

NORTH END MIDDLE SCHOOL Annual Report **Michael LoRusso, Principal**

I Goals

Accomplishment of Goals from the School Improvement Plan

Our goals for 2008-2009 school year were focused on four areas as described in the School Improvement Plan (SIP)

- Numeracy
- Literacy
- School Safety
- Parent Involvement

In the area of Numeracy, we did show some improvement in our math scores. Although improvement was small, we are making progress. A comparison of the AYP Status Report from 2006-07 school and the report from 2007-2008 showed a whole school gain of 2%. Further examination of the data showed gains in five of the seven measurable sub groups. Black students dipped 1.5% along with a 1% decline in scores for students with disabilities. White students reached 70.3 % proficiency, a gain of 1.8%. The most significant gains were by Hispanic students as well as English Language Learners. These subgroups grew by 5.3% and 7.6 % respectively. Math teachers continued their involvement in professional development throughout the course of the school year. They met with the Supervisor of Mathematics on a regular basis to discuss instruction. Specific areas of concern were addressed and a plan of action was implemented. Any issues around instruction and specific problem areas were discussed during Common Planning Time Meetings with building level administrators and our “executive coach and data consultant”. Teachers also developed pre and post tests and discussed results during their meetings. We continued the use of quarterly assessments and have given each math teacher access to an excel spreadsheet that will help them to assess each student’s individual progress and identify weak areas individually and as a class. The turnaround time for test results has been drastically reduced so that teachers can readily use the data to drive instruction. We have also begun to integrate the use of technology into the math curriculum. Each math class is now equipped with an overhead projector that is directly linked with student calculators through our current software program. Each math class is also equipped with a “Smart board” to work in coordination with the LCD projectors and our new math software. This allows teachers to work with an entire class but view the individual work from a laptop or desktop computer.

In the area of Literacy, scores rose 2.9% as a whole school. Only our sub group of Students with Disabilities declined. (3.4%) All other subgroups showed some gain however moderate: Blacks 1.1%, Hispanics 5.2%, White 2.2%. Once again our biggest gains were made by our Hispanic and English Language Learners. They rose 5.5% and 8.3%. We continued for the third year with our writing across the curriculum, which is done in a very specific format from the first week in September. All instructional staff was involved in professional development throughout the year that focused specifically on summarizing and note taking workshops that dealt with writing summaries for non fiction material. This year we added a focus on note taking. Every teacher, including Unified Arts staff, used a very specific format for summary writing. Summaries were written weekly and reviewed by the teachers. It began with very specific steps and the use of common terminology. Unified Arts staff researched material pertinent to their area of instruction and introduced it to their students. Teachers will be introduced to a common scoring rubric that will be used to score all summarizing activities.

In the area of school safety we have made significant progress. A 15% reduction in the number of out of school suspensions was a focus of our SIP. Our baseline data established in 06-07 was 1542 OSS and in 07-08, we had 1049 OSS. As of May 27, 2009 we have had 859 out of school suspensions. This is a reduction from last year by 190 suspensions. This accounts for an 18% reduction over last year and would be 85 less than our projection of 944. I feel this is directly attributable to the work of our in house prevention team, who worked very hard to develop an atmosphere of trust with our students. The continuation of “In School Suspension” has proven to be an effective

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deterrent to OSS. We have continued to increase our overall attendance. As of May 27, 2009 our Average daily attendance is 93.2%. We have also reduced the number of students that have exceeded 19 unexcused absences.

Our parent involvement goal has moved forward slowly. We have tried hard to encourage our parents to become more involved. School information was made available to all parents via our school website and our Parent Liaison and was sent home with students on a regular basis. Parents of our LEP students met twice during the year to celebrate their Hispanic heritage. Over 200 people attended the two evening events. Open House was also well attended, with over 500 people present in October 2008. We continued to host our spring evening tours for parents and students scheduled to attend North End Middle School in September.

B. Goals 2008-2009

The goals for North End Middle School for the 2008-2009 school year will have their foundation in the District Improvement Plan, a global view for the school system and will then be localized to the specific needs of North End Middle School. Our goals will be as follows:

- To increase reading proficiency for all students 15% by the end of three years as measured by the DRA, CMT and CAPT.
- To increase math proficiency for all students 15% by the end of three years as measured by the DRA, CMT and CAPT.
- To reduce the number of school suspensions by 15% over three years as measured by the district suspension data.
- To reduce truancy by 15% over three years as measured by the district attendance data.
- To increase the involvement of families in the educational process by 15% over three years as measured by strategic district surveys and participation in school and district meetings, workshops and events.

II HIGHLIGHTS

For the 2008-2009 school year a major change was done to our schedule. While we remained in vertical housing for all our academic subjects we now travel to Unified Arts in a horizontal distribution. This allows us to meet in “Common Planning Time” (CPT) meetings on a weekly basis. These meetings are now built into the schedule for each teacher. Meetings are scheduled weekly at a specific time with an administrator. Teams meet to develop “Common Formative Assessments” (CFA) and examine the results of pre and post testing. Professional development was done 4 times this year with Connie Kamm Ed.D from Lead and Learn, one of the foremost authorities in this area. Our Leadership Team continued to review school wide data and disseminate information to individual content area teams. Our Leadership Team met with each content team and implemented “Master Instructional Strategies” to be used in classroom instruction. These are best practices that teachers can use in classrooms everyday. Our newly trained PBS team was solidly in place for the 2008-09 school year. Their influence was felt throughout the building from a painting on the entry wall of a PBS boat, inviting all to get “on board”, to our “RAMS Rule” of respect, attitude, motivation and success. PBS has also sponsored a number of student and staff activities this year. The continued presence of our School Resource Officer, Jerry Sanchez, as a member of the Laurel Hill Complex Staff has been one of the highlights of the school year. He has been a wonderful addition to our staff. His presence was not viewed as punitive or reactive but as a proactive approach to working with students. He has been part of meetings with both students and parents and has become an integral part of our staff. The ongoing beautification of the grounds at North End has been one of our highlights. The maintenance of our grounds has been done meticulously by our “outside grounds crew” and our custodial staff. Our campus has an inviting atmosphere and demonstrates the pride we have in our building. We continued our relationship with “Executive Coach” Mr. Harry Dumeer, (CAS). Mr. Dumeer and North End administrators use walk-through visits as a means to give teachers feedback on their instruction. This data is sent out weekly to staff to inform them on progress of our SIP goals. We have also been named a “Demonstration School” this year so we have the addition of Barbara Peck as a Data Consultant. The teaming of Mr. Dumeer and Mrs. Peck has helped our CPT meetings immensely. This year we have also hosted two Latino Heritage evenings with more than 250 people in attendance. This goes hand in hand with the addition of our ASPIRA program, new to North End this year. We have also added the Nutmeg Book Club, which meets bi weekly to read and discuss award winning books in children’s literature.

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The continued success of our athletic teams and the addition of volleyball, cross country and flag football give us an opportunity to reach students that have diversified interests. Additionally, North End Middle School is one of 3 schools statewide to receive an after school STEM Grant (Science, Technology, Engineering and Math) for \$150,000. This after school impacted 80 students in a four day a week after school program.

