator
Management, Information and Technology
Food Service Manager
Bussing Coordinator
Crossing Guard Coordinator
Inspector of School Buildings
Supervisor of Grants
Competitive Grants Writer
School / Community Relations Coordinator
Payroll Supervisor
Supervisor, Research, Development and Testing

Mary Ann Marold
Ron Frost
Paul Guidone
Vacant
Will Zhuta
Linda Franzese
Jeffrey Hunter
Nate Jones
John Cross
Linda Riddick-Barron
Louise Allen Brown
Nancy Dzija Vaughan
Alyce Cass
Tara Battistoni

Special Education Supervisors

Roberta Abell
Lisa Brown
Luisa Cumbo
Wendi Dawiczuk
Robert Delaney
Denise Derenches
Elaine Hlavacek
Wendy Owen
Jason Sconziano

Subject Supervisors

Mathematics
Science / Technology Education
Music / Theater
Health / Physical Education
Social Studies, Family and Consumer Science
Visual Arts
Reading / Language Arts (K-5)
Reading / Language Arts (6-12)
Supervisor, Bilingual Education
Supervisor, Early Childhood Education

William Rice
Victoria Chaudhuri
David Gardino
Joseph Gorman
Michael Harris
(vacant)
Patricia Moran
Nicholas Albini
Adela Jorge-Nelson
Kristine Keidel

School Readiness
Adult Education
Family Intake Center

Barbara Tacchi
Antonio Musto
George D'Agostino

School Principals

Bucks Hill Elementary School
Bunker Hill Elementary School
Chase Elementary School
Carrington Elementary School
Wendell Cross Elementary School
Driggs Elementary School
Duggan Elementary School (PreK-8)
Generali Elementary School
Gilmartin Elementary School (PreK-8)
Hopeville Elementary School
Kingsbury Elementary School
Maloney Magnet Elementary School
Regan Elementary School
Rotella Magnet Elementary School
Sprague Elementary School
Tinker Elementary School
Walsh Elementary School
Washington Elementary School
Woodrow Wilson Elementary School

North End Middle School
Wallace Middle School
West Side Middle School

Waterbury Arts Magnet Middle and High School

Crosby High School
Kennedy High School
Wilby High School

Enlightenment and Excel Programs
Special Education Pre-School
State Street School

Mrs. Ann Begley
Mr. Brian Goggin
Mrs. Celia Piccochi
Mr. Kevin Brennan
Mr. Joseph Amato
Mrs. Diurca Tomasella, SVP
Dr. Patricia Frageau
Mrs. Kathy Stamp
Dr. Donald Burzler
Mr. Thomas Pannone
Mrs. Pamela Baim
Mrs. Donna Cullen
Mrs. Noreen Buckley
Mrs. Gina Calabrese
Mrs. Donna Perreault
Ms. Lauren Elias
Mr. Erik Brown
Mrs. Roxanne Augelli
Mrs. Robin Henry

Mr. Michael LoRusso
Mr. Donald Rapuano
Mrs. Maria Burns

Mrs. Elizabeth McGrath

Dr. Louis Padua
Mr. Michael Yamin
Ms. Robyn Apicella

Mrs. Michele Buerkle
Mrs. Marisa Blakeslee, SVP
Mrs. Lisa Ariola-Simoes, SVP

Waterbury 2011-2012 Board of Education

Charles L. Stango, President
Karen E. Harvey, Vice President

**Elizabeth C. Brown, Joanne D'Amelio, Coleen Flaherty-Merritt,
Gregory Harkins, Patrick J. Hayes, Jr., Jose L. Morales,
Ann M. Sweeney, Jason Van Stone**

Waterbury Public Schools Board of Education ...
The Vision – Present and Future

The Vision:

The Vision of the Waterbury Public Schools
is to equip its students with the tools needed to conquer their future.

Mission Statement:

The mission of the Waterbury School System is to establish itself as the leader in Connecticut for urban education reform in partnership with the State Department of Education and the entire Waterbury community. The school system will provide opportunities for all students to maximize their skills and talents in an atmosphere where teaching and learning flourish under the never-wavering belief that all students can be exemplary students, while becoming respectful, responsible, productive citizens vital to our community.

Waterbury Public Schools District Improvement Planning

PROPOSED CHANGES AND INPUT FOR DIP 2011 – 2014 OVERVIEW

This Proposed District Improvement Plan is a result of a collaborative effort between the Connecticut State Department of Education (CSDE) and the Waterbury Public Schools Executive Management Team (EMT). The team focused on how to best streamline the Tier I and Tier II indicators, strategies, and results indicators to create a laser-like focus to increase achievement for all students in all schools in all grades. The EMT was restructured in 2010 – 2011 to incorporate teachers and union leaders with the existing team of supervisors, principals, and central office personnel.

Beginning in January 2011, the state consultants met with the English, Reading/Language Arts, and Math supervisors to brainstorm how to improve student achievement in Reading and Mathematics from K to 12. The supervisors soon realized that there had to be a two-pronged approach separating elementary from the secondary level as the issues prohibiting achievement were different. A plan of action was presented to the EMT on March 1, 2011. At that meeting, it was decided that two sub-committees should be formed (elementary and secondary). After the initial secondary meeting, it was further apparent that an additional division was required due to the individual needs of middle schools and high schools. By April 6, the three sub-committees (elementary, middle, and high) were formed and meeting. The CSDE consultants met with the sub-committees to create improvement plans addressing the needs of their levels.

