

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Crosby High School Waterbury School District

203-574-8061 • www.crosbyhigh.com/

School Information

Grade Range	9-12
Enrollment	1,453
Per Pupil Expenditures	\$16,370
Total Expenditures	\$23,768,603

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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Notes

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

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

For district totals, please see the district profile.

* 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	School Count	School Percent (%)	District Percent (%)
Female	648	44.6	48.1
Male	805	55.4	51.9
Non-Binary	0	0.0	0.0
American Indian or Alaska Native	12	0.8	0.4
Asian	16	1.1	1.5
Black or African American	344	23.7	20.6
Hispanic or Latino of any race	942	64.8	63.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	49	3.4	4.1
White	90	6.2	9.6
English Learners/Multilingual Learners	322	22.2	21.0
Eligible for Free or Reduced-Price Meals	1,206	83.0	79.4
Students with Disabilities	339	23.3	20.9

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	241	38.5	128	18.6
Male	284	35.4	195	22.5
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	113	33.2	84	22.8
Hispanic or Latino of any race	348	37.9	209	20.8
White	34	38.6	18	18.8
English Learners/Multilingual Learners	121	37.5	74	20.9
Eligible for Free or Reduced-Price Meals	467	39.1	288	22.1
Students with Disabilities	140	44.7	116	31.9
All Students - School	525	36.8	323	20.8
All Students - District		25.8		13.0

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: 858

Number of school-based arrests: 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	77.1
General Education Paraprofessionals	3.0
Special Education Teachers and Instructors	7.0
Special Education Paraprofessionals	13.0
School Level Administrators	6.4
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	1.9
Counselors, Social Workers and School Psychologists	8.9
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	33.0

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.

Educators by Race/Ethnicity

Race/Ethnicity	School Count	School Percent (%)	District Percent (%)
American Indian or Alaska Native	1	1.0	0.1
Asian	2	1.9	1.3
Black or African American	10	9.5	5.8
Hispanic or Latino of any race	13	12.4	10.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	1.0	0.9
White	78	74.3	81.4

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	17.8
District	15.8

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	17	16.5	8.7
Teachers	16	18.4	9.5

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in 2022-23 but were not teaching in 2023-24.

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

Note: Certified educators/teachers may be assigned at the district level and/or to more than one school in a district. In addition, certified educators/teachers may leave a school but stay within the district. Therefore, the sum of school-level attrition totals may not match the district-level attrition total.

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Instruction and Resources

School-Level Expenditures: 2023-24

Expenditure	Total (\$)	Per Pupil (\$)
Instruction	\$12,298,959	\$8,470
Support Services - Students	\$696,353	\$480
Improvement of Instruction	\$3,519	\$2
Library and Media Services	\$188,247	\$130
Support Services - Instruction	\$7,712,876	\$5,312
Support Services - School-Based Administration	\$763,207	\$526
Operation and Maintenance of Plant	\$1,654,928	\$1,140
Transportation Other Than to/From Home	.	.
Enterprise Operations	\$450,512	\$310
Total	\$23,768,603	\$16,370

Total per pupil expenditures (PPE) including share of district central expenditures is \$19,103.

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

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

Disability	Count	Rate (%)
Autism	7	33.3
Emotional Disability	*	*
Intellectual Disability	0	0.0
Learning Disability	101	53.2
Other Health Impairment	28	42.4
Other Disabilities	*	*
Speech/Language Impairment	6	*
All Disabilities - School	148	43.8
All Disabilities - District		60.4

This table includes students ages 6-21 with an IEP or services plan.

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	68	88.3	89	98.9
Hispanic or Latino of any race	166	83.0	200	94.8
White	21	87.5	19	*
English Learners/Multilingual Learners	58	75.3	51	87.9
Eligible for Free or Reduced-Price Meals	234	88.3	274	97.2
Students with Disabilities	54	91.5	72	100.0
All Students - School	271	85.0	326	96.4
All Students - District		86.2		94.0

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

School Schedule

Category	Value
Days of Instruction	180
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	976
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	07:20 AM
School End Time	01:50 PM

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Performance and Accountability

School Performance Index (SPI)