III STRENGTHS

Our greatest asset is our staff. The involvement and commitment of our staff to our students is evident on a daily basis. They take pride in their work and strive to make our total school environment an exciting place to learn. The implementation of CPT and CFA have been well received and are vital to improving instruction. Our staff has been very receptive to our efforts to coordinate instruction between grades by meeting in vertical team meetings by house and content area groups for next year. Teams have begun to use the data that is available to them in a meaningful manner. It is no longer just meaningless information but is used to influence instruction. The commitment of our staff to the students attending North End Middle School is outstanding and I am sure as we move ahead it will continue. This commitment to excellence helps us to create a positive learning environment.

IV Statistical Data

A. Students Receiving Awards for 8th Grade (by type, number)

Academic	-	49
Civic	-	2
Merit	-	10
Music	-	4
Art	-	9
Physical Ed	-	4
Foreign Lang.	-	2
Family & Consumer Science		4
Tech Ed	-	4
Focus	-	11
Perfect Attendance	-	16
First Honors	-	28
2 nd Honors	-	147

B.

Number of students transferred in and out of your building

(a) within system, in 105 out 151

(b) outside the system, in 151 out 139

Student/Teacher ratio for school: 1 to 12

For academic subjects: 1 to 20

WALLACE MIDDLE SCHOOL Annual Report Dr. Louis Padua, Principal

Goals:

Accomplishments of Goals 2008-2009

A) To improve the Academic Performance of our Students

During the 2008-2009 school year we used CMT Student Data and Common Formative Assessment data to drive classroom instruction. Teachers created CFA's specific to their content area and through their bimonthly collaborative meetings analyzed results to determine strengths and weaknesses. Teachers planned instructional

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practice to address student's deficiencies and reassessed to determine the effects of planned instruction. House Principals monitored classroom instruction by reviewing teacher lesson plans (making sure they are aligned to the CMT's), walkthrough observations and teachers evaluations.

B) The Implementation of Data Driven Instructional Practices

Throughout the school year the School Leadership Team, along with technical support provided by Connecticut Accountability for Learning Initiative (CALI) and Aces, assisted us in disaggregated CMT data and CFA assessment. The Leadership Team identified GOLDEN BAND students (students that could easily be advanced to higher levels on the CMT) and developed prescriptive approaches to instruction so that these students would have greater opportunities to achieve higher levels on the CMT's.

C) To Improve and Maintain a Safe and Healthy School Environment

Our school community was successful in improving and maintaining a safe and healthy school environment for students and staff at Wallace Middle School. This yearly task begins by meeting with our students at the start of the year. At each student assembly, we have explained the Board of Education's Discipline and Attendance policies.

Goals for 2009-2010

Our immediate goal for the 2009-2010 school year is to continue to with our School Improvement Plan Tier II indicator of Data Driven Decision Making Practices. To monitor the implementation of Data Driven Decision Making we will develop one universal teacher evaluation goal and conduct walkthrough observations to monitor the implementation of Data Driven Decision Making practices. Additionally, we will document all Data Team Collaborative meetings. Our goal will focus specifically on adult actions throughout the school year.

Highlight - Rapuano House

Throughout this school year, the Rapuano House met in monthly academic teams to discuss student data, Common Formative Assessments (CFA) and teacher instruction. After each CFA by subject, the grade level team met, including the house principal, and discussed results and next steps of instruction. For example, the 8th grade team met with the House Principal to review reading assessments and decided how each teacher/subject would create instruction to help students with areas of weaknesses.

A new reward system was implemented during CMT's via the positive behavior support initiative. Students were given a daily reward regarding efforts towards listening to directions, putting much effort into the test, reviewing the test when complete, and appropriate behavior when finished. Close to 300 students were rewarded over the 10 day testing period. The students were eager to hear their name announced daily and receive their reward.

Highlight – Prevention Team

The Wallace Prevention Team which consists of the three house school counselors, resource officer, prevention specialist, truancy specialist, school social worker, school psychologist, parent liaison and school administrator met every 4 to 6 weeks. The team reviewed programs to target students which needed Tier III interventions and other behavioral concerns that needed addressing. For example, with a combined effort, the team completed a presentation to a select group of 7th and 8th graders regarding respect for themselves and others. The small intimate group of 12 students allowed for an open dialogue between the team and students. At the end of the school year, the prevention counselor and a few chosen 8th graders met with a group of 6th graders who needed behavioral interventions. The 6th graders connected with the 8th graders and responded well towards the prevention specialist. Again, this presentation was configured in an intimate setting to allow for an open positive dialogue.

Highlights - Yeshion

After a trial year, the two-man team in the Yeshion House has been fully established as an Academic Learning Community (Academy) for the 6th graders. Mrs. Gluz and Mr. Calabrese have done an outstanding job in creating a high-achieving, academic environment for these highly motivated students.

For the first time in years, the 7th grade went to Lake Compounce for their end of the year Field Trip. The students were extremely well-behaved in spite of the cloudy and sometimes drizzly conditions. All students remembered to sign in with their designated chaperones at the specified times.

Two students were nominated for the Superintendent's Award which took place on Thursday, May 21st at Kennedy High School. One student received a scholarship to attend a summer program at Taft School in Watertown.

The 8th grade Math and Sciences classes (Mrs. Rusnov and Mrs. Camilleri) coordinated efforts to implement a Bridge Building Competition, called "Bridges for Dummies". Michael Pronovost, a city Engineer was the judge in

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the contest, looking for neatness, quality of construction and strength and functionality. A reporter from the Republican-American reported the article in the newspaper.

Mrs. Camilleri and Ms. Rasheed took part in the Student / Faculty basketball game with special guest, Ryan Gomes. The ladies gave Ryan a 'run for his money'.

Highlights - Huckins House

During the 2008-2009 school years, the Huckins House staff continued with the challenges presented to them: raise student achievement, develop and increase student self-efficacy, and raise test scores. Building upon the success, as well as the lessons learned in the previous year; the teachers faced this challenge in the following manner:

- The teachers became well adept at Common Formative Assessments (CFAs) that targeted students' weaknesses as well as strengths. During House and Team meetings the results of CFA's were discussed and teaching strategies were honed and adjusted. The Vertical Housing concept provided an opportunity for sixth, seventh, and eighth grade teachers to analyze common challenges and develop common strategies that would provide a continuity of instruction throughout each student's middle school career.
- Teachers have recorded a great deal of student success in several areas. Analysis of our post CFAs suggest that the teachers and students are on the right path of making Annual Yearly Progress again. This year many teachers noticed that student open ended responses on the Connecticut Mastery Tests (CMT's) were exceeding the line limitations and did not finish within the allotted times. We anxiously await our CMT results in order to modify our teaching strategies to address this issue as well as others.

The strengths of the educational program are as follows:

- The faculty is committed to providing our students with appropriate instruction so that they can meet their academic potential.
- The faculty is motivated and receptive to Professional Development opportunities.
- The Administration and faculty is committed to the creation of a safe and healthy school climate.
- The faculty is committed to providing differentiated instruction for students with diverse learning styles.
- The administration is committed to developing and maintaining open lines of communication with our feeder elementary schools and Crosby High School.
- Students are offered additional educational opportunities through our Unified Arts Program.
- By creating a cooperative relationship with parents, we are successful in addressing the needs and concerns of our students and parents.