Over the next several months, meetings were held, plans were revised, and the resulting documents were reviewed by the EMT. In addition, the work of the well-established School Climate and Parent Involvement sub-committees was presented and reviewed as well.

This present document is the culmination of the many hours of work and discussion through July 13, 2011. The EMT will begin meeting upon the appointment of the new superintendent to finalize the strategies, actions, and results indicators of this proposed plan.

District Goals-

1. The Waterbury Public Schools will attain high academic achievement for all students in literacy.
2. The Waterbury Public Schools will attain high academic achievement for all students in numeracy.
3. The Waterbury Public Schools will provide a safe and secure teaching and learning environment.
4. The Waterbury Public Schools will ensure that all parents are actively engaged in the educational process.

TIER ONE INDICATORS

1. To achieve, within the next three years, AYP (Adequate Yearly Progress) in Reading on the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT)
2. To achieve, within the next three years, AYP (Adequate Yearly Progress) in Mathematics on the Connecticut Mastery Test (CMT) and Connecticut Academic Performance Test (CAPT)
3. To promote, enhance and sustain a positive school climate using the National School Climate Standards by:
 - maintaining an average of 94% student attendance rate across the district
 - increasing by 9 percent the number of students who have no discipline referrals over the next three years.
4. To increase the engagement of families in the education process by 15% over the next three years as measured by participation in school and district meetings, workshops and events, and two-way communication efforts.

TIER TWO INDICATORS

1. Increase the content and pedagogical knowledge of teachers and leaders through stronger, more frequent collaboration and sustained professional development.
2. Use the Professional Learning Community model to continue to create a culture of high expectations and a shared mission in each school and at the district level.
3. Reallocate time and personnel to effectively execute the teaching and learning process.
4. Develop and implement programs targeted at teaching and modeling specific appropriate behaviors that promote positive school relationships.

Upon Dr. Ouellette's appointment, the Executive Management Team met with her to provide input into her Strategic Plan that was presented to the Board of Education on June 14, 2012.



“Moving Forward For Student Success.”

Waterbury has identified the following district goals to support the success of ALL students:

1. Provide all students with quality school principals and teachers who deliver rigorous and effective instruction.
Objectives:
 - Develop instructional district-wide leadership capacity to support improvement of student achievement.
 - Provide embedded Professional Development for teachers and administrators.
 - Design and implement a new teacher and principal evaluation system.
 - Use student achievement data to improve effective instruction.
 - Recruit and retain high quality teachers and administrators that reflect the diversity of the community.
2. Ensure all students equal access to quality curriculum that is aligned to Common Core State Standards.
Objectives:
 - Conduct a curriculum audit and create units of study that align to Common Core State Standards.
 - Review assessment practices and align assessments with Common Core State Standards and “Smarter Balance Assessment” recommendations.
 - Integrate the use of technology and culturally responsive pedagogy into curriculum development plans.
 - Provide tiered support for students in ELA and mathematics.
3. Provide all students a positive school climate, creating safe, respectful and welcoming schools that actively engage all families.
Objectives:
 - Sustain and improve Positive Behavior Intervention Support implementation.
 - Create comprehensive school climate plans for each school.
 - Increase parent engagement in all schools.
4. Ensure that all students who enter Grade 9 graduate on time by Grade 12, prepared to enter colleges or careers of their choice.
Objectives:
 - Integrate “Gear Up” program at middle schools to prepare students for college readiness.
 - Create meaningful Student Success Plans (SSP) that begin in middle school and continue through high school.
 - Create a middle school and high school study team to review restructuring possibilities.

The new strategic plan presented to the Board of Education on June 14, 2012 by Superintendent Dr. Kathleen M. Ouellette, will guide the Waterbury Public Schools for the 2012-2013 school year.

Improving Student Achievement

New Initiatives for this year include:

Connecticut Common Core State Standards

Our work began back in 2010 when we attended workshops and analyzed the impact it would have on our school district, especially with the additional three Carnegie units required for graduation. As we gained momentum, we focused on the mechanics of CCSS, Student Success Plans, Capstone project and the online assessments. We have audited the number of computers and computer labs available to us in Waterbury in preparation for the online testing in 2015. This will be ongoing as we attempt to meet our goal.

Effective Monitoring

During the 2011-2012 school year, the department has made a concerted effort to monitor the teaching of language arts, mathematics, and writing at the elementary, middle and high schools in the district. This was accomplished by the content supervisors doing walkthrough observations, visiting classrooms, and attending data team meetings with teachers followed by a meeting with the building principal on issues that needed to be brought to their attention.

Assessments

This school year, the school Superintendent recommended we pilot CREC Mathematics and Language Arts assessments in the district. The CREC assessments helped teachers by focusing on the four CMT strands and provided information to teachers on students regarding fluency, comprehension and vocabulary. Teachers welcomed the assessments as they were of a short duration and provided much valuable information in a very short time.