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

Student Group	ELA Count	ELA SPI	Math Count	Math SPI	Science Count	Science SPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Black or African American	75	43.1	75	32.3	73	38.6
Hispanic or Latino of any race	170	39.1	170	34.2	166	34.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	7	*	7	*	8	*
White	20	40.8	20	28.6	19	*
English Learners/Multilingual Learners	51	29.2	51	24.7	49	27.3
Non-English Learners/Non-Multilingual Learners	230	43.4	230	35.8	226	38.0
Eligible for Free or Reduced-Price Meals	241	40.5	241	33.4	235	35.6
Not Eligible for Free or Reduced-Price Meals	40	42.6	40	35.8	40	38.7
Students with Disabilities	59	30.1	59	24.6	55	27.0
Students without Disabilities	222	43.7	222	36.2	220	38.4
High Needs	253	39.9	253	32.8	247	35.2
Non-High Needs	28	49.4	28	42.0	28	43.7
School	281	40.8	281	33.8	275	36.1

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	N/A	N/A	N/A	75.0	723	75.0
Curl Up	N/A	N/A	N/A	65.1	724	65.1
Push Up	N/A	N/A	N/A	53.6	724	53.6
Mile Run/PACER	N/A	N/A	N/A	39.8	723	39.8
All Tests - School	N/A	N/A	N/A	27.0	723	27.0
All Tests - District	49.6	52.0	44.0	32.3		42.2

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	74	86.5
Hispanic or Latino of any race	196	89.3
White	27	88.9
English Learners/Multilingual Learners	62	93.5
Eligible for Free or Reduced-Price Meals	264	88.6
Students with Disabilities	72	84.7
All Students - School	309	89.0
All Students - District		85.7

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	113	38.7
Male	79	21.6
Non-Binary	N/A	N/A
Black or African American	57	34.1
Hispanic or Latino of any race	103	25.1
White	16	37.2
English Learners/ Multilingual Learners	16	11.9
Eligible for Free or Reduced-Price Meals	147	26.9
Students with Disabilities	8	6.1
All Students - School	192	29.2
All Students - District		29.3

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

- SAT® - meets benchmark 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	40.3	70.5
Male	28.0	72.0
Non-Binary	N/A	N/A
Black or African American	33.3	68.0
Hispanic or Latino of any race	31.6	71.6
White	50.0	*
English Learners/ Multilingual Learners	21.1	*
Eligible for Free or Reduced-Price Meals	33.1	72.2
Students with Disabilities	25.0	*
All Students - School	33.7	71.2
All Students - District	49.2	75.8

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	40.8	75	81.6	150	54.4	64.7
ELA Performance Index	High Needs Students	39.9	75	79.7	150	53.1	54.9
Math Performance Index	All Students	33.8	75	67.5	150	45.0	61.1
Math Performance Index	High Needs Students	32.8	75	65.7	150	43.8	50.6
Science Performance Index	All Students	36.1	75	48.1	100	48.1	62.6
Science Performance Index	High Needs Students	35.2	75	47.0	100	47.0	52.1
ELA Academic Growth	All Students	.	100%	.	.	.	60.6%
ELA Academic Growth	High Needs Students	.	100%	.	.	.	55.7%
Math Academic Growth	All Students	.	100%	.	.	.	62.3%
Math Academic Growth	High Needs Students	.	100%	.	.	.	55.9%
Progress Toward English Proficiency	Literacy	27.9%	100%	14.0	50	27.9	58.7%
Progress Toward English Proficiency	Oral	31.0%	100%	15.5	50	31.0	55.7%
Chronic Absenteeism	All Students	36.8%	<=5%	0.0	50	0.0	17.2%
Chronic Absenteeism	High Needs Students	38.0%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	90.9%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	29.2%	75%	19.5	50	39.0	47.2%
On-track to High School Graduation	All Students	76.7%	94%	40.8	50	81.6	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	89.0%	94%	94.7	100	94.7	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	93.4%	94%	99.4	100	99.4	87.3%
Postsecondary Entrance (Class of 2024)	All Students	33.7%	75%	44.9	100	44.9	67.0%
Physical Fitness % Meeting Health Standard	All Students	27.0%	75%	18.0	50	36.0	49.0%
Arts Access	All Students	35.4%	60%	29.5	50	58.9	55.1%
Accountability Index				815.7	1550	52.6	

Physical Fitness Estimated Participation Rate - School: 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	49.4	39.9	9.6	17.1	N
Math Performance Index Gap	42.0	32.8	9.1	18.6	N
Science Performance Index Gap	43.7	35.2	8.5	18.3	N
Graduation Rate Gap	90.5%	93.4%	-2.9%	6.5%	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	97.9
ELA	High Needs Students	98.0
Math	All Students	97.9
Math	High Needs Students	98.0
Science	All Students	97.5
Science	High Needs Students	97.3

Minimum participation standard is 95%.

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