Student Awards:

Over two hundred 8th graders received awards during our 8th Grade Awards Night ceremony. Students received awards for academic performance, attendance, and positive school behavior.

Additional awards presented to graduating 8th graders:

Hispanic Fire Fighters Award

Dr. Michael F. Wallace Memorial Award

Louis Delcroce Award

Anthony Bryk Award

Michael's Jewelers Award

Highest Honors Award

Perfect Attendance

Most Cooperative

Hardest Worker Award

Most Improved Award

Boy of the Year Award

Girl of the Year Award

Language Arts Award

Advanced English Award

Mathematics Award

Advanced Math Award

Reading Award

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Science Award

Transfer Information:

The number of students that transferred in from within the system was 106, and the number that transferred in from outside the system was 94.

The number of students that transferred to another middle school within our system was 124 and the number of students that transferred out of our system was 145.

Student Teacher Ratios:

For the School 1 to 20 For academic subjects 1 to 30

WEST SIDE MIDDLE SCHOOL Annual Report

Charles Nappi, Principal

1A GOALS: Taken from our School Improvement Plan 2007-2008 for 2008-2009

Tier II Indicator #1:

- Implement a CommPACT School Model, partnering with the NEAG School of Education at UConn, school wide over the next three (3) years with the primary purpose to improve not only student achievement but to do so through a shared leadership model.

- How adults organize their selves to conduct business, interact with each other, coordinate their efforts, effects academic achievement, and other educational outcomes.

Strategies:

1. Implement a School wide Positive Behavior System that will address school climate and reduce school suspensions
 - PBS will be a standing committee at West Side Middle School
 - The school wide positive support team will attend workshops at UConn with Dr. Sugai by December 2008
 - In-Service will be presented twice a year to all West Side Staff by PBS Committee school wide. Two PBS initiatives will be started by the 2008-2009 school year.
 - A school wide positive behavior support system using tangible rewards certificates will be used by all staff to track and reinforce student behavior.
 - Data will be analyzed by the PBS committee monthly to evaluate effectiveness and plan for future PBS initiatives.
 - PBS: Student recognition certificate (WAMPUM) , will be tied into the school store and dance, weekly and monthly rewards
 - PBS will work with guidance counselors to plan and implement classroom instruction for behavior and character.
 - PBS Committee will plan and oversee weekly and monthly rewards for students.
 - The Student Council will work directly with the PBS team to collaboratively develop student suggested rewards and strategies for positive behavior.
2. Implement Data Driven Decision Making techniques at weekly content, grade level meetings through the analysis of Common Formative Assessment results and student work.
 - All teachers will receive training in the Data team process and be in-serviced on the use of a rubric by December 2008
 - Weekly Data Team meetings will be conducted across grade level and content areas to collect and analyze data and make recommendations on Common Formative Assessments and Instructional Strategies. (Beginning Sept. 2008)
 - Collaboration with content supervisors to streamline curriculum materials and resources for instruction. (Beginning Sept. 2008)

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- Administrators and Team Leaders will receive Professional Development on Common Formative Assessment by Sept. 2008
3. Conduct events and activities to increase parent involvement, Web page, Channel 16, monthly newsletter, volunteer recruitment, school dances, kickoff celebration, leadership forum, school concerts, open house

1B: Goals: 2008-2009 Recommendations from Cambridge Report 2007-2008

Taken from our School Improvement Plan (SIP) a major push to engineer the development of CommPACT (a PLC) Professional Learning Community was put in place through the re-adjustment of Unified Arts classes. With that process in place, the following component to vertical housing is now in place. The re-scheduling of Unified Arts was implemented as the result of input with teachers, our leadership data team, house principals, and recommendations from our Cambridge School Report. Simply put, having a Vertical and Horizontal Plan created more opportunities for staff to be viewed as a school (especially house principals working with children from all three (3) houses), without changing the Vertical House Philosophy. This simple switch of Unified Arts to meet by grade instead of by house provided us with a format that maximizes the flexibility for Grade Level and Content Level Data Teams during the school day. This was a grand-slam for the entire school. Now Grade Level meetings were able to be held along with Content Level Assessment Training by the Central Office Supervisor during common planning time. This was a win-win in terms of negotiating with the Waterbury Teachers Association for having more time with teachers to discuss formative assessment, DDDM, PBS, and EIP goal met.

II Goals / Highlights:

PBS Support Staff attended three (3) two day training sessions with Dr. Sugai, at UConn by April 2009, PBS Support team will provide training and in-service for all West Side Staff two (2) times a year. Two major PBS initiatives will be put in place building wide and Data collected, and analyzed to modify and evaluate the system. Student Council President will attend and participate in weekly PBS meetings. Teachers utilize data driven decision making techniques through analysis of Common Formative Assessments and student performance at weekly content/grade level data meetings. Establish a baseline for parent attendance by who attends all school functions. Establish a baseline for parent involvement in specific committee memberships.

Goal Met:

- CommPACT kickoff committee (Sat. Oct. 16, 2008)-1,200 attendees
- Open House (October 2008)-500 attendees
- Parent Conferences (weekly)
- PPT Meetings (weekly)-300 attendees
- Winter Concert (December 2008)-500 attendees
- Spring Concert (May 2009)-500 attendees
- Committee Meetings (Monthly)-20 Leadership Team
- Parent Volunteers (Daily)-5 daily
- Grade 5 Welcome Night- 200 parents
- ConnCap-50 Parents
- School Dances (Sponsored by Parents-monthly)-20 Dances
- Data Team Meetings-50 Staff Attended

III Strengths

PBS, Dr. Sugai (UConn) has personally visited West Side Middle School as a part of CommPACT. His research and results speak for themselves. This is year one of an ongoing process.

SEM-R: A nationwide stematic approach to reading through the differentiation of teaching comprehension vocabulary and fluency. Dr. Reiss and Dr. Renzuli will conduct a major push for Reading at West Side Middle School, Grant Value \$100,000 free for Waterbury as part of CommPACT.

Read 180: Scholastic Research Grant \$25,000 (free) for Special Education/ELL students was awarded to assess, and teach non-readers will be put in place in our school library.