Data Warehousing

During the 2012-2013 school year, Central Office, school principals, and teachers continued meeting with the Cognos Consultants and the Director of Information Technology in Waterbury to finalize the development of the Data Warehousing program for the district. The in-depth operation and training of the Data Warehouse will be handled by the Information Technology Department in the fall of 2012. Assistant superintendents, supervisors, and principals have spent a considerable amount of time in reviewing the dashboard and understanding the operational data for the efficient running of the district and individual schools. This valuable resource of technology will be an asset for Data Driven Decision Making, monitoring student progress with numerous capabilities.

Online Learning Plan

The Online Learning proposal has been implemented and continues to grow. We believe that in the future many of our courses and assignments will emerge from this concept. The State of Connecticut Education Reform Act has made Online Learning programs mandatory for all schools experiencing a dropout rate higher than 8%. To meet this need, CSDE has an Online Learning Center for high school students in the state. During our planning phase, we realized that this offering will increase the learning options with opportunities to take Advanced Placement (AP) test preparations, complete extra courses, and repeat courses that a student failed in regular class time. This program will allow students to move forward at their individual pace. With the introduction of Odysseyware, the program will eventually grow to offer another avenue for students to complete course requirements within the time frame of a semester.

SAT for Middle School Students

This is our second year where we have encouraged our students in the Middle School Accelerated Academy (MSAA) program, as well as any other students who were recommended by their teachers to take the SAT's. The Language Arts Supervisor worked closely with the staff of the John Hopkins University on the administration of the tests and the opportunities for students and parents to participate in the summer institute. Students who took the SAT's this year had a high of 600 in the verbal with some students scoring 580 in verbal and mathematics. Over 17 students now qualify to attend the summer program, having earned over \$25,000 in scholarship money from John Hopkins University to attend college level classes and earn college credits over the summer.

Middle School Scheduling

This phase of the middle school revitalization moved forward during the 2011-12 school year. As a result, planning meetings started in 2010 were continued throughout the 2012 school year. It is expected that implementation will take place in 2013. These plans were included in the new District Improvement Plan for 2011-2014. Schedules and course selections are being adjusted to accommodate the needs of all students, particularly in Reading/Language Arts and Mathematics. The schedule changes will allow the schools to focus on increasing the time on task in reading and mathematics.

Improving Student Achievement, continued

Middle School Accelerated Academy

This is the third year of the Middle School Accelerated Academy with 300 new sixth graders added to the program. There were 180 seventh graders who had completed the program as sixth graders the year before. MSAA programs accept top-performing fifth graders from across the district into each of the 3 comprehensive middle schools. The expected enrollment for 2012-2013 is 150 sixth graders, 170 seventh graders, and 200 eighth graders. The program is continually monitored by the house principals, the Reading/Language Arts Supervisor 6-12, and the Assistant Superintendent for Curriculum & Instruction.

Special Education Initiatives:

Special Education Supervisors reviewed the Scientific Research-Based Intervention / Early Intervention Project (SRBI/EIP) process as it relates to the new Learning Disabilities Guidelines with district staff and administrators. An SRBI/EIP committee was established during the 2011-2012 school year to examine best practices for implementation at the middle and high school levels.

Positive Behavior Intervention Support (PBIS) continues to be implemented with great success across all grade levels district wide. The PBIS district team organized numerous year end celebrations for all students Pre-K through high school that met school based PBIS criteria. District collaborative instruction coaches completed a School Wide Evaluation Tool (SET) to assess the effectiveness of PBIS in each building. Data is shared with building administration. Data is used to sustain current practices or improve upon existing ones. (see Positive Behavioral Interventions & Supports Report on district web site under Annual Reports)

The Special Education Department contracted with Crisis Prevention Intervention to train 70 district staff as certified instructors for Waterbury Public Schools. District staff participated in an intensive four day training program. Utilizing the Trainer of Trainers model, the newly certified instructors provided professional development to all Waterbury Public School staff in Crisis Prevention Intervention (CPI) de-escalation techniques during the 2011-2012 school year.

During the 2011-2012 school year Special Education Supervisors met with Board Certified Behavior Analyst (BCBA) consultant to initiate Behavior Disorder Learning Center (BDLC) transformation and to align across all grade levels for consistency and continuity to promote a positive learning environment. Consultation and programmatic restructuring will continue into next school year.

The Special Education Department opened a Center Based Learning Classroom at Duggan School to meet the needs of children leaving pre-k who have significant developmental and behavioral needs.

During the 2011-2012 school year the Special Education Department realigned existing behavioral support Pre-K-12 with contracted BCBA's and specialized teaching staff. The city was divided into divisions with a BCBA or specialized teacher assigned to each division. BCBA and/or specialized teacher would support teams and provide assistance to school teams struggling with individual students with challenging behaviors.

The Special Education Department organized, planned and implemented training for all paraprofessionals during the August and November 2011 Professional Development. In addition, follow up workshops were offered in the spring of 2012 with specific focus on disability identification, behavioral management techniques and reading strategies.

