

**STRATEGIC SCHOOL PROFILE 2006-07**

High School Edition

**Derby High School  
Derby School District**

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District Reference Group (DRG): H DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

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**STUDENT ENROLLMENT**

Total Enrollment: 697

5-Year Enrollment Change: 10.8%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: 7-12

**SCHOOL NEED**

Current and Past School Need	Year	School	DRG High Schools	State High Schools
% of Students Eligible for Free/Reduced-Price Meals	2006-07	40.2	32.3	22.9
	2002-03	25.7	N/A	17.6
% of K-12 Students with Non-English Home Language	2006-07	12.3	26.3	11.4
	2001-02	15.6	N/A	11.6
% of Juniors and Seniors Working More than 16 Hours Per Week	2006-07	19.5	22.6	20.2
	2001-02	19.0	N/A	29.1

Enrollment in Special Programs	Students in School	Percent in School	% in DRG High Schools	% in State High Schools
Bilingual Education and English as a Second Language Services (K-12)	28	4.0	7.2	3.4
Compensatory Education	0	0.0	3.8	12.5
Gifted and Talented Program	0	0.0	1.1	1.7
Special Education	55	7.9	10.4	10.8

Race/Ethnicity	Number	Percent
American Indian	5	0.7
Asian American	9	1.3
Black	87	12.5
Hispanic	119	17.1
White	477	68.4

## STUDENT RACE/ETHNICITY

<b>Total Minority 2006-07</b>	31.6%
<b>Total Minority 2001-02</b>	20.8%

### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

At Derby Middle School and Derby High School opportunities are created through academics and athletics to foster diversity. Student participation in these activities has been exceptional. Among these activities are such building-wide programs as the food drive at Thanksgiving, a clothing drive, and an affiliation with Toys for Tots at Christmas time.

Our enrollment in World Language and Culture and our World Studies Classes continues to grow. We have hired two additional World Language teachers to meet the growing demand. In the middle school the number of students studying world languages has doubled in the past year. These efforts are helping students understand the diversity that exists in our society and in our school.

Our Diversity Team promotes ethnic awareness at regional meetings and organizes activities for our school such as the Prejudice Reduction Conference at Quinnipiac University. The high school's language department has a successful annual Ethnic Food Festival. Last year the middle school's seventh grade team presented their first International Night with students and their families.

Efforts are being made to increase the opportunities for our non-English speaking students to become more active members of our school and community. We have added additional sections of ESL, allowing for a smooth transition into the high school. Our ESL teacher has helped staff integrate our ESL students into school-wide activities such as CAPT teams and fund-raising activities. More students than ever are taking advantage of our courses that teach diversity and social expectations. Our school-wide initiatives have been extremely successful, as evidenced by a very high level of participation in diverse activities sponsored by our clubs and athletic teams.

### SCHOOL RESOURCES

Instructional Time*	School	DRG High Schools	State High Schools
Total Hours of Instruction Per Year	1,003	992	1,002

\*State law requires at least 900 hours for grades 1 through 12.

### TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	DRG High Schools	State High Schools
Video	100.0	31.5	76.0
Voice	100.0	58.1	84.9
Internet Access	100.0	79.5	97.1
Multi-Room Network (LAN)	100.0	58.7	82.4

Computers	School	DRG HS	State HS
# of Students Per Academic Computer	3.7	3.4	2.9
% of Computers that are High or Moderate Power	100.0	91.9	91.7
% of Computers with Internet Access, All Speeds	94.7	99.4	98.7
% of Computers with High Speed Internet Access	94.7	99.4	98.7
% of Internet Computers with Filtering Software	100.0	100.0	98.7

This school does not have a functional satellite link.

