

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



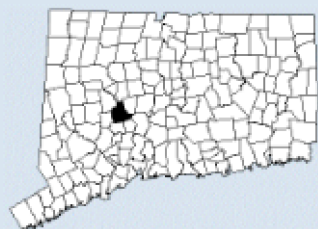
Waterbury School District

Darren Schwartz, Superintendent - Interim • 203-574-8004 • www.waterbury.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools/Programs	63
Enrollment	18,776
Per Pupil Expenditures	\$20,266
Total Expenditures	\$394,747,494

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Unless otherwise noted, all data are for 2024-25 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://public-edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	9,028	48.1	48.4
Male	9,748	51.9	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	77	0.4	0.2
Asian	291	1.5	5.2
Black or African American	3,871	20.6	12.4
Hispanic or Latino of any race	11,972	63.8	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	766	4.1	4.8
White	1,799	9.6	45.1
English Learners/Multilingual Learners	3,943	21.0	11.3
Eligible for Free or Reduced-Price Meals	14,900	79.4	44.8
Students with Disabilities	3,931	20.9	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	2,160	25.0	974	10.2
Male	2,452	26.5	1,613	15.6
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	974	26.0	751	18.2
Hispanic or Latino of any race	3,015	26.4	1,541	12.2
White	358	21.6	158	8.5
English Learners/Multilingual Learners	903	22.4	492	11.5
Eligible for Free or Reduced-Price Meals	4,069	28.2	2,274	14.3
Students with Disabilities	1,347	35.6	755	16.6
All Students - District	4,612	25.8	2,587	13.0
All Students - State		17.2		6.8

A student is **chronically absent** if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 8,027
Number of school-based arrests: 66

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	1,158.5
General Education Paraprofessionals	112.0
Special Education Teachers and Instructors	195.3
Special Education Paraprofessionals	326.0
District Central Office Administrators	32.0
School Level Administrators	83.1
Library/Media Specialists (Certified)	23.0
Library/Media Support Staff	1.0
Instructional Specialists Who Support Teachers	66.0
Counselors, Social Workers and School Psychologists	109.6
School Nurses	29.8
Other Staff Providing Non-Instructional Services/Support	826.7

In the **full-time equivalent count**, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	15.8
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	2	0.1	0.1
Asian	21	1.3	1.4
Black or African American	94	5.8	4.9
Hispanic or Latino of any race	173	10.6	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	14	0.9	0.3
White	1,332	81.4	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	137	8.7	6.8
Teachers	121	9.5	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	246	87.5	313	94.8
Hispanic or Latino of any race	646	85.1	704	93.9
White	104	86.7	142	91.6
English Learners/Multilingual Learners	177	80.5	168	88.4
Eligible for Free or Reduced-Price Meals	890	87.9	1,008	94.3
Students with Disabilities	190	86.8	293	93.9
All Students - District	1,052	86.2	1,232	94.0
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	223	40.0
Emotional Disability	58	28.7
Intellectual Disability	20	14.9
Learning Disability	1,062	71.8
Other Health Impairment	394	64.8
Other Disabilities	26	17.1
Speech/Language Impairment	385	84.6
All Disabilities - District	2,168	60.4
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	579	3.2	2.9
Emotional Disability	203	1.1	1.1
Intellectual Disability	134	0.7	0.6
Learning Disability	1,483	8.1	6.5
Other Health Impairment	617	3.4	3.6
Other Disabilities	288	1.6	1.1
Speech/Language Impairment	472	2.6	2.0
All Disabilities	3,776	20.7	17.8

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	208	5.5	8.2
Private Schools or Other Settings	140	3.7	4.5

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$203,474,459	\$10,446	\$13,471
Support services - students	\$10,380,733	\$550	\$1,826
Support services - instruction	\$96,721,956	\$5,125	\$972
Support services - general administration	\$12,053,822	\$639	\$568
Support services - school based administration	\$13,886,665	\$736	\$1,274
Central and other support services	\$2,066,067	\$109	\$761
Operation and maintenance of plant	\$20,217,292	\$1,071	\$2,125
Student transportation services	\$21,420,068	\$1,334	\$1,695
Food services	.	.	\$10
Enterprise operations	\$14,526,430	\$770	\$219
Total	\$394,747,494	\$20,266	\$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$20,674,904	24.2	26.4
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$12,637,376	14.8	10.5
Employee Benefits	\$16,064,894	18.8	13.3
Purchased Services Other Than Transportation	\$10,513,391	12.3	6.8
Special Education Tuition	\$14,550,916	17.0	22.8
Supplies	\$697,986	0.8	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$10,236,789	12.0	8.7
Equipment	.	.	0.2
All Other Expenditures	\$60,599	0.1	0.1
Total	\$85,436,853	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	21.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	23.9
State	53.5
Federal	22.0
Tuition & Other	0.5