Using the elementary guidance curriculum, activities, lessons, and projects were utilized to promote a safe and positive school climate. Projects and activities reinforced concepts and skills taught in the classrooms and in small groups. The district employed the assistance of all school personnel, PBIS, and School Climate committees as resources in an effort to increase the average daily attendance rates of students in the District. (see Attendance Data on district web site under Annual Reports)

The school district has hired and trained four individuals to monitor in-school suspension on a rotating schedule at the elementary level as an alternative to out-of-school suspension. Intervention specialists, resource officers, school counselors, parent liaisons, probate court, and the Juvenile Justice Alliance are utilized at the middle school level. Each middle and high has an in house suspension room as well as detention program supervised by district appointed staff where students are sent as an alternative to an out-of-school suspension.

The preschool has continued to maintain NAEYC Accreditation through successful implementation of program standards and successful completion of the required annual report.

Test Scores

** 2011-2012 scores released July, 2012, may be subject to minor adjustments.

Connecticut Mastery Test District – All Grades Percentage At or Above Proficient

	Math	Reading	Writing	Science
05-06	58.6%	48.3%	69.5%	
06-07	61.8%	48.3%	69.4%	
07-08	64.3%	51.1%	66.7%	50.9%
08-09	69.7%	56.5%	71.3%	51.8%
09-10	71.1%	59.0%	67.3%	52.8%
10-11	71.9%	62.0%	69.0%	51.3%
11-12	69.7%	63.5%	72.0%	51.7%

Connecticut Mastery Test District – All Grades Percentage At or Above State Goal

	Math	Reading	Writing	Science
05-06	29.5%	32.3%	39.8%	
06-07	34.9%	32.8%	40.0%	
07-08	37.0%	35.0%	38.0%	22.3%
08-09	40.7%	39.3%	41.7%	23.3%
09-10	42.8%	41.6%	39.0%	27.5%
10-11	44.2%	45.8%	41.1%	26.9%
11-12	40.9%	46.5%	43.4%	27.3%

Our stronger performing schools continued to demonstrate growth. Kingsbury School, removed from the list of schools in need of improvement two years ago, continued to show growth this year, especially in reading and writing, as did Wendell Cross, Generali, North End Middle School, Wallace Middle School and Washington School.

Some of our schools showed substantial growth in specific areas. For example, grade three writing at goal or above at Tinker School jumped from 56.8% to 71.3%. Walsh School showed substantial gains in this same area, grade three writing, with students scoring at or above proficient increasing from 41.0% to 57.3%, and at goal and above, increasing from 11.5% to 30.3%. Fourth graders at Regan School showed substantial growth in reading at the proficient level, 51.1% to 71.1% and at goal, from 31.1% to 55.3%.

Similarly, as there were some large increases, there were some decreases that we need to reflect upon and address as well. These decreases demonstrate a need to reflect upon our best practices in order to maximize student achievement.

Connecticut Academic Performance Test District Percentage At or Above Proficient

	Math	Science	Reading	Writing
06-07	47.7%	46.7%	55.5%	66.2%
07-08	48.3%	47.9%	57.2%	76.6%
08-09	49.1%	47.2%	67.0%	78.6%
09-10	41.1%	46.1%	61.1%	75.5%
10-11	44.5%	48.6%	56.7%	80.6%
11-12	41.7%	39.7%	59.6%	78.4%

Connecticut Academic Performance Test District Percentage At or Above State Goal (Level 4 or 5)

	Math	Science	Reading	Writing
06-07	12.8%	10.4%	17.5%	26.1%
07-08	14.5%	15.0%	15.4%	29.4%
08-09	15.1%	11.7%	23.1%	32.2%
09-10	10.9%	11.3%	13.9%	29.6%
10-11	11.4%	11.6%	13.6%	33.1%
11-12	11.9%	9.7%	18.3%	35.1%

In the coming months, we need to emphasize teacher preparedness to improve student achievement in all core subject areas: reading, writing, and math, with equal emphasis. Our education reform plan will address these needs through the reorganization of Central Office and the implementation of the Instructional Leadership Directors who will each work with a cluster of schools.

School Construction



Duggan
Top, right, and below.



Enlightenment School was completely renovated and re-opened with new, modern classrooms.



Carrington Groundbreaking, above.



The new Jonathan Reed School will open for the 2012-2013 school year.

School Construction

- The new Duggan School opened on schedule and under the revised budget.
- Construction of the new Jonathan E. Reed Elementary School continued, including extensive site remediation, towards an August 2012 occupancy.
- The Enlightenment School renovations were completed on schedule and under budget.
- The Wilby High School Science Room Renovations were completed on schedule and under budget.
- Acquired properties and commenced construction for our new Waterbury Career Academy High School.
- Commenced construction for a new Carrington Pre-K to 8 School.
- Obtained State funding approval for the Wallace Middle School Addition and Alterations project.
- Conducted Feasibility Studies for athletic field improvements at Crosby High School/Wallace Middle School and Wilby High School/North End Middle School.
- Conducted a Feasibility Study for educational and athletic field improvements related to the accreditation visit at Kennedy High School.
- Continued a site search for a new East End elementary school.
- Continued to implement a complex redistricting plan for the Pre-K to 8 schools.