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Leadership Planning, Best Practices Put in Place

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Vertical House Plan	Vertical House Plan Data Driven Decision Making	Vertical House Plan Data Driven Decision Making Data Teams	Vertical House Plan Data Driven Decision Making Data Teams Grade Level Meetings Block Scheduling for Reading	Vertical House Plan Data Driven Decision Making Data Teams Grade Level Meetings Block Scheduling for Reading Parallel U.A. Scheduling Common Formative Assessment Positive Behavior Support Professional Learning Communities	Vertical House Plan Data Driven Decision Making Data Teams Grade Level Meetings Block Scheduling for Reading Parallel U.A. Scheduling Common Formative Assessment Positive Behavior Support Professional Learning Communities UConn Compact Schools School Wide Enrichment Model SEM-R UConn CommPACT

IV: Statistical Data

Students Receiving Awards for 8th Grade (by type, number)

Academics-327

Valedictorian/Salutatorian-2

First Honors- 46

Second Honors- 174

Individual Subjects- 105

Athletics- 28

Soccer- 3

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Cheerleading- 2
Boys' Baseball- 3
Girls' Softball- 3
Boys' Basketball- 3
Swimming- 4
Girls Basketball-3
Flag Football-2
Cross Country-2
Volleyball- 3
Attendance-17
Perfect Attendance-17
Outside Program-14
CPEP-8
CT. Middle Level Scholar Leader Award-2
Michael's Jewelers-2
Hispanic Firefighter-1
Silas Bronson Poetry Contest-1
Waterbury Lions Club Art Poster Contest-1
Service-10
Good Citizenship-3
Forever Wave-2
Student Council-5
Other Awards Given-8
Yearbook-3
Most Improved-5

Number of students transferred

Within system in 125 out 115

Outside system in 101 out 133

WATERBURY ARTS MAGNET SCHOOL Annual Report

Elizabeth S. McGrath, Principal

I. GOALS FOR 2008-09

- A. To improve literacy performance by increasing the percentage of students at proficiency or higher (Goal 1, Objective 3)
- Developed CMT and CAPT Review Teams to identify and address student strengths and weaknesses on individual and class basis.
 - Implemented a literacy support program involving two literacy coaches and intervention strategies.
- B. To integrate specified strands in geometry, measurement, statistics, probability, number sense and patterns into the arts program to increase the mathematics performance of students in arts classes (Goal 2, Objective 3)
- Continued collaborations between Mathematics, Visual Arts and Music to address the visual, auditory and kinesthetic learning styles of students
 - Incorporated appropriate district mathematics curriculum strands and standards into lessons and activities
- C. To provide a safe and secure learning environment (Goal 3)
- Continued Implementation of EIP strategies addressing students' needs
 - Development of Positive Behavior Support committee; implemented strategies to encourage positive behaviors and diminish referrals/suspensions within the school
 - Installation of additional security cameras for areas of the building with less visibility
- D. To increase communication between the school and parents (Goal 4, Objective 1)

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- Continued to maintain the interactive web-site and provided Progress Book training to parents in order to monitor student attendance and progress
- Encouraged parents to contribute to the school community by creating a parent compact and providing informational and social opportunities in connection with our Parent Liaison
- Invited parent committees to assist the school with decisions related to parental involvement through the School Improvement Team and NEASC committees

II. GOALS FOR 2009-10

- A. Improve literacy by increasing percentage of students at proficiency or higher
 - Develop tutoring/mentoring opportunities to supplement CMT/CAPT Review; implementation of the 'push-in' model in Literacy and English classes
 - Implement CMT and CAPT prep classes in middle and high school
 - Continue to develop Common Formative Assessments to address the needs of students
- B. Improve numeracy by increasing percentage of students at proficiency or higher
 - Develop tutoring/mentoring opportunities in CMT/CAPT prep classes to supplement Review
 - Integrate problem solving into all academic areas
 - Develop Common Formative Assessments to address the needs of students
- C. Increase parent participation and involvement in all aspects of the school
 - Expand use of the school web-site and email communication by parents
 - Expand informational, training and social opportunities
 - Expand parent participation in school committees through guidance counselors and the parent liaison
- D. Refine programmatic offerings
 - Create a cohesive, sequence of course offerings, supportive of rigor in both the arts and academic areas
 - Develop components for community service and apprenticeship for students
 - Further develop apprenticeships within the community

III. HIGHLIGHTS /ACCOMPLISHMENTS

- Awarding of Magnet School of Distinction honor by Magnet Schools of America 2009
- Collaboration with UCONN in arts and academic areas
- Over 75 performances of Theater, Dance and Music at the Palace Theater, Apron Stage, Music Recital Hall, Atrium and in the community
- Performance of music, dance, theater and poetry for Black History Month and Veteran's Voices
- Participation in the National Honor Society
- Highest CMT and CAPT participation rate in the city
- Professional level student internships at the Palace Theater and the Republican-American newspaper
- Collaboration with Pilobolus Dance Company and Shepaug Middle School on dance residency
- Student writers serving as Palace reporters

IV. STRENGTHS

- A. A culture of excellence and high standards and respect maintained by arts and academic staff, including criteria for student participation in performances and other special activities
- B. An extensive range of learning experiences for students – both in the school and beyond the walls – in the arts and academic areas
- C. An extensive range of co-curricular experiences for students with the Palace Theater, Thomaston Opera House, Shakesperience Productions, Pilobolus Dance Company, and Mattatuck Museum
- D. Extensive collaboration with area institutions, including Asnuntuck College, Workforce Initiative, Life Dance Company, Waterbury Symphony and O & G
- E. An ongoing commitment by staff to work above and beyond normal expectations, including support of an extended day program; new curricula in many areas; nearly hundred performances of Theater, Dance and Music; creation of numerous Art exhibitions; participation in a large range of additional activities
- F. School-wide, consistent, ongoing integration of students with special needs and English Language Learners into every aspect of the life of the school

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G. A strong connection between teachers, students and parents, with a strong PTSSO and involvement of parents in many special activities and committees throughout the year.

V. STATISTICAL DATA

Scholarships, Awards, Honors:

- Four CAPT Scholars
- Three CAPT Super Scholars
- Fourteen students inducted into the National Honor Society
- Fifty-TWO Departmental Award winners
- Two President's Education Award winners
- Four students receiving Certificates of Achievement from the Center for Creative Youth
- One Thomaston Opera House Scholarship Winner
- Thirty-three seniors receiving college scholarships from outside agencies
- One scholarship winner from the National Association of Secondary School Principals
- Two CAS Arts Leadership Award winners
- Two CAS Scholar-Leader Award winners
- Ten student interns working at the Palace Theater
- Eight student writers serving as Palace reporters for Children's Theater productions at the Palace

Number of students transferred (as Middle School and High School, projected through the end of summer 2009):

within system:	110 IN, 60 OUT
outside the system:	54 IN, 31 OUT

Graduation Information:	<u>Number</u>	<u>Percentage</u>
Graduates	103	96
Entering four-year college	61	59
Entering two-year college	31	30
Entering vocational training	6	6
Entering workforce	0	0
Entering military	2	2
Undecided	3	3
Not graduating	4	4

CROSBY HIGH SCHOOL ANNUAL REPORT

Barbara Carrington-Lawlor, Principal

I. GOALS

A. PRESENT SCHOOL YEAR

1. Goal #1 regarding literacy focused on the Tier II indicates to increase the frequency of open ended response across all content areas with special attention to R.F.I.
2. Goal #2 regarding the frequency of CAPT Math strategies was accomplished.
3. Goal #3 to reduce the rate of "dangerous" action suspensions. Goal accomplished.
4. Goal #4 to provide a welcoming environment for parents. Goal accomplished.

B. NEXT SCHOOL YEAR

1. We will continue to strive to revise and meet the goals of the Crosby SIP in accordance with D.I.P.
2. We will continue to use the data driven decision making model to drive instruction.

