

Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Roberto Clemente International Dual Language School Waterbury School District

203-574-8000 • <https://www.waterbury.k12.ct.us/>

School Information

Grade Range	PK-4
Enrollment	275
Per Pupil Expenditures	\$15,039
Total Expenditures	\$3,248,453

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	145	52.7	48.1
Male	130	47.3	51.9
Non-Binary	0	0.0	0.0
American Indian or Alaska Native	0	0.0	0.4
Asian	0	0.0	1.5
Black or African American	22	8.0	20.6
Hispanic or Latino of any race	240	87.3	63.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	*	*	4.1
White	*	*	9.6
English Learners/Multilingual Learners	92	33.5	21.0
Eligible for Free or Reduced-Price Meals	204	74.2	79.4
Students with Disabilities	24	8.7	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	12	9.9	*	*
Male	8	7.1	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	*	*	0	0.0
Hispanic or Latino of any race	17	8.3	*	*
White	*	*	0	*
English Learners/Multilingual Learners	7	7.7	*	*
Eligible for Free or Reduced-Price Meals	18	10.1	*	*
Students with Disabilities	*	*	*	*
All Students - School	20	8.5	*	*
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: 67
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	14.5
General Education Paraprofessionals	7.6
Special Education Teachers and Instructors	1.2
Special Education Paraprofessionals	3.0
School Level Administrators	1.0
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	3.0
Counselors, Social Workers and School Psychologists	1.5
School Nurses	0.2
Other Staff Providing Non-Instructional Services/Support	10.8

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	0	0.0	1.3
Black or African American	0	0.0	5.8
Hispanic or Latino of any race	15	65.2	10.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	1	4.3	0.9
White	7	30.4	81.4

Classroom Teacher Attendance, 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
School	15.3
District	15.8

New! Educator Attrition: 2023-24

Educator Type	School Attrition Count	School Attrition Rate (%)	District Attrition Rate (%)
All Educators	5	21.7	8.7
Teachers	4	25	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	\$1,402,922	\$6,495
Support Services - Students	\$130,234	\$603
Improvement of Instruction	\$524	\$2
Library and Media Services	\$28,004	\$130
Support Services - Instruction	\$1,117,598	\$5,174
Support Services - School-Based Administration	\$233,761	\$1,082
Operation and Maintenance of Plant	\$246,188	\$1,140
Transportation Other Than to/From Home	.	.
Enterprise Operations	\$89,222	\$413
Total	\$3,248,453	\$15,039

Total per pupil expenditures (PPE) including share of district central expenditures is \$17,772.

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	N/A	N/A
Intellectual Disability	N/A	N/A
Learning Disability	7	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	7	*
All Disabilities - School	17	*
All Disabilities - District		60.4

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

School Schedule

Category	Value
Days of Instruction	180
Hours of Instruction Per Year: Grades 1-12 and Full-Day Kindergarten	950
Hours of Instruction Per Year: Half/Extended Day Kindergarten	N/A
School Start Time	09:05 AM
School End Time	03:20 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	0	N/A	0	N/A	0	N/A
Asian	0	N/A	0	N/A	0	N/A
Black or African American	9	*	9	*	0	N/A
Hispanic or Latino of any race	84	67.7	84	67.0	0	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	*	*	*	*	0	N/A
English Learners/Multilingual Learners	49	64.3	49	65.5	0	N/A
Non-English Learners/Non-Multilingual Learners	48	71.2	48	67.2	0	N/A
Eligible for Free or Reduced-Price Meals	74	66.0	74	64.5	0	N/A
Not Eligible for Free or Reduced-Price Meals	23	73.0	23	72.3	0	N/A
Students with Disabilities	8	*	8	*	0	N/A
Students without Disabilities	89	68.9	89	67.7	0	N/A
High Needs	89	66.5	89	65.4	0	N/A
Non-High Needs	8	*	8	*	0	N/A
School	97	67.7	97	66.3	0	N/A

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	62.7	N/A	N/A	N/A	51	62.7
Curl Up	80.4	N/A	N/A	N/A	51	80.4
Push Up	72.5	N/A	N/A	N/A	51	72.5
Mile Run/PACER	86.3	N/A	N/A	N/A	51	86.3
All Tests - School	54.9	N/A	N/A	N/A	51	54.9
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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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	67.7	75	45.1	50	90.3	64.7
ELA Performance Index	High Needs Students	66.5	75	44.3	50	88.7	54.9
Math Performance Index	All Students	66.3	75	44.2	50	88.5	61.1
Math Performance Index	High Needs Students	65.4	75	43.6	50	87.2	50.6
Science Performance Index	All Students	.	75	.	.	.	62.6
Science Performance Index	High Needs Students	.	75	.	.	.	52.1
ELA Academic Growth	All Students	66.9%	100%	66.9	100	66.9	60.6%
ELA Academic Growth	High Needs Students	66.3%	100%	66.3	100	66.3	55.7%
Math Academic Growth	All Students	80.5%	100%	80.5	100	80.5	62.3%
Math Academic Growth	High Needs Students	81.0%	100%	81.0	100	81.0	55.9%
Progress Toward English Proficiency	Literacy	84.5%	100%	42.2	50	84.5	58.7%
Progress Toward English Proficiency	Oral	71.5%	100%	35.7	50	71.5	55.7%
Chronic Absenteeism	All Students	8.5%	<=5%	42.9	50	85.8	17.2%
Chronic Absenteeism	High Needs Students	8.9%	<=5%	42.3	50	84.5	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	.	94%	.	.	.	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	54.9%	75%	36.6	50	73.2	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				671.8	850	79.0	

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	.	66.5	.	17.1	N
Math Performance Index Gap	.	65.4	.	18.6	N
Science Performance Index Gap	.	.	.	18.3	N
Graduation Rate Gap	.	.	.	.	

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	100.0
ELA	High Needs Students	100.0
Math	All Students	100.0
Math	High Needs Students	100.0
Science	All Students	.
Science	High Needs Students	.

Minimum participation standard is 95%.

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