School Maintenance / Operations

Operations

- Continued to improve the conditions and cleanliness of all our schools, including an extensive facility improvement plan at Walsh Elementary School.
- Conducted numerous capital project improvements.
- Upgraded various HVAC equipment at Waterbury Arts Magnet School.
- Prepared building for a successful accreditation visit for Wilby High School.
- Oversaw purchase and installation of SMART Boards to all grade 4 and 5 classrooms and throughout the middle and high schools.
- Implemented second phase of Tools-for Schools program.
- Improved structural integrity of Bucks Hill building.
- Significantly expanded the fresh fruit and vegetable program district-wide, as well as, a breakfast offering at all high schools.

2012-2015 Technology Plan

Redistricting: Continued development of new school boundaries and identification of students that will be attending the new prekindergarten through eighth grade elementary schools, slated to open over the next few years.

- Create the availability of an existing small elementary school.
- Eliminate the need for existing rental properties.
- Reduce transportation costs.\
- Spur neighborhood redevelopment/revitalization.
- Some students will be required to change schools.
- School assignment will be based upon the home address.

The criterion used to create the new neighborhoods was student safety, school size, class size, simplicity, walk zones and transportation efficiency.

District Improvement Reports: standardized attendance and discipline reports, as called for in the District Improvement Plan. These reports create a scorecard that allows school administrators and central office personnel to quickly assess current trends and establish benchmarks for their school on a monthly basis, and/or year over year. The data points are used to provide comparison benchmarks for their school or other schools, in the district. The data is updated monthly and stored on the departments SharePoint directory for easy access.

Electronic Rubric Report Cards: were created for the Pre-K, Kindergarten and Elementary Schools. This has simplified the reporting process and has established a more efficient and effective procedure for creating this type of report card. Teachers can now prepare and store the rubric report electronically.

Automated Attendance Call: an automated attendance call is now made to every parent/guardian of every child that is absent from school. The procedure uses data from the Student Information Systems and technology from the emergency call system to notify the homes of students absent from school.

Wireless Access Controllers: Cisco Aironet wireless controllers are being implement throughout the school district that allow for roaming profiles and Lightweight Directory Access Protocol (LDAP) authentication. This new technology allows us to control wireless access to the network and maintain better control over rogue guests or hackers.

New Elementary School Technology specifications and build design: Working with the building architects and project managers, we have standardized school technology requirements. The newly adopted guidelines were used in the Reed School project.

Finance / Budget

Budget and Finance

- Continued to control costs and achieve a year end budget surplus in the third year of a no-growth budget.
- Prepared a fourth consecutive no-growth budget with little negative effect on educational programs offered to our students.
- Received a completely “clean” audit report void of any findings or comments.

Entitlement Grants

Parent involvement activities were tailored to the needs of Waterbury Public Schools through legislated groups such as the School Governance Council, the District Parent Advisory Council, Family School Partnership, and a concentration on school compacts as it related to the District Improvement Plan (DIP) goal, which also included an increase in two way communication. “Meet and Greets” were held by division beginning this spring to allow parents and community members an opportunity to have personal dialogues with School Superintendent Dr. Kathleen Ouellette.

Title I ARRA (American Recovery and Reinvestment Act) funds were spent on district level purchases including school based parent computers which were the catalyst for district wide progress-book workshops for families and community members. Magnets were purchased with directions on how to log on to the progress-book website. These were given out at the respective workshops and district activities throughout the school year. A Computer Technology Center (CTC) staff member gave step by step instructions as he trained the parent liaisons a few years ago. Title IID ARRA funds were used to assist district staff in final training for the new Data Warehouse and a new technology based curriculum software for implementation in U.S. History on the secondary level. The data warehouse will be in operation next school year.

The Title IIA funds continued to assist central office staff with teacher training including mentoring and providing resources that assisted staff in becoming highly qualified teachers under No Child Left Behind (NCLB). Positive Behavior Intervention Support (PBIS) funds and innovative funds were used to support positive behavior and achievement. Parents on the waiting Supplemental Educational Services (SES) list were offered tutorial support during the last marking period during the summer months resulting in an increase in services.

COMPETITIVE GRANTS AWARDED To Waterbury, 2011-2012

USF (e-rate) Telephone Service Discounts (FCC) 2011-2012 (2010-11 Application)	\$172,332.
Primary Mental Health Grant – Duggan & W. Cross– (SDE) (2010-11 Application)	\$ 22,135.
Know How 2 Go (African American Affairs Commission (AAAC, 2010-11) (2010-11 Application)	\$ 5000.
State Afterschool Grant Programs (SDE) Bunker Hill Elementary School North End Middle School (2010-11 Application)	\$300,000. \$300,000.
100 BEST Communities (ING, America’s Promise) (2010-11 Application)	\$2,500. (City Award)
CREC Professional Development Grants (CREC)	\$5,000. (req. \$10,000)
Safe Routes to Schools Grant (State Dept. of Transportation)	\$500,000. (City Award)
TOTAL GRANTS AWARDED 2011-2012	<u>\$1,306,967.</u>

Hiring / Personnel

In fiscal year 2011-2012 the office of Education Personnel supervised the recruitment, selection and appointment of seventy-one highly qualified teachers to replace teachers that resigned, retired, were non-renewed or were promoted to higher positions. The average salary level for these new teachers was \$48,025 and came in under budget.