## SCHOOL RESOURCES, continued

### LIBRARY MATERIALS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library.

Library Materials	School	DRG HS	State HS
# of Print Volumes Per Student*	9.5	10.7	15.7
% of Print Volumes Purchased in Last 3 Yrs.	8.1	9.8	11.1
# of Print Periodical Subscriptions	33	30.6	45.9
# of Non-Print Materials	170	520.8	848.1

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

### STAFFING RESOURCES

Average Class Size	School	DRG	State
Algebra I	25.4	20.1	19.5
Biology I	21.2	22.3	20.0
English, Grade 10	24.2	20.5	19.5
American History	19.2	22.2	20.8

Professional Staff Race/Ethnicity			
	2006-07	2005-06	2001-02
% Minority	10.0	3.6	1.9

School Staff Count Full-Time Equivalent	2006-07	2005-06
# of Certified Staff		
Teachers	37.6	43.8
Administrators	3.2	2.6
Department Chairs	0.0	0.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	4.5	4.5
Other Professionals	1.0	2.0
# of Non-Certified Instructional	11.0	12.0

Professional Staff Experience and Training	School	DRG HS	State HS
Average Years of Experience in Connecticut and Other Locations	12.6	15.0	14.6
% with Master's Degree or Above	76.0	75.4	76.0

### HOME AND SCHOOL COMMUNICATION AND SUPPORT

The following narrative was submitted by this school.

In the past year Derby Middle School and Derby High School have formed School Improvement Committees, which have improved home/school communication as an objective. In both schools teacher contact calls to parents are made at the beginning of classes to establish an open line of communication from day one. Any notable incident, good or bad, results in school communication with home. In particular, the middle school sends home "good news postcards" and "certificates of merit" as part of its positive recognition program. This year, for the first time, the middle school has its own PTO, which is having a positive impact on home involvement. Home/school communication is definitely heading in the right direction.

## SCHOOL PROCESSES

<b>Student and Teacher Statistics</b>	<b>School</b>	<b>DRG High Schools</b>	<b>State High Schools</b>
% of Students Retained in Grade after 2005-06 School Year	1.7	N/A	4.5
Teacher Attendance, 2005-06: Average # of Days Absent Due to Illness or Personal Time	5.0	7.7	8.5
% Certified Staff Assigned to Same School the Previous Year	72.0	86.5	86.3

<b>Types of Remedial Instructional Services Provided to Students Lacking Basic Skills</b>	<b>Available in Mathematics</b>	<b>Available in Language Arts</b>
Pull-out Instruction	No	No
In-Class Tutorial	Yes	Yes
After School Program	No	No
Summer School (2006)	Yes	Yes
Other	No	No



<b>% Juniors and Seniors Enrolled in a Course or Courses for College Credit</b>	<b>School</b>	<b>State High Schools</b>
During the 2005-06 School Year	19.2	28.3
During the 2000-01 School Year	18.8	22.8

<b>Advanced Placement Courses</b>	<b>School</b>	<b>State High Schools</b>
Number of Courses for which Students were Tested	5	8.9
% of Grade 12 Students Tested	11.2	20.1
% of Exams Scored 3 or More*	40.6	71.9

\*A score of three or higher is generally required for earning college credit.

**Interactive Distance Learning:** This school utilizes interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions.



<b>Total Number of Credits Required for Graduation</b>	<b>School</b>	<b>DRG</b>	<b>State Requirement</b>
Required for Class of 2006	22.0	21.2	20.0

<b>% of Class of 2006 Graduates who Earned Credit in Selected Subjects</b>	<b>School</b>	<b>State High Schools</b>
Algebra I or Equivalent	100.0	91.1
Chemistry	62.0	70.6
4 or More Credits in Mathematics	35.9	64.0
3 or More Credits in Science	62.0	88.1
4 or More Credits in Social Studies	51.1	51.9
Credit for Level 3 or Higher in the Same World Language	47.8	59.1
2 or More Credits in Vocational Education	71.7	57.9
2 or More Credits in the Arts	40.2	39.8

## STUDENT PERFORMANCE

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal:** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

CAPT Subject Area	School	State	Of All Schools in State	
			Lowest %	Highest %
Reading Across the Disciplines	14.7	45.6	0.0	87.2
Writing Across the Disciplines	34.0	52.9	0.0	87.6
Mathematics	15.3	45.2	0.0	86.3
Science	20.0	44.4	0.0	84.5

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.



