



Waterbury Public Schools Annual Report 2008-2009

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**Respectfully Submitted,
David L. Snead, Ph.D.
Superintendent of Schools**

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Central Office Staff

Superintendent of Schools	David L. Snead, Ph.D.
Assistant Superintendent, Curriculum and Instruction	Paul V. Sequeira, Ed.D.
Assistant Superintendent, Special Education	Anne Marie Cullinan
Education Liaison to Government, Business, Community	Mary Ann Marold
Chief Operating Officer	Paul Guidone
School Business Administrator	Paul Mazzaccaro
Director of Personnel	Ron Frost
Human Resources Assistant	James Murrar
Staff Recruitment and Development	Cathy Diana
Management, Information and Technology	Will Zhuta
Food Service Manager	Linda Franzese
Bussing Coordinator	Jeffrey Hunter
Crossing Guard Coordinator	Nate Jones
Inspector of School Buildings	Herbert Greengas
Supervisor of Grants	Linda Riddick-Barron
Grants Manager	Suzanne Pleasant
Competitive Grants Writer	Louise Allen Brown
School / Community Relations Coordinator	Nancy Dzija Vaughan
Teachers Payroll	Alyce Cass
Supervisor, Research, Development and Testing	Tara Battistoni
Special Education Supervisors	Roberta Abell
	Michelle Baker
	Marissa Blakeslee
	Lisa Brown
	Luisa Cumbo
	Robert Delaney
	Elaine Hlavacek
	Jason Sconziano
	Wendy Owen
Subject Supervisors	Nicholas Albini
	Pamela Barker-Jones
	Victoria Chaudhuri
	David Gardino
	Joseph Gorman
	Patricia Moran
	Joseph Nole
Supervisor, Bilingual Education	Adela Jorge-Nelson
Supervisor, Early Childhood Education	Kristine Keidel
School Readiness	Barbara Tacchi
Adult Education	Antonio Musto
Family Intake Center	George D'Agostino

School Principals

Barnard School	Thomas Pannone
Brooklyn School	Donna Cullen (acting)
Bucks Hill School	Ann Begley
Bunker Hill School	Brian Goggin
Chase School	Celia Piccochi
Carrington School	Kevin Brennan
Wendell Cross School	Joseph Amato
Driggs School	Marc Ladin
Generali School.	Kathy Stamp
Gilmartin School	Dr. Donald Burzler
Hopeville School	Maria Moulthrop
Kingsbury School	Pamela Baim
Maloney Magnet School	Maryann Thompson
Regan School	Dr. Patricia Frageau
Rotella Magnet School	Gina Calabrese
Sprague School	Donna Perreault
Tinker School	Lauren Elias
Walsh School	Erik Brown
Washington School	Roxanne Augelli
Woodrow Wilson School	Dr. Susie DaSilva
North End Middle School	Michael LoRusso
Wallace Middle School	Dr. Louis Padua
West Side Middle School	Charles Nappi
Waterbury Arts Magnet School	Elizabeth McGrath
Crosby High School	Barbara Carrington-Lawlor
Kennedy High School	Michael Yamin
Wilby High School	Robyn Apicella
Enlightenment and Excel Programs	Michele Buerkle
Special Education Pre-School	Marissa Blakeslee
State Street School	Lisa Ariola, SVP (acting)

Waterbury 2008-09 Board of Education
Patrick J. Hayes, Jr., President
Mary S. White, Vice President
Paul D. D'Angelo, Coleen M. Flaherty Merritt, Karen E. Harvey,
Stephen Laccone, Antonio Paul Pinto, Charles L. Stango,
Ann M. Sweeney, John E. Theriault

Waterbury Public Schools Board of Education
The Vision – Present and Future

The Vision:

The Waterbury Public School district envisions a world in which urban children can compete and succeed in the new millennium. This vision will become a reality by creating a world that is free of drugs, violence and crime. Every child should be provided the opportunity to be raised in a loving environment, where people respect and support one another. The world we create must allow for diverse opinions that are freely expressed. Support and direction from local, state and national policies will help people to achieve their goals and their aspirations and to better their quality of life.

Our community must be self-sufficient and self-reliant to successfully meet the global challenges of the 21st century. Our community must be inter-dependent and value cooperative partnerships for sharing resources. People must be able to live, work and attend school in a clean, safe and healthy environment. People must also be empowered to achieve their greatest potential. Our expectations must represent the highest standards in the areas of ethics, behavior, academic achievement, technology, and inter-personal relationships. Family units must be supportive of each other, assume responsibility and be actively involved in the creation of a better society.