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2. Scholarship/Awards/Honors

200 awards were given out to over 125 students. Members of the Class of 2009 received acceptances to Rutgers, Syracuse, Hofstra, Fairfield University, Trinity College-Htfd, Seton Hall, St. John's, St. Peter's, St. Joseph's, Northeastern, UCONN, Western CT State University, Central CT. State University, Southern CT. State University, University of New Haven, Porter and Chester, Post University, Sacred Heart University, University of Maine, University of Tampa, Quinnipiac, Roger Williams, Franklin Pierce, University Interamericana de Puerto Rico

Total scholarships grants and loans awards totaled over \$4 million dollars projected over four years for over 100 students.

JOHN F. KENNEDY HIGH SCHOOL Annual Report Michael Yamin, Principal

I. GOALS:

a. Accomplishment of Goals 2008- 2009

5. Goal #1 & Goal #2: regarding literacy and numeracy: In progress/TBD
Increase number of reading labs by 100%
Increase number of assessments and technology in classrooms
Data Team concept implemented into Depart. Monthly meetings
6. Goal #3 to reduce out of school suspensions. Goal accomplished.
PBS awards and incentives for students
Good Kid movie
Student of the month and attendance awards monthly in school
7. Goal #4 to provide a welcoming environment for parents. Goal in the process
PBS implemented and effective to motivate students
KHS film club created
Two additional parent nights to encourage parent involvement

b. Goals for 2009- 2010

NEASC-Create alignment and coherence with the visit and self study reports with NEASC staff

Implement

Common Planning for CFA with core areas of 9th and 10th grade teachers

CALI training for next year scheduled

PBS- integrates with KHS Film Club & fully implemented into school climate

Initiatives:

Reading Labs created and Math labs and implemented into curriculum and effectively processed as per school improvement plan (SIP)

Departmental Meetings and Faculty meeting aligned as an effort to increase interdisciplinary lessons and discussions.

Themes for 09-10:

Assessing student performance

Improving Professional development

Common Planning and collaboration with content and grade level teachers

Mission driven school that is aligned with initiatives, strategies, DIP and SIP

- i. Create Individual Data Teams within each discipline and plan monthly meeting on same day in an effort to allow for interdisciplinary planning
- ii. Improve the school climate through the implementation of PBS and the new attendance and student of the month program; newly formed initiative to recognize students for individual accomplishments and success.

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- iii. Plan for the upcoming NEASC evaluation (2009)

II. HIGHLIGHTS 2008-2009

- a. 2009 Graduating Class
 - i. Class of 2009 continues to demonstrate superior performance in producing results in being accepted into some of the finest Colleges. (summary attached)
 - ii. Thirty-two students have been admitted to the University of Connecticut this year. (ranked 64th in the country)
 - iii. Graduating class has accumulated \$850,000 in scholarship money this year and \$3.5 million over 4 years
- b. New Initiatives & On-going Programs
 - i. Academics
 - a. Enhanced Instruction with the implementation of new Technology in School.
 1. Completed the New Media Center.
 2. Computer lab with 30 computers.
 3. Wireless lab with 20 laptops.
 4. \$100,000 ordered for books, periodicals, on-line subscriptions, etc.
 - b. Installed 30 new computers into classrooms.
 - c. Created a computer lab in an English Journalism room.
 - e. Created 2 New AP course; Total 14 AP
 - h. Created Collaboration with Naugatuck Valley Community College & 2 New UCONN courses.
 - ii. School climate
 - a. Positive Behavior Support (PBS) Team has been fully implemented
 1. Student recognition for monthly attendance.
 2. Attendance Wall honoring students.
 - b. Student Council
 1. Involved in school-wide surveys and new initiative
 - iii. Completed 2 years self-study for NEASC
 - o New Mission Statement
 - Strengths and Needs completed and submitted
 - Oct.25-27 KHS will receive a Visiting Team

III. STRENGTHS of Educational program

1. Kennedy High School has a staff that is committed to excellence and dedicated to their profession. They are always willing to provide additional time beyond the contractual limits to help students. Many Teachers and several clubs offer peer tutoring after school.
2. Instruction is enhanced through technology with the completion of the New Media Center
3. Additional reading teacher hired to support students
4. Created two full time Math CAPT and Reading Lab course to support over 250 students who need intervention to progress towards goal as determined by State performance based testing standards
5. Scheduled building for the upcoming year with common planning time for core curriculum area at content level and grade level
6. Business Students: Black Enterprise Magazine Conference on Entrepreneurship and Marketing in Detroit, Michigan, the annual Fall Leadership Conference at the Aqua Turf in Southington, Business and Finance Technology Conference, National Business Education Association Conference in Chicago, Technology and Reading Diversity conference with an emphasis on special education in California
7. National Honor Society, inducted 41 new members (6 seniors and 35 juniors) on the May 13 installation ceremony.
8. Art Department: The Connecticut Big Read, Auto Club poster contest and an art competition/exhibit for the Melanie Ilene Rieger Conference Against Violence
9. KHS Science Department decided to add AP Chemistry, AP Environmental Science, Environmental Science and Marine Biology to its course offerings. Designated teachers were

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asked to develop their respective curricula, and all curricula have been approved. The philosophy behind these additions was to provide the KHS student population with more options and choices during their junior and senior years. With the addition of these courses, a KHS student, upon completion of the junior year, can now choose between a variety of AP courses, should they decide to do so.

10. All 10th grade students worked extensively (11 full practice tests, 7 in class, 4 out of class) on CAPT Interdisciplinary Writing Activities.
11. Students in Economics participated in “The Stock Market Game.” Each student was given \$10,000 to buy three stocks (one financial, one tech, one other) and follow their progress over 10 weeks. Students were also required to sell / trade stocks at least twice over that time. Winners were given prizes.
12. Overall, the first year of the Positive Behavior Support (PBS) program at Kennedy High School has been a successful one. The program has helped to increase students’ awareness of displaying appropriate behaviors in school. The PBS behavior expectation matrix is displayed prominently throughout the building to remind students of expected behaviors.
13. Kennedy Technology Education program was involved in the ITLA (Information Technology Leadership academy). Each month 18 students from Kennedy High school met with the north division at IBM-Southbury and Local Community Colleges to prepare innovative technology projects and presentations according to original source reach search from IBM. This group also meets during activity periods and during classroom time in the Mr. Ludwig’s’ World of Technology classes. Planning for future meetings and producing advertising, patent research plans, Web page design and Inventor White papers were presented. The final project was presented in May at the CT Convention center in Hartford.