For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this district, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

SAT <sup>®</sup> I: Reasoning Test	Class of 2001	Class of 2006			
		School	State	Of All Schools in State	
	School			Lowest %	Highest %
% of Graduates Tested	72.0	59.8	74.7	11.7	100.0
Mathematics: Average Score	493	438	510	284	604
Mathematics: % Scoring 600 or More	15.3	9.1	23.9	0.0	55.6
Critical Reading: Average Score	491	457	505	314	595
Critical Reading: % Scoring 600 or More	10.2	12.7	21.3	0.0	48.5
Writing: Average Score	N/A	457	504	304	595
Writing: % Scoring 600 or More	N/A	7.3	19.6	0.0	48.8

Student Attendance	School	State High School
% on October 1, 2006	96.3	93.9

Class of 2006: Number of National Merit Scholarship Semi-Finalists: **0**



Physical Fitness, Grade 10	School	State	Of All Schools in State	
			Lowest %	Highest %
% Passing All Four Tests	49.1	39.5	0.0	70.3

Graduation and Dropout Rates	School	State	Of All Schools in State	
			Lowest %	Highest %
Graduation Rate for Class of 2006	96.8	92.2	40.0	100.0
Cumulative Four-Year Dropout Rate for Class of 2006	2.9	6.6	0.0	100.0
2005-06 Annual Dropout Rate for Grade 9 through 12	1.6	1.8	0.0	29.8
2000-01 Annual Dropout Rate for Grade 9 through 12	2.8	3.0	N/A	N/A



Activities of Graduates	Class of	School	State
% Attending Two- or Four-Year Colleges	2006	65.2	78.3
	2001	75.6	76.3
% Employed or in Military	2006	18.5	12.9
	2001	13.4	17.1

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

We are concentrating on up-dating the high school at the same time that we are preparing to separate out the attached middle school. The middle school will have its own building in 09-10, giving the high school its much needed and NEASC – required room. We continue to update four classrooms a year, two middle and two high, with new furniture, I.P, teacher desks, student desks, smart & white boards. We are installing new and bigger lockers and bringing alternative energy sources. The curriculum is modernizing as well. We now offer a UConn course for both high school and college credit, an additional AP class in Spanish, Virtual high – and in some cases middle - school (on-line) classes from all corners of the globe, and many new semester courses. Each school is building a Professional Learning Community or PLC. It involves separate meeting times for teachers to plan student learning and school-based initiatives to make sure none of our students fall behind. DMS and DHS are becoming 21st century schools.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

This year at the high school we're offering for the first time many exciting half-year electives. We wanted to expand the options for students by offering exciting choices. For example, we're offering a forensics science class, a journalism class and a military history class. As well, we've increased the number of AP classes and offer a UConn course for credit and a Project Lead the Way (PLTW) class in the technology department.

In the middle school we have developed a Learning Enhancement Program. Our recently-revised schedule allows one team teacher in each grade to coordinate a program that addresses closing the gaps in student learning and enriching the strides in student learning. A daily Extended Learning Time (ELT) further provides exposure to enrichment activities and the opportunity for personal academic assistance.

At both schools every teacher will have five "compelling conversations" with the principals. Our interns will provide teacher coverage and student assistance during these twenty-minute data-based conversations addressing the growth in learning of every student and holding each teacher accountable for each student's progress. It is anticipated that this increased teacher accountability will result in positive student performance, as evidenced by achievement growth in both the classroom and on the state assessment.

We're making great strides at Derby Middle School and Derby High School.

Strategic School Profiles may be viewed on the internet at <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</a> . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.
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