

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



Wilby High School Waterbury School District

203-574-8100 • www.wilbyhs.org/

School Information

Grade Range **9-12**
Enrollment **1,002**

Community Information

[AdvanceCT Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

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Notes

Unless otherwise noted, all data are for 2018-19 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 edsight.ct.gov.

For district totals, please see the district profile.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	457	45.6	48.2
Male	545	54.4	51.8
American Indian or Alaska Native	*	*	*
Asian	*	*	1.6
Black or African American	284	28.3	21.5
Hispanic or Latino of any race	590	58.9	55.9
Native Hawaiian or Other Pacific Islander	0	0.0	*
Two or More Races	19	1.9	3.6
White	100	10.0	16.7
English Learners	177	17.7	15.0
Eligible for Free or Reduced-Price Meals	789	78.7	72.9
Students with Disabilities ¹	239	23.9	19.0

¹Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.
NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the school identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	141	30.8	131	25.5
Male	155	28.8	207	33.8
Black or African American	80	28.3	112	35.7
Hispanic or Latino of any race	177	29.8	195	28.8
White	28	30.4	19	18.8
English Learners	50	27.6	52	25.0
Eligible for Free or Reduced-Price Meals	267	31.1	317	32.8
Students with Disabilities	94	40.0	106	39.1
School	296	29.7	338	30.0
District		15.6		14.6

Number of students in 2017-18 qualified as truant under state statute: 264

Number of school-based arrests: 44

²A 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.

³This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	67.6
Paraprofessional Instructional Assistants	8.0
Special Education	
Teachers and Instructors	11.8
Paraprofessional Instructional Assistants	25.0
Administrators, Coordinators and Department Chairs	
School Level	5.4
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	7.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	36.5

¹In 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

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	2.1	1.3
Black or African American	10	10.5	4.4
Hispanic or Latino of any race	8	8.4	8.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.6
White	75	78.9	85.5

Classroom Teacher Attendance, 2017-18

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	8.7	13.3

Instruction and Resources

School Schedule

Days of Instruction	182
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1012
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:20 AM
End Time	01:50 PM

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	33	50.8	50	73.5
Hispanic or Latino of any race	55	37.7	82	60.7
White	9	45.0	24	82.8
English Learners	16	37.2	19	48.7
Eligible for Free or Reduced-Price Meals	91	43.5	125	66.5
Students with Disabilities	25	46.3	32	61.5
School	103	42.9	158	66.1
District		51.7		69.3

²College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	6	*
Intellectual Disability	*	*
Learning Disability	64	53.3
Other Health Impairment	16	34.0
Other Disabilities	0	0.0
Speech/Language Impairment	17	68.0
School	108	45.2
District		60.2

³This table includes students ages 6-21 with an IEP or services plan.

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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.

	English Language Arts (ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	57	37.4	57	29.8	57	36.1
Hispanic or Latino of any race	116	37.7	116	32.3	126	37.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	18	*	18	*	19	*
English Learners	34	32.4	34	29.5	38	33.7
Non-English Learners	164	39.5	164	33.0	170	39.2
Eligible for Free or Reduced-Price Meals	175	38.0	175	32.2	185	37.9
Not Eligible for Free or Reduced-Price Meals	23	40.0	23	34.2	23	40.9
Students with Disabilities	45	31.5	45	27.8	46	33.6
Students without Disabilities	153	40.2	153	33.8	162	39.5
High Needs	181	37.8	181	32.1	191	37.8
Non-High Needs	17	*	17	*	17	*
School	198	38.3	198	32.4	208	38.2

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	40	41	34	36
National Public	34	32		
MATH				
Connecticut	45	39	40	33
National Public	40	33		

¹NAEP 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. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	60.2	249	60.2
Curl Up	N/A	N/A	N/A	59.4	249	59.4
Push Up	N/A	N/A	N/A	45.0	249	45.0
Mile Run/PACER	N/A	N/A	N/A	77.5	249	77.5
All Tests - School	N/A	N/A	N/A	11.6	249	11.6
All Tests - District	70.3	57.8	50.8	24.7		52.0

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	94	70.2
Hispanic or Latino of any race	151	67.5
English Learners	50	66.0
Eligible for Free or Reduced-Price Meals	230	72.6
Students with Disabilities	55	52.7
School	291	71.1
District		76.7

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.7	10	4.3
Male	93.5	11	4.4
Black or African American	95.5	6	4.5
Hispanic or Latino of any race	94.7	6	2.1
White	95.9	*	*
English Learners	89.0	*	*
Eligible for Free or Reduced-Price Meals	95.7	*	*
Students with Disabilities	84.9	*	*
School	94.6	21	4.4
District	94.8		12.0

³College readiness exams and benchmark scores are as follows:

- 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

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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

	Class of 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	63.7	79.7
Male	45.2	67.2
Black or African American	45.7	69.2
Hispanic or Latino of any race	55.6	73.6
White	56.3	*
English Learners	43.9	*
Eligible for Free or Reduced-Price Meals	*	73.8
Students with Disabilities	24.4	*
School	53.9	73.8
District	65.1	73.3

⁵College 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.

⁶College 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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	38.3	75	76.5	150	51.0	67.7
	High Needs Students	37.8	75	75.6	150	50.4	58.1
Math Performance Index	All Students	32.4	75	64.8	150	43.2	63.1
	High Needs Students	32.1	75	64.2	150	42.8	52.7
Science Performance Index	All Students	38.2	75	51.0	100	51.0	63.8
	High Needs Students	37.8	75	50.4	100	50.4	54.2
ELA Academic Growth	All Students	.	100%	.	.	.	59.9%
	High Needs Students	.	100%	.	.	.	55.1%
Math Academic Growth	All Students	.	100%	.	.	.	62.5%
	High Needs Students	.	100%	.	.	.	55.2%
Progress Toward English Proficiency	Literacy	41.8%	100%	20.9	50	41.8	60.0%
	Oral	38.7%	100%	19.4	50	38.7	52.1%
Chronic Absenteeism	All Students	29.7%	<=5%	0.6	50	1.2	10.4%
	High Needs Students	30.9%	<=5%	0.0	50	0.0	16.1%
Preparation for CCR	% Taking Courses	54.5%	75%	36.3	50	72.7	80.0%
	% Passing Exams	4.4%	75%	2.9	50	5.8	42.6%
On-track to High School Graduation		68.0%	94%	36.2	50	72.3	88.0%
4-year Graduation All Students (2018 Cohort)		71.1%	94%	75.7	100	75.7	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		81.6%	94%	86.8	100	86.8	83.3%
Postsecondary Entrance (Class of 2018)		53.9%	75%	71.9	100	71.9	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.3% 11.6%	75%	7.8	50	15.5	96.4% 52.9%
Arts Access		36.1%	60%	30.1	50	60.2	51.9%
Accountability Index				771.1	1550	49.7	

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 Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	.	37.8	.	15.3	
Math Performance Index Gap	.	32.1	.	17.4	
Science Performance Index Gap	.	37.8	.	16.3	
Graduation Rate Gap	86.8%	81.6%	5.3%	8.0%	N

¹If 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.

²If 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.

Subject/Student Group	Participation Rate (%) ³	
ELA	All Students	94.5
	High Needs Students	94.1
Math	All Students	94.5
	High Needs Students	94.1
Science	All Students	97.1
	High Needs Students	96.9

Supporting Resources

- [Two-page FAQ](#)
- [Detailed Presentation](#)
- [Using Accountability Results to Guide Improvement](#)

³Minimum participation standard is 95%.