IV. Statistical Data

Scholarships, Awards, Honors: #185 students received awards

Academic
Achievement
Attendance
Business
CAPT
Community/Service
English
Excellence
FCCLA
History
Journalism
Media
Music, Art and Drama
Physical Ed & Sports
Science
Special Education
Technology
World Language

Number of students transferred

Withdrawn 167 out of 225 transferred out of district
Withdrew 58 out of 225 into another school within district
Transferred 285 new students into Kennedy

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High School Only: Enrollment date as of June 16, 2009

Graduation Information:	Number	Percent
Graduates	274	95%
Entering four-year college	128	44%
Entering two-year college	58	20%
Entering vocational training	2	1%
Entering work force	5	2%
Entering military	8	3 %
Unemployed	0	0%
Not graduating	14	5%

Scholarship Information:

College Grants/Scholarships: \$855,300

Which over 4 years totals: \$3,421,200

Scholarships have been award to students from the following Community Organizations or Individual Families:

1900 Club	ASPIRA Club
AHEPIA	Caesar Batalla Capitol Scholarship
Camille Perugini Charitable Trust	Grace Cummings Community Service Award
Connecticut Community Foundation	Crime Stoppers
Daughters of the American Revolution	DECA
Frank Lombardo Memorial	Italian American Club (Italian Heritage)
Julia Ashe Memorial	Kennedy Foundation
Lia Pescetelli Scholarship	St. Mary's School of Nursing
Maloney Inter-district Magnet School	Michael Conway
Olympian Club	St. Mary's Hospital
Ted DeLauro	UCONN Leadership Scholarship
UNICO	Waterbury Bar Association
Waterbury Retired Teachers	Waterbury Sportsman
U.S. Marine Scholarship	Anita Dewry Memorial Scholarship
National Merit Scholarship	Citizenship Scholarship
Presidents Award	Frank Perrella Award
Good will Lodge of ELKS 1325	U.S. Army Scholarship
Waterbury Jaycees	Waterbury Hispanic Firefighters Scholarship
CIAC Award of Excellence	National Marketing Award
Society of Women Engineers	J.F. Kennedy Class of 1968

WILBY HIGH SCHOOL Annual Report

Robyn H. Apicella, Principal

GOALS:

a. Accomplishment of Goals 2008-2009

The Wilby High School Improvement plan is modeled after the District Improvement Plan. The School Improvement Team and staff assessed and interpreted results from calibrated CAPT format, benchmark and common formative assessments sets in both Literacy and Numeracy. This information was analyzed during department meetings and Professional Development days, increasing collaboration between department and content teachers and enhancing instruction and learning. The implementation of the English Writing Portfolios, Reading Apprenticeship, My Access Writing Lab and Read 180 program for 10th grade increased proficiency from 22% to 48%. All departments were

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given CALI training and were involved in the collection of quarterly data, analyzing it based on a 6 point rubric tailored to each content area. Wilby's plan also provided a systematic collaborative proactive approach that helped to reduce dangerous actions and support appropriate behaviors through PBS strategies and funding for after school bussing. This year one of our goals was to increase parental involvement in school activities. We held fourteen parent functions that improved participation by 35%. We also purchased \$500 in supplies for our parent center.

b. Goals 2009-2010

Wilby High school will continue to identify and utilize Best Practices for maintaining a safe learning environment. This will be accomplished through conflict resolution and a collaborative approach with staff, students and parents to ensure intervention prior to referral. Our AP program will double our AP enrollment and offer comprehensive training for AP and Pre-AP vertical team teachers. Students will attend after school tutorial sessions and Saturday prep sessions throughout the year. We will implement vertical teaming of staff to allow better transition between the courses at Wilby, North End Middle School and Naugatuck Valley College. Wilby will continue to attain high achievement in Numeracy through the use of calibrated assessments, smart boards, laboratory equipment and Safari Montage. This year we will launch our medical academy and forensic lab classes with physician mentors from Waterbury hospital and continue our EMT/MRT program.

HIGHLIGHTS from 2008-2009

Seventeen certified nursing assistants graduated this year. Our Technology Dept constructed and raced an Electric Car in May. A partnership formed between our Health and Human Services Academy and CBIA which opened up workforce opportunities, collaboration with the Yale Center of Public Health Preparedness and a speaker on Green technology. This partnership also led to the use of the Biobus and the Environmental Career fair. Career Academies were fully implemented and this summer 16 students will be graduating as EMT'S. Fourteen Smart Boards were purchased along with the construction of a much needed new wing supporting two advanced Chemistry lab classrooms. Our media center hosted the Visual Arts experience, book fairs, reward ceremonies, concerts, the CLP book club, CBIA presentations, a mentorship program and parent forums.

STRENGTHS:

The strength of Wilby's educational program is that the staff is committed to maximizing student outcomes, ensuring both academic and personal growth in a climate and culture conducive to learning. The staff works together as a cohesive unit to celebrate the diversity of our population with many cultural events. Wilby has a multitude of course selections to help accommodate the needs of students. Our ninth grade academy provides a strong mentoring program which is the foundation for our Career Academy. This program has produced amazing results. Twenty three percent of all courses offered at Wilby are higher level courses, including our ATOMS program. This will steadily increase with our new AP grant program. We currently have 10 AP courses and numerous honor classes. For those students who desire to pursue a military career, we have the ROTC. For those interested in the health field we have our Allied Health program which certifies both EMTS and Nursing Assistants. We also have 25 inclusion classes for special Education and a very strong Technology Education program with a television studio. We continue to review the data to make any improvements and necessary changes.

Statistical Data

a. Scholarships/Awards/Honors

To date, approximately 36 seniors have received college scholarships totaling approximately \$1,000,000 during the 2008-09 school year. If renewed annually, this figure will increase 4 times as financial aid package confirmations occur. To date, 83 students (Grades 9-12) have received multiple awards, honors and accolades at the annual Awards night assembly. Many community awards are also renewable each year.

B. Number of students transferred

Within system – in 124 out 91

Outside system – in 103 out 326

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C. Graduation Information

	Number	Percent
Graduates	216	89
Entering 4-year college	68	31.5
Entering 2-year college	94	44
Entering vocational training	13	6
Entering work force	15	7
Entering military	9	4.1
Unemployed	16	7.8
Not graduating*	27	11

*Includes students returning for 5th year.

As of this date, out of 257 seniors, 235 are graduating in June 2008. At this time the above figures are an approximation.

ALTERNATIVE EDUCATION PROGRAMS Annual Report

Michelle Buerkle, Supervisor

I. Goals

Accomplished 2008-2009 Annual Goals

The Alternative Programs will attain high academic achievement for all students in Literacy.

Literacy has been our focus this school year. All teachers including Unified Arts teachers were required to attend ongoing professional development in literacy provided by a lead teacher and myself. Twice a month, teachers met, evaluated student assignments, and discussed reading strategies to address students' deficiencies. Each teacher implemented the strategies, assessed students' work, and collected data. This data was used to drive the instruction and professional development. Other methods of implementation utilized were weekly lesson plans, informal observations, walk-through checks, and the teacher evaluation process. The Read 180 program was fully implemented this year. The Special Education teacher instructed students identified as below basic and deficient in reading. As students reached proficiency, they exited the program. Scheduling adjustments were made to allow for 90-minute block periods for reading. Assessment data showed significant growth for all students utilizing this program. Instruction in literature focused on reading literary texts with an emphasis on vocabulary development and comprehension. Literacy clinics for tenth grade students were created this year. All tenth graders attended a CAPT Literacy class. This class was designed as a co-taught class geared to reading and writing CAPT preparatory skills. Specific CAPT test items and vocabulary were highlighted. Students were instructed using sample test items. The course was rigorous using a skill and drill strategy. Students below proficiency were targeted for this course. A course in writing has been offered for the past four years. Last year, growth in this area was shown in the CAPT scores. This year the writing program continued. Students were introduced and drilled in all areas of writing assessed on the CAPT. Students also researched multicultural themes and then presented their research papers during our heritage celebrations. Students were very proud of their accomplishments and enjoyed presenting their work to the staff and student body. Poetry was a focus this year. Students wrote wonderful poems which they presented to classmates. This year through collaborative efforts, students put their poems to music and created their own rap music. Students were engaged and excelled in this area.