Eight administrative vacancies occurred for 2011-2012 as a result of retirements, resignations, transfers, promotions and expansion positions. All of these vacancies have been filled with qualified staff.

As part of our recruiting efforts, we participated in ten career day fairs and two on-site campus interview sessions, including a "Teacher Fair" held at Rotella Magnet School, where candidates interested in employment with the Waterbury School District attended. Applitrack, an on-line application system, has been fully implemented. In addition to creating a paperless application process – which saves space and paper costs, the system advertises Education's vacancies – thus saving advertising costs, enables immediate access to candidates' applications directly by our Administrators – providing convenience and saving time, provides immediate confirmation of receipt of application to the applicants – saving calls and postage, thus increasing the efficiency of the Personnel Office.

2011-2012 TEACHER HIRES BY RACE/ETHNICITY

Race/Ethnicity	# of Hires	% of Total Hires
Asian	1	1.4%
Hispanic	6	8.5%
Black/African American	3	4.2%
Two or More Races	3	4.2%
White/Caucasian	58	81.7%
Total	71	100%

Approximately 18% of teachers hired during 2011-2012 were minority.



School and Staff Awards and Honors

- Students and teachers from Carrington School's sister school, Qingdao Experimental Primary School in Qingdao, China, arrived in Waterbury and visited Carrington School this year. Students participated in a 21st century Community Learning Center after-school program at the Mattatuck Museum as well, touring the museum and sharing dinner. Last year, Carrington School students exchanged pen-pal letters with their Chinese counterparts and the Chinese Acrobat Troupe performed in the Carrington School cafegymatorium for the 4th and 5th grade students. Principal Kevin Brennan had visited China a few years ago as part of an exchange program.
- NBC-30 news anchor and reporter, Brad Drazen, visited Regan School and video-taped students working on the CMTTEST-PREPFUN website. He also interviewed the students as well as Principal Noreen Buckley. Channel 30 aired this news report the week before our administration of the Connecticut Mastery Tests.
- North End Middle School is one of WFSB-TV Channel 3's "Cool Schools." Reporter Mark Dixon and his cameraman visited the school on January 11, 2012 to learn more about NEMS programs, including "I Make A Difference." The video clips aired Friday, January 20, 2012.
- On March 16th, twenty-two school administrators from China visited Wilby High School. Wilby's Culinary Arts students made breakfast and lunch, and the visitors had the opportunity to visit sixteen classes, including Manufacturing and Allied Health programs.
- Suzanne Dion, an art teacher at Rotella Interdistrict Magnet School, has been recognized by Artsonia, the world's largest online kids' art museum, for her outstanding leadership in the area of arts education at her school. The school's online art gallery at www.artsonia.com/schools/RotellaInterdistrictMagnet - was ranked first in the state and 52nd in the nation, according to criteria developed by the site. During the 2010-2011 school year, the Rotella gallery showcased 3,617 pieces of artwork. This popular collection was visited more than 19,324 times and has received 1198 comments from friends and family.
- Gilmartin School received a \$500,000 Safe Routes to Schools grant to construct new neighborhood sidewalks and crosswalks, shoulder striping on roadways, and the purchase and installation of a bicycle rack at the school.
- Gilmartin School's pre-kindergarten program is now accredited by the National Association for the Education of Young Children. The program received a score of 100% on each of the program standards, which includes: Relationships, Curriculum, Teaching, Assessment, Health, Teachers, Families, Community Relationships, Physical Environment, Leadership and Management.
- Wilby High School posted a victory in the May 3rd Electrathon Challenge.
- The School Family Community Partnership Parent and Youth Fair held Saturday, April 21st, was very well attended. Younger students enjoyed kickball, arts and crafts and other activities in the gym while parents picked up information on school and community programs in the atrium. Middle and high school age students participated in a discussion on bullying or learned to play chess.
- Bucks Hill Pre-K at the Annex won \$10,000 in the Brass Mill Center's My School's Cool program. Sprague School won \$3,000 for second place, State Street won \$2,000 for third place, and eleven other schools won \$500 each.
- Board of Education Vice President Karen E. Harvey was named this year's African American Mayor for the Day.

School and Staff Awards and Honors, continued



On March 28th, the Exchange Club honored Rotella Magnet School Principal Gina Calabrese as Educator of the Year. Gina is an accomplished educator, who was appointed Principal of the Rotella Interdistrict Magnet School in 2005. Under her leadership, the school has become a nationally recognized magnet school. In 2007, Rotella was named the recipient of the Dr. Ronald P. Simpson Distinguished Merit Award from the Magnet Schools of America, the highest award possible for a magnet school. For the past three years, the school has been named a School of Excellence by that same organization and is one of the most highly decorated magnet schools in America. Rotella students have had art work displayed in a number of national venues, and in 2010, a fifth grade teacher at Rotella, Joan Dooling, was named a Magnet Schools of America National Teacher of the Year. In 2011, a Rotella fifth grader, Autumn McDonald, was declared the National Poster Winner from Magnet Schools of America. Last year, Gina Calabrese was declared the Principal of the Year by the Magnet Schools of America. That award is presented each year to a Principal who has succeeded in implementing innovative programs that promote academic excellence in a magnet school.

