

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Wilby High School Waterbury School District

203-574-8100 • www.wilbyhs.org/

School Information

Grade Range	9-12
Enrollment	1,196
Per Pupil Expenditures	\$19,289
Total Expenditures	\$22,722,859

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	575	48.1	48.1
Male	621	51.9	51.9
Non-Binary	0	0.0	0.0
American Indian or Alaska Native	*	*	0.4
Asian	*	*	1.5
Black or African American	307	25.7	20.6
Hispanic or Latino of any race	764	63.9	63.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	55	4.6	4.1
White	60	5.0	9.6
English Learners/Multilingual Learners	262	21.9	21.0
Eligible for Free or Reduced-Price Meals	1,016	84.9	79.4
Students with Disabilities	312	26.1	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	292	51.8	237	39.0
Male	290	47.6	270	40.2
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	150	48.2	166	49.4
Hispanic or Latino of any race	368	49.1	286	35.2
White	25	46.3	*	*
English Learners/Multilingual Learners	107	41.3	90	32.4
Eligible for Free or Reduced-Price Meals	523	52.4	445	40.7
Students with Disabilities	155	52.0	144	43.0
All Students - School	582	49.6	507	39.6
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: 751

Number of school-based arrests: 8

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	64.6
General Education Paraprofessionals	3.0
Special Education Teachers and Instructors	18.0
Special Education Paraprofessionals	5.0
School Level Administrators	4.6
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	0.4
Counselors, Social Workers and School Psychologists	7.8
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	37.9

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	0	0.0	0.1
Asian	2	2.2	1.3
Black or African American	10	10.9	5.8
Hispanic or Latino of any race	13	14.1	10.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	2	2.2	0.9
White	65	70.7	81.4

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	16.6
District	15.8

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	18	19.4	8.7
Teachers	17	21	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	\$12,778,940	\$10,848
Support Services - Students	\$543,166	\$461
Improvement of Instruction	\$2,855	\$2
Library and Media Services	\$205,610	\$175
Support Services - Instruction	\$6,323,936	\$5,368
Support Services - School-Based Administration	\$1,007,845	\$856
Operation and Maintenance of Plant	\$1,342,634	\$1,140
Transportation Other Than to/From Home	.	.
Enterprise Operations	\$517,872	\$440
Total	\$22,722,859	\$19,289

Total per pupil expenditures (PPE) including share of district central expenditures is \$22,023.

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	*	*
Emotional Disability	12	*
Intellectual Disability	*	*
Learning Disability	113	67.3
Other Health Impairment	41	65.1
Other Disabilities	0	0.0
Speech/Language Impairment	16	69.6
All Disabilities - School	192	61.5
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	59	84.3	81	94.2
Hispanic or Latino of any race	157	88.7	170	95.0
White	12	*	14	*
English Learners/Multilingual Learners	44	80.0	49	92.5
Eligible for Free or Reduced-Price Meals	212	88.3	232	95.9
Students with Disabilities	48	85.7	68	97.1
All Students - School	241	88.6	277	94.5
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	932
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	66	36.0	66	29.8	61	35.6
Hispanic or Latino of any race	166	33.5	166	29.3	162	35.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	11	*	11	*	11	*
White	9	*	9	*	10	*
English Learners/Multilingual Learners	51	25.9	51	27.2	49	30.4
Non-English Learners/Non-Multilingual Learners	203	36.4	203	29.4	197	36.0
Eligible for Free or Reduced-Price Meals	223	33.7	223	28.5	216	34.5
Not Eligible for Free or Reduced-Price Meals	31	38.5	31	32.5	30	37.8
Students with Disabilities	55	25.8	55	21.3	51	25.1
Students without Disabilities	199	36.6	199	31.1	195	37.4
High Needs	231	33.4	231	28.2	224	34.4
Non-High Needs	23	43.0	23	36.5	22	39.6
School	254	34.3	254	29.0	246	34.9

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	64.5	560	64.5
Curl Up	N/A	N/A	N/A	56.1	560	56.1
Push Up	N/A	N/A	N/A	45.4	560	45.4
Mile Run/PACER	N/A	N/A	N/A	31.8	559	31.8
All Tests - School	N/A	N/A	N/A	23.6	559	23.6
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	85	78.8
Hispanic or Latino of any race	194	79.4
White	16	*
English Learners/Multilingual Learners	59	67.8
Eligible for Free or Reduced-Price Meals	267	78.7
Students with Disabilities	86	65.1
All Students - School	310	78.4
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	40	14.2
Male	40	14.1
Non-Binary	N/A	N/A
Black or African American	25	16.0
Hispanic or Latino of any race	48	13.5
White	*	*
English Learners/ Multilingual Learners	14	13.0
Eligible for Free or Reduced-Price Meals	59	12.2
Students with Disabilities	6	4.8
All Students - School	80	14.2
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	39.5	63.2
Male	32.3	58.7
Non-Binary	N/A	N/A
Black or African American	39.4	61.9
Hispanic or Latino of any race	35.5	57.4
White	*	*
English Learners/ Multilingual Learners	19.0	*
Eligible for Free or Reduced-Price Meals	34.9	57.1
Students with Disabilities	36.4	57.1
All Students - School	35.8	60.7
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	34.3	75	68.6	150	45.7	64.7
ELA Performance Index	High Needs Students	33.4	75	66.8	150	44.6	54.9
Math Performance Index	All Students	29.0	75	57.9	150	38.6	61.1
Math Performance Index	High Needs Students	28.2	75	56.4	150	37.6	50.6
Science Performance Index	All Students	34.9	75	46.5	100	46.5	62.6
Science Performance Index	High Needs Students	34.4	75	45.9	100	45.9	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	34.8%	100%	17.4	50	34.8	58.7%
Progress Toward English Proficiency	Oral	35.1%	100%	17.5	50	35.1	55.7%
Chronic Absenteeism	All Students	49.6%	<=5%	0.0	50	0.0	17.2%
Chronic Absenteeism	High Needs Students	51.3%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	91.7%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	14.2%	75%	9.4	50	18.9	47.2%
On-track to High School Graduation	All Students	80.5%	94%	42.8	50	85.6	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	78.4%	94%	83.4	100	83.4	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	80.2%	94%	85.3	100	85.3	87.3%
Postsecondary Entrance (Class of 2024)	All Students	35.8%	75%	47.7	100	47.7	67.0%
Physical Fitness % Meeting Health Standard	All Students	23.6%	75%	15.7	50	31.5	49.0%
Arts Access	All Students	53.6%	60%	44.7	50	89.4	55.1%
Accountability Index				756.1	1550	48.8	

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	43.0	33.4	9.6	17.1	N
Math Performance Index Gap	36.5	28.2	8.3	18.6	N
Science Performance Index Gap	39.6	34.4	5.2	18.3	N
Graduation Rate Gap	85.7%	80.2%	5.5%	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	96.5
ELA	High Needs Students	96.1
Math	All Students	96.5
Math	High Needs Students	96.1
Science	All Students	96.4
Science	High Needs Students	96.1

Minimum participation standard is 95%.

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