The Alternative Programs will provide a safe and secure teaching and learning environment.

This year, the Positive Behavioral Support Program has replaced the Assertive Discipline Program. This program is designed to bring consistency to classroom management. There is a hierarchy of consequences, and students have many opportunities to learn and display appropriate classroom behavior. Students who earn the necessary number of behavior points for following the set classroom rules earn a special activity or reward at the end of each week. Through ongoing team meetings and data analysis, this program is revised as needed. A benefit of this program is that a positive school climate has been created. Character Counts is one facet of the P.B.S. model and has been part of our weekly student recognition activities for the past six years. Students who

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are “caught doing good” are randomly rewarded. Specific character attributes are taught and recognized each week.

The Prevention Center is another feature of the Alternative Programs. The center is available to students throughout the school day. A counselor provides individual counseling, peer mediation, violence prevention, and other services. This has been an integral part of our program and has allowed students to deescalate and return to their classrooms. This year, the prevention counselor was on medical leave and the center was closed for half of the school year. I reassigned staff as much as possible, but without the full use of the prevention center, a vital step of our program was missing. Data shows a slight increase in suspensions. This center is vital to the success of our students.

This year a counselor was assigned to every homeroom class. The Life Management teacher and counselor co-taught life skills and guidance curriculum. Through this class, individualized behavior goals are established and PBS point sheets are generated. Students reported to their homeroom at the end of the day and met with their counselor and teacher. Staff helped students identify problem areas and plan strategies to help them become successful.

Goals for the 2009-2010 Year

The Alternative Programs will attain high academic achievement for all schools in Literacy.

Literacy will continue to be the focus for the next school year. Teachers of all core courses will dedicate instruction time to reading comprehension, vocabulary development, responding to text, and other skill-building strategies to improve student achievement. All staff will continue to participate in bimonthly professional development to ensure consistency and implementation of instructional strategies. Teachers will be required to create and administer common formative assessments on a regular basis to measure student achievement. This data will continue to be collected and analyzed; the results will drive instruction. The results will be used to plan additional prescriptive instructional support to address the needs of students identified as below proficiency in those areas. The Read 180 will be expanded for the 2009-2010 school year. Students with the greatest needs will be provided instruction in this area during a literacy block based on individual prescriptive plans.

The Alternative Programs will provide a safe and secure teaching and learning environment.

A new Positive Behavioral Support team has been created. This team will collect and analyze data. The data will be used to plan incentives, make changes as needed, and appraise the administration of problem areas. Counselors will continue to work collaboratively with teachers. A guidance/counseling period will remain in the schedule. A goal for the support staff will be to co-plan instruction. Individual counseling will continue to be a vital part of the program. All staff will continue to contact parents with student attendance, behavior, and academic progress reports. Teachers will continue to document results of all contacts as this information is utilized in developing individualized programs for students. Multicultural programs continue to be quite successful. Citizens from our community and parents actively participate in these events creating a positive, nurturing learning environment.

II. Highlights

Highlight #1

The Community Involvement Program continues to be successful in fostering a positive school-to-community link. Students were provided the opportunity to experience a sense of pride and self worth through this program. Students continued their work at Haven Health Convalescent Home assisting the elderly. They also volunteered at the WOW Center and the local soup kitchens. The Waterbury pre-school classes at Driggs were added this year. Selected students read stories and assisted pre-k students with art projects and other lessons. Our students enjoyed working with young children. Parents stated the program was helping in the areas of truancy and self esteem. The middle school students were also afforded the opportunity to participate this year. Participation was based on student attendance and behavior. The site for the middle school students was the new P.A.L. location working with volunteers from the police department. This was a wonderful opportunity for our students to build a positive relationship with the local law enforcement. Students worked very hard in an effort to earn time at this job site.

Highlight #2

This was the second year students participated in a program through the Northwest Regional Workforce Board in conjunction with the Blue Ribbon Commission on Truancy. The program consisted of two components, a training phase and an internship phase. The program combined classroom instruction and internships as a means of developing a highly skilled manufacturing workforce. The purpose of this project was not only to expose but to train and place students in the highly skilled area of machine operations. This was a great success. Several

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students have already enrolled for the summer program. We have great hope to expand this program into the 2009-2010 school year and beyond.

Highlight #3

This year the college awareness program was greatly expanded. The high school students participated in several field trips to various college campuses. There they were administered entrance exams and toured the facility. Our juniors and seniors were assigned to a mentor who was able to answer questions about college life. The students ate lunch with their mentor in the union hall and observed an actual class! This experience was life changing for some of our students. The freshman and sophomore classes attended presentations at school and were administered a career inventory. All students met with the guidance counselor on an individual basis. Parents were invited to these meetings and information was provided. Group career planning was scheduled throughout the school year. Through this initiative, an increased number of students have shown interest in attending college. Also, an increased number of students have applied to local colleges.

III. The strengths of the educational program are as follows:

1. The teaching staff is committed to educating “at risk” students. Teachers continue to go beyond the requirements of their job description.
2. The prevention/support team continues to have a great positive impact on students. The support staff addresses the multitude of student issues through a team approach. This team has assisted students, parents, and staff in resolving many student-related problems. The team also provides additional support to students and their families when necessary. The “Character Counts” program, an incentive program for appropriate school behavior, and the attendance program is offered through the prevention center staff. Individual behavior plans, crisis intervention, peer mediation, and peer mentoring are just a few programs that are the responsibility of the support staff. These programs are vital in securing the health, safety, and education of our students.
3. This year the choral group was expanded. An amazing number of students showed interest in this program. Students from all three high school programs joined this group. They prepared a holiday program. The group performed throughout the city entertaining at business gatherings and convalescent homes. This program has been a wonderful experience for our students and members of our community.

IV. Statistical Data

A. *Number of students transferred in and out of building within system:*

In – 148; Out – 77

Number of students transferred in and out of building outside the system:

In – 0; Out – 40

<i>B. Graduation Information</i>	<i>Number</i>
Graduates	10
Entering 4-year college	1
Entering 2-year college	3
Entering vocational training	1
Entering work force	5
Entering military	0
Unemployed	0
Not graduating	2

Scholarships/Awards/Honors

- 1 Superintendent Award
- 1 Citizenship Award
- 2 High School English Awards
- 1 Community Involvement Award
- 2 Middle School Science Awards
- 1 Academic Achievement Award
- 3 Art Awards
- 2 Math Awards
- 1 History Award
- 1 Student Recognition of Improvement Award
- 1 Physical Education Award
- 1 Music Award
- 1 Computer Award

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WATERBURY ADULT EDUCATION Annual Report

Antonio Musto, Principal

I. GOALS

a. Accomplishment of Goals 2008-2009

***** Note: All statistical data generated by Computer Associates is available on our Connecticut Adult Reporting System in July.