2012 Teacher of the Year Award Winners

Bucks Hill	Lindsey Federico
Bucks Hill Pre-K	Jennifer Drechsler
Bunker Hill	Louise Byron
Carrington	Mary Baker
Chase	Amy Rice
W. Cross	Linda McGill
Driggs	Ashley Treichel
Duggan	Richard Hart
Generali	Karen Rutkowsky
Gilmartin	Kelly Croce
Hopeville	Laureen Lambo
Kingsbury	Feigie Radner
Maloney	Patricia Yurchyk
Regan	Rowena Zylali
Rotella	Mary Monroe
Sprague	Cheryl Newland
Tinker	Mary Case
Walsh	Josefa Perez
Washington	MaryAnn Malgari
Wilson	Molly Mendez
North End	Dana Wallace,
Wallace	Bridget Regan
West Side	Fatos Meka
Crosby	Ryan McDonald
Kennedy	Vincent Balsamo
Wilby	Patricia Seymour
Waterbury Arts Magnet	Jeanette Gumbulevich
Enlightenment / State St.	Sue Phelan

WATERBURY TEACHER OF THE YEAR

Vincent Balsamo, a math teacher at Kennedy High School, was selected as Waterbury teacher of the Year, after three finalists, Mr. Balsamo, Mary Monroe from Rotella, and Fatos Meka, from West Side, were selected and interviewed. He is the creator and lead mentor of Kennedy's FIRST Robotics team, the Nuts and Bolts of Fury. He encourages his students to participate in everything that benefits them and urges them to remember that "Organization is key." He feels that all students want to feel accepted and capable and that it is important that he model positive skills.



Student Awards and Achievements And Other Highlights

Rotella Art Teacher Suzanne Dionne reported that Rotella was among the schools represented at the 2012 National Art Education Convention in New York City on March 2nd and 3rd. Through Artsonia, 500 teachers nationwide were selected to exhibit one piece of artwork which will be displayed at Big Screen Plaza on Avenue of the Americas. She selected a piece of artwork created by Rotella second grader Jaylen Drape.

Crosby High School won first place in two separate statewide competitions recently. Crosby's LifeSmarts team defended its state championship with another win in a tournament held on March 16th. The five member team, advised by teacher Donna Mancuso, headed to Philadelphia for the national competition later this year. Crosby's Mock Trial team captured the state championship with a win over Weston High School. Crosby represented the state in the national competition, held in Albuquerque, New Mexico in May.

Crosby High School students did well once again in this year's Future Business Leaders of America statewide competition. Student Alieha Anderson won Who's Who in CT FBLA and 3rd place in Hospitality Management. This is the fourth year in a row Crosby has had state winners! Alieha has won at the conference for the last three years!

On Saturday, April 28th, three of our students from Carrington School's 21st Century Learning Community Program won at the state-wide invention convention. Over 650 students from throughout Connecticut competed for various awards. The top three winners at Carrington also won awards at the state level. These three students were:

Allan Riedel won with his "Sponge Glove"

Rachel Petersen won with her "Stride-n-Slide"

Nicole Rotella won two awards with her "Braille Hanger"

West Side Middle School seventh graders have spearheaded a fundraiser called "The Water Project." Proceeds were used to build a well in Africa that will provide clean and safe drinking water to African children and their families. Donations were offered by staff and students, as well as local organizations (\$500 was donated by Crystal Rock). To promote the project, wrist bracelets and water droplets are being distributed to those that contribute.



The Superintendent has received letters from Commissioner Pryor for the following students who received advanced level in all four categories of the CAPT. The letters were presented to the students at the Board of Education's Re-scheduled Regular Meeting on Thursday, December 15, 2011, at the Waterbury Arts Magnet School.

Margaret Johnsen	Waterbury Arts Magnet School
Tyler Kavanaugh	Crosby High School
Jorna Sojati	Crosby High School
Katie Speer	Wilby High School
Lianne Torres	Wilby High School
Thomas Vecca	Kennedy High School
Amanda Wisti	Kennedy High School
Phoenix Star Kittredge	Kennedy High School



Student Awards and Achievements And Other Highlights

Winners from this year's Olympics of the Mind were:

Chase School students were the big champions at this year's Olympics of the Mind competition, with both third and fifth graders taking home first place trophies in their respective divisions. The annual event provides an opportunity for teams of third and fifth graders to demonstrate their knowledge on a broad range of subjects while competing for trophies and the honor of being the best. The final round of competition was broadcast live on WATR radio.