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(ELA), Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	39	59.5	39	53.7	14	*
Asian	140	65.0	139	58.0	45	58.8
Black or African American	1,869	52.8	1,865	44.0	819	46.8
Hispanic or Latino of any race	5,568	51.5	5,545	45.3	2,213	46.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	355	56.6	352	48.2	132	47.9
White	882	61.3	879	54.3	356	56.7
English Learners/Multilingual Learners	2,001	46.0	1,992	42.6	726	42.3
Non-English Learners/Non-Multilingual Learners	6,852	55.3	6,827	47.3	2,853	49.4
Eligible for Free or Reduced-Price Meals	7,372	51.9	7,340	44.6	3,057	46.9
Not Eligible for Free or Reduced-Price Meals	1,481	59.8	1,479	54.4	522	54.2
Students with Disabilities	1,904	37.7	1,896	31.2	718	35.0
Students without Disabilities	6,949	57.4	6,923	50.4	2,861	51.2
High Needs	7,848	51.5	7,814	44.5	3,216	46.7
Non-High Needs	1,005	66.5	1,005	59.6	363	59.3
All Students - District	8,853	53.2	8,819	46.3	3,579	48.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	84.6	83.5	86.8	75.6	6,444	81.3
Curl Up	80.7	81.7	82.9	68.1	6,446	76.4
Push Up	73.9	67.7	65.1	57.3	6,446	64.4
Mile Run/PACER	71.8	66.5	53.3	43.6	6,426	56.0
All Tests - District	49.6	52.0	44.0	32.3	6,424	42.2
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	332	84.9
Hispanic or Latino of any race	705	85.5
White	155	85.2
English Learners/Multilingual Learners	194	81.4
Eligible for Free or Reduced-Price Meals	1,037	85.2
Students with Disabilities	273	70.7
All Students - District	1,263	85.7
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	452	35.3
Male	291	23.3
Non-Binary	N/A	N/A
Black or African American	190	31.1
Hispanic or Latino of any race	373	24.7
White	127	46.2
English Learners/ Multilingual Learners	52	12.7
Eligible for Free or Reduced-Price Meals	551	26.5
Students with Disabilities	32	6.0
All Students - District	743	29.3
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	57.8	77.8
Male	39.5	73.5
Non-Binary	N/A	N/A
Black or African American	51.0	73.0
Hispanic or Latino of any race	44.1	73.6
White	63.2	85.3
English Learners/ Multilingual Learners	29.7	62.5
Eligible for Free or Reduced-Price Meals	46.2	73.7
Students with Disabilities	33.2	69.3
All Students - District	49.2	75.8
All Students - State	67.0	88.2

College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	53.2	75	35.5	50	70.9	64.7
ELA Performance Index	High Needs Students	51.5	75	34.3	50	68.7	54.9
Math Performance Index	All Students	46.3	75	30.8	50	61.7	61.1
Math Performance Index	High Needs Students	44.5	75	29.7	50	59.4	50.6
Science Performance Index	All Students	48.0	75	32.0	50	64.0	62.6
Science Performance Index	High Needs Students	46.7	75	31.1	50	62.3	52.1
ELA Academic Growth	All Students	56.6%	100%	56.6	100	56.6	60.6%
ELA Academic Growth	High Needs Students	55.6%	100%	55.6	100	55.6	55.7%
Math Academic Growth	All Students	52.5%	100%	52.5	100	52.5	62.3%
Math Academic Growth	High Needs Students	51.9%	100%	51.9	100	51.9	55.9%
Progress Toward English Proficiency	Literacy	52.1%	100%	26.0	50	52.1	58.7%
Progress Toward English Proficiency	Oral	49.5%	100%	24.7	50	49.5	55.7%
Chronic Absenteeism	All Students	25.8%	<=5%	8.4	50	16.8	17.2%
Chronic Absenteeism	High Needs Students	27.4%	<=5%	5.3	50	10.5	24.8%
% Taking CCR Courses	All Students	90.2%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	29.3%	75%	19.6	50	39.1	47.2%
On-track to High School Graduation	All Students	80.9%	94%	43.1	50	86.1	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	85.7%	94%	91.1	100	91.1	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	90.8%	94%	96.6	100	96.6	87.3%
Postsecondary Entrance (Class of 2024)	All Students	49.2%	75%	65.6	100	65.6	67.0%
Physical Fitness % Meeting Health Standard	All Students	42.2%	75%	28.1	50	56.2	49.0%
Arts Access	All Students	47.8%	60%	39.8	50	79.7	55.1%
Accountability Index				908.5	1450	62.7	

Physical Fitness Estimated Participation Rate - District: 100.0% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	66.5	51.5	15.0	16.9	N
Math Performance Index Gap	59.6	44.5	15.0	18.4	N
Science Performance Index Gap	59.3	46.7	12.6	18.2	N
Graduation Rate Gap	94.0%	90.8%	3.2%	8.6%	N

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	99.1
ELA	High Needs Students	99.0
Math	All Students	98.8
Math	High Needs Students	98.7
Science	All Students	98.4
Science	High Needs Students	98.2

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 40.6

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

Waterbury Public Schools (WPS) continues to implement the strategic operating plan, which is nearing the end of the term. Although ESSER ARP funding has been closed out, the district has maintained a focus on evidence-based SEL curriculum and practices. With the hiring of a new Family and Community Engagement Manager, the district is auditing its practices and identifying areas needing improvement to inform a new strategic plan.