1. To meet or exceed the Connecticut negotiated performance standards in the core indicators.
 - Core Indicator 1: For the second consecutive year, site records indicate a measurable improvement in reading, writing/speaking the English language and numeracy literacy skill levels. Students in the ABE/GED and ESL program areas have surpassed the state targeted benchmarks pertaining to CASAS scale score gains by performance skill areas and student advancement in educational functioning levels.
 - Core Indicator 2: Far exceeding the state targeted benchmark; nearly 74% of the graduating class has been accepted into postsecondary education, job training programs or the military. In addition, another 30% of the graduating class is employed or seeking employment.
 - 296 students in the high school completion program have earned a diploma, repeating a stellar response to the student-oriented high school credit diploma program. The state reports that as of April 12, 2009, 12 students in the GED preparation classes passed the equivalency diploma.
2. Student Retention
 - The resource room/study hall continued to have a positive effect on student retention.
 - Attendance records indicate an increase in student retention and the utilization of instructional hours provided in all program areas.
 - The high school division continues to have significant retention increases, as evidenced by the percentage of students who have earned credits toward their high school diploma.
3. Improve curriculum and instruction as a vehicle to assist students to become literate, and to obtain the knowledge and skills necessary for employment, self-sufficiency, and postsecondary education.
 - A new World History distance learning class and English Drama class was added to the curriculum.
 - 88% of the students in the Adult Basic Education component attained an increase in the CASAS reading assessment. Much of this accomplishment can be attributed to the expansion of the literacy curriculum to include modules of high interest in the concentrations of contemporary life skills, geography, health and contemporary issues..
 - The journalism class has been working with the ESL facilitator to engage ESL students by encouraging them to write contribute articles to the school newspaper.
 - This current year several students were involved with community service programs throughout the city.
4. Facility
 - We are exploring the possibility for Waterbury Adult Education to remain in the St. Anne's building.
5. Professional Development

Throughout this past year, professional development concentrated on teaching students with learning disabilities, differentiated instruction and conflict resolution. Professional development was designed to significantly change instructional techniques in order to help students learn. Other workshops provided teachers with decisive teaching strategies (Functional Writing and Competency -Based Education) for improving student learning gains. Staff participated in many ATDN and SDE workshops. Workshop topics included Functional Writing (multi-levels), Mathematics Institute (CASAS), Reading Disabilities, Transition Program, Department of Labor, AHSCDP Overview, CARS Forest & Trees Program, Serving Youth with Disabilities Conference, CAACE Conference, Regional Facilitators Roundtable, Regional Directors Roundtable, Administrator Workshops, and CCS Facilitator Advisory Board sessions.

b. Goals for 2009-2010

1. To meet or exceed the Connecticut negotiated Performance Standards in the Core Indicators
 - Core Indicator 1: Demonstrated improvements in literacy skill levels in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.
 - Core Indicator 2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement.
 - Receipt of a secondary school diploma or its recognized equivalent.
2. Improve curriculum and instruction as a vehicle to assist students to become literate, and to obtain the knowledge and skills necessary for employment, self-sufficiency, and post secondary education.

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- Broaden the depth and variety of the credit diploma course selection. Vigorously pursue additional distance learning courses, inclusive of GED preparation. Utilize all options available for earning high school credit.
 - Refresh and promote the curriculum packet component as an alternative instructional method to earn credit, improve skills, and further educational opportunities.
 - Revitalize the volunteer program and other crucial activities affiliated with the career education program.
 - Adapt instructional styles and strategies to best fulfill the students' needs inclusive of the language and age diversified classroom.
3. Student Retention
- Increase the percentage of students retained by program areas and levels.
 - Increase the percentage of the utilization of instructional hours provided by program areas and levels.
4. To provide professional development activities aimed to facilitate our program's goals
- Provide a program-wide workshop to review/introduce the successful application of differentiated instruction..
 - The FY 09 STAR participant will present a workshop and support services to program reading teachers.
 - Participate in writing strategies workshops provided through Adult Training & Development Network/CREC.
 - The commitment to enhance the Distance Learning course options.
 - The identification of the current trends in employment and job training programs.
 - On site staff provides a school-based interactive workshop to introduce and demonstrate emerging and existing technology to all instructional staff and classroom aides.
5. Continue to monitor pursuit of larger plant facilities to accommodate the program's needs.

II. HIGHLIGHTS

1. Throughout this past year, interagency partnerships and collaboration flourished.
- Family Literacy Grant collaboration with Wilson School is on going for a second year.
 - Instruction in ESL, mathematics, phlebotomy, and certified nursing assistant for WorkForce / One Stop, Interfaith Agency and Family Services clients
 - ESL and GED preparation for OIC and NOW clients
 - ESL instruction for Chase School, Walsh School, and La Casa
 - Basic skills and ESL instruction & assessment with LVA
2. All goals and learning gains exceeded targets in the four Program Improvement Grants.
- Young Adult Learner – Transition Program
 - Industry Concept Education – Workplace Education Program
 - Career Development Program – Employability skills development for ESL students
 - Technology Education & Curriculum Horizon – Distance Learning development and delivery
3. Student-oriented initiatives had a positive impact on students, as evidenced by the increased retention rate and program completers.
- The creation of a resource room/study hall staffed by a program aide from 8 am – 2 pm
 - The addition of high-interest courses: Geography and Drama.
 - The strategic use of classroom aides in the basic skills classes
 - The administration's open-door policy for students and staff

III. STRENGTHS

1. High morale, enthusiasm, and open communication within the student and staff populations
2. Superior student performance in achieving learning gains in CASAS reading, writing, and math standardized assessments
3. The ability of instructors to modify teaching strategies to address the highly diversified class
4. Servicing and meeting the needs of targeted populations (LEP adults, students with disabilities, teens, displaced workers, underemployed)

IV. STATISTICAL DATA

- a. Awards
- Academic Awards, 9
 - Awards of Distinction, 4
 - Emblem Club Awards, 2

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- Superintendent's Award, 1

a. Number of Student Transfers ***Please note: The data is not complete. An exact count will be available in July when the state CARS system report is final.**

- Within the Waterbury Public School System: in 862
 - Outside the School System: 773 throughout the state
- * We are not required by the State to keep drop out data.

Transferring Schools

- Crosby , 299
- Enlightenment , 37
- Kennedy, 248
- WAMS, 1
- Kaynor , 2
- Wilby, 277

In District Total: 864 as of 6-1-09

c. Graduation Information	Number	Percent
▪ Graduates:	296	100%
▪ Entering four-year college:	72	24%
▪ Entering two-year college:	85	29%
▪ Entering vocational training:	50	17%
▪ Entering workforce:	77	31%
▪ Entering military:	13	4%
▪ Unemployed:	0	0 %
▪ Not graduating	20	7%