3rd Grade

District winner = Chase

Division Winners (1st, 2nd, 3rd)

North – Regan, Kingsbury, Carrington

East – Chase, Wendell Cross, Rotella

West – Tinker, Maloney, Gilmartin

Individual – Ranyce Kee (Chase)

Top Scoring Alternate –

Jade Ockenfels (Maloney)

5th Grade

District winner = Chase

North – Driggs, Regan, Kingsbury

East – Rotella, Chase, Generali

West – Hopeville, Tinker, Maloney

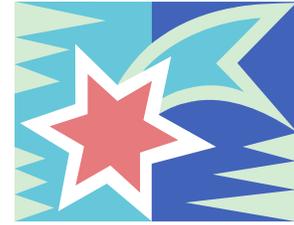
Individual - Sergio Guevara (Hopeville)

Top Scoring Alternate –

Michael Ramalho (Rotella)



**2011-2012
Superintendent's Student Recognition
Award Winners**



Students from across the district were honored May 23rd and 24th for their contributions to their school community and for their student leadership, as well as for their academic achievements. Two pre-school students received Bright Futures Awards, while students, including one representing Waterbury Adult Education, received Certificates of Excellence. Each of the students had been identified by their schools as having demonstrated exemplary behavior and service to their schools and the community.

The students who received certificates are:

BRIGHT FUTURES AWARDS

Edward Danek
Leah Vedder

CERTIFICATES OF EXCELLENCE AWARDS

Elementary Schools

Bucks Hill	Colleen Goff
Bunker Hill	Marin Delaney
Carrington	Edije Frangu
Chase	Jordan Lubus
W. Cross	Soribel Torres
Driggs	Cassius Arnold
Duggan	Samantha Braker
Generali	Juan Martinez
Gilmartin	Joselyn Espinal
Hopeville	Rinara Dos Santos
Kingsbury	Caltha Benitex
Maloney	Jarod Mate
Regan	Aeisha Gudaf
Rotella	Malik Watson
Sprague	Jenny Lin
Tinker	Ariana Padilla
Walsh	Tamira Machado
Washington	Arianna Cruz
W. Wilson	Jaydalee Medina
State Street	Reyselin Martinez-Santiago

Middle and High Schools

Gilmartin	Liliana Pedro
North End	Vod Vilfort
North End	Maria Rivera
North End	Yasmine Casanova
North End	Alyssa Simoes
North End	Nijuel Nowell
North End	Daniel Speer
North End	David Smoot
Wallace	Rezarta Kolludra
Wallace	Janice Alcantra
Wallace	Enxhi Taluri
Wallace	Ngan Theresa Nguyen
Wallace	Jose Domenech
Wallace	Melquicedex Hernandez
West Side	Sara Imary Aldarondo
West Side	Makyle Jason Hawk
West Side	Haylie Bruss
West Side	David Pacheco
West Side	Montanique Ford
West Side	Riland Racaj
Waterbury Arts Magnet	Jenna Guerin
Waterbury Arts Magnet	William Alldredge
Waterbury Arts Magnet	Janely Betances
Waterbury Arts Magnet	Rebecca Dupre
Crosby	Martha Cruz
Crosby	Inri Panajoti
Crosby	Micah Small
Crosby	Rosemary Rosario
Kennedy	Tyler Wrenn
Kennedy	Michael Mannello
Kennedy	Keely Bergin
Kennedy	Caitlyn Corrigan
Wilby	Imran A. Husain
Wilby	Stephanie Cruz-Rincon
Wilby	Michael Pereira
Wilby	Du-Vonte' Zimmerman
Enlightenment	Shatavia Gatling
Excel	Gilda Pagan
State St.	Angel Correa (6 th)
	Lissette Lopez (12 th)

Adult Education

High School Graduation Statistics

CROSBY HIGH SCHOOL

Graduation Information

	Percent
a. Seniors (242)	
b. Entering 4-year college	24%
c. Entering 2-year college	44%
d. Entering vocational training	10%
e. Entering work force	16%
f. Entering military	4%
g. Unemployed	0%
h. Not graduating *	2%

(* This category includes seven Special Education students retained to continue programs.)

Scholarship/Awards/Honors

Scholarships, grants, and loans awarded from colleges and other sources totaled approximately \$1 million for more than 100 seniors.

KENNEDY HIGH SCHOOL

Graduation Information:

	Number	Percent
Graduates	259/312	83.0%
Entering four-year college	104/312	33.3%
Entering two-year college	81/312	26.0%
Entering vocational training	9/312	2.9%
Entering work force	40/312	12.8%
Entering military	4/312	1.3%
Unemployed	12/312	3.8%
Not graduating	53/312	17.0%

Scholarships, Awards, Honors

\$779, 406.00 this year in awards/scholarships

WATERBURY ARTS MAGNET SCHOOL

Graduation Information:

	Number	Percentage
Graduates	103	100%
Entering four-year college	59	57.2%
Entering two-year college	30	29.1%
Entering vocational training	2	.01%
Entering workforce	11	.10%
Entering military	0	0%
Unemployed	0	0%
Not graduating	0	0%

WILBY HIGH SCHOOL

Graduation Information

	Number	Percent
Graduates	298	
Entering 4 year college	62	21%
Entering 2 year college	141	47%
Entering vocational training	18	6%
Entering work force	9	3%
Entering military	9	3%
Unemployed	9	3%
Not graduating *	3	13%

* Includes students returning for a fifth year.

To date, of 298 seniors, 260 are graduating June 2011. At this time, the above figures are approximate.