The district began rebuilding its mental health framework to address the social, emotional, and behavioral needs of its students. WPS has partnered with Community Mental Health Affiliates (CMHA) to treat students in select schools with trauma symptoms. WPS has partnered with the Department of Children and Families (DCF) to provide support to students, families, and staff through Family Support Liaisons. These liaisons educate staff and families about resources that support student needs, ultimately leading to a reduction in DCF Careline calls.

WPS Pupil Services conducted the last year of fidelity checks to ensure that schools completed DESSA Aperture Assessments in their schools to monitor the Social-Emotional Learning of students. The goal of the assessment was to identify student strengths, promote wellbeing, and improve academic outcomes. Schools assessed their students, and students completed self-assessments answering questions about their mental wellbeing and overall school climate. Based upon the results of the DESSA, MTSS school-based data teams then placed students into skill-based groups to receive a research-based intervention curriculum. The ratings also served as the foundation for implementing restorative practices, positive behavior supports, and Second Step.

WPS ensured that all stakeholders were informed about community mental health resources. A “Roadmap to Mental Health Supports” was established, reviewed at a board meeting, and posted on the WPS website. The Roadmap includes access to prevention, instruction, community partnerships, and intervention opportunities. Parents were encouraged to utilize the live links to our mental health community partners.

The Special Education Department continued to enhance the continuum of specialized programs and pupil services. Specific supervisors were assigned to provide ongoing support and build staff capacity at schools, while other supervisors were assigned to particular specialized programs, including PK-12 and pupil services. Some key focus areas included building staff capacity in de-escalation strategies, restraints, and seclusions, as well as bullying investigations, behavioral data collection, CT-SEDS data entry, and IEP Quality Training for special education and related services staff.

WPS has developed and distributed a community resource guide, which is available in our schools and distributed by our community partners. This extensive resource list includes connections to medical and mental health services, food pantries, shelters, and transportation options.

Finally, the Learner Engagement Attendance Program (LEAP) continues to serve WPS, addressing chronic absenteeism. LEAP home visits are voluntary, scheduled opportunities for two school staff members or partners to visit the home of a chronically absent student, to meet with a parent or guardian, strengthening the school-family relationship in a positive manner.

Efforts to Reduce Racial, Ethnic and Economic Isolation

WPS represents a multitude of racial, ethnic, and cultural backgrounds that contribute to a thriving school community where differences are valued. Many activities are hosted throughout the year including Hispanic Heritage, Black History, and Multicultural celebrations.

The district continues to ensure that the program of studies for all high school courses, allows students to take advantage of Advanced Placement and Early College Experience classes.

In alignment with our Increasing Educator Diversity (IED) plan, 23.7% of staff hired in the first quarter identified as staff of color. By the end of 24-25, that number had grown to 28.6%. This exceeds our internal goal and the target outlined in the CSDE Alliance District Data Tracker. Among new hires, 33% of administrators and 16% of teachers are multilingual, reflecting our commitment to a diverse workforce mirroring our community. These hiring outcomes were made possible through strong partnerships with certification programs. We placed 13 new teachers in high-need areas. We also strengthened our Grow Your Own (GYO) pathways, and continued the Central Inspire Teacher Residency Program and the WPS Teacher Apprenticeship Program. Both programs provide tuition support, paid training, and a pathway to teaching.

WPS continues to prioritize minority teacher recruitment by attending career fairs hosted by Historically Black Colleges and Universities (HBCUs), participating in diversity fairs, and leveraging a variety of recruitment platforms. We actively participate in CSDE Educator Diversity workshops. Our IED plan was one of a select few formally reviewed and approved by CSDE. It was highly praised and WPS was invited to present to other districts.

Our multilingual learner population continues to grow. The district added three new bilingual classrooms for elementary students. WPS is in its fifth year of implementing the International Dual Language School, where students learn English and Spanish in a dual immersion model. Over 257 students have earned the Seal of Biliteracy in 14 different languages.

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Equitable Allocation of Resources among District Schools

District officials carefully weigh school and student needs against available funding, including state and federal entitlement grants. Principals can present school budget requests through their Assistant Superintendents and are encouraged to engage all staff in submitting items necessary for improved culture, climate, and instruction. The district recognizes that schools have varying needs. The Chief Academic Officer and Content Supervisors submit budget requests for curriculum development or program enhancement. Some funds are allocated for district-wide impact, while others are targeted to specific school needs. High-poverty schools or those with special programs may require additional support, older buildings may need updates, and some schools may experience changes in enrollment. Some schools can access additional funding through the State. All schools have access to additional support through competitive grants and educational partnerships. By carefully considering all aspects of the budget, the district can provide an equitable allocation of resources to all. Finally, the robotics program expanded from two high schools to all five high schools for the first time.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	1	3.2	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	3.2	2.2
Personal Reasons	1	3.2	6.7
Position Eliminated or Expired	1	3.2	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	13	41.9	32.0
Retired	3	9.7	23.7
Teach/Admin in Other CT Dist	10	32.3	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	1	3.2	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	31		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.