Mission Statement:

The mission of the Waterbury School System is to establish itself as the leader in Connecticut for urban education reform in partnership with the State Department of Education and the entire Waterbury community. The school system will provide opportunities for all students to maximize their skills and talents in an atmosphere where teaching and learning flourish under the never-wavering belief that all students can be exemplary students, while becoming respectful, responsible, productive citizens vital to our community.

DISTRICT IMPROVEMENT PLAN
2008 - 2011

District Goals-

1. The Waterbury Public Schools will attain high academic achievement for all students in literacy.
2. The Waterbury Public Schools will attain high academic achievement for all students in numeracy.
3. The Waterbury Public Schools will provide a safe and secure teaching and learning environment.
4. The Waterbury Public Schools will ensure that all parents are actively engaged in the educational process.

Tier One Indicators:

1. To increase reading proficiency for all students by a minimum of 15% by the end of three years as measured by Developmental Reading Assessment, Connecticut Mastery Test, and Connecticut Academic Performance Test.
2. To increase mathematics proficiency for all students by a minimum of 15% by the end of three years as measured by Developmental Reading Assessment, Connecticut Mastery Test, and Connecticut Academic Performance Test.
3. To reduce the number of school suspensions by 15% over three years as measured by district suspension data.
4. To reduce truancy by 15% over three years as measured by district attendance data.
5. To increase the involvement of families in the educational process by 15% over three years as measured by strategic district surveys and participation in school and district meetings, workshops and events.

A Message From The Superintendent



Waterbury has much to be proud about its schools. Student achievement as evidenced by the Connecticut Mastery Test and the Connecticut Academic Performance Test has shown positive results. Growth on the Connecticut Mastery Test has been sustained and statistically significant. We are continuing to narrow the achievement gap between white and minority students, and we are beginning to see some progress in narrowing the gap between our schools and those in more affluent suburbs. We were recently cited by a national report as being one of just a few dozen communities throughout the United States as having a ten percent better graduation rate than might have been expected for a community with our demographics.

The district continues to regularly review and update curriculum. Authentic assessments are used to analyze student progress. Data driven decision making has been adopted throughout the district and now guides instructional decisions. Schools utilize specialized literacy and numeracy teachers to augment classroom teaching, along with block-scheduling, common planning times, and positive behavior strategies. Successes at one school are shared among staff at other schools during monthly Administrators Meetings – i.e., Principals present new concepts and strategies that have worked at their schools and other Principals are encouraged to visit and adapt successful strategies at their schools.

The school-within-a-school concept continues to work well within the three comprehensive high schools. These three schools are also furthering this strategy through Smaller Learning Communities. Middle schools have adopted a similar concept through the use of vertical houses, enabling students to continue in the same "house" throughout their middle school career. Our middle schools will also begin offering a new accelerated academy option for advanced students with the start of the 2009-2010 school year.

The Special Education Department utilizes a number of strategies to provide special education students with the best possible learning experience. Inclusion models are used very successfully in the pre-kindergarten setting, and other strategies include Co-teaching and Least Restrictive Environment, Early Intervention, and alternative teaching methods.

The Bilingual Education Department continues to provide excellent instruction to students whose native language is not English through bilingual education and English as a Second Language instruction. The District exceeded the target for students making progress in English from 36.1% to 40 % as measured by the Language Assessment Scale (LAS Links) for Annual Measurable Achievement Objectives (AMAO) for 2007-2008. Students currently speak 34 languages from more than 70 different countries.

In the past several years, the district has offered choice and supplemental educational services to students in schools not meeting Adequate Yearly Progress. Although the Choice program has been somewhat limited by the number of available seats in schools making AYP, the supplemental educational services program has proven to be very popular among parents.



Waterbury's mission, vision and goals are well communicated throughout the district and are part of both the district and individual school improvement plans. Most schools now display district / school goals in a prominent location near the front entrance where students, staff and parents pass each day.

The district's highest priority is to meet the needs of a diverse student population. The highest priority for Title I funds is to provide direct services to as many students as possible. Barriers to reducing the achievement gap remain: the transient nature of the student population, the lack of entry-level skills of students entering kindergarten, the challenge of obtaining appropriate funding, and the conflicts faced by young parents in trying to meet the needs of their children are all challenges.

The district continues to invest in its schools. We are in the process of constructing three new K-8 elementary schools and are planning for a new Waterbury Career Academy High School. We have completed design work and begun renovations to our Alternative Education building.

The district's new web site is continuing to expand and to offer more information to staff, parents and the community. Schools have begun utilizing the new IRIS phone messaging service for positive communications with parents.

Using Data Driven Decision Making and Common Formative Assessments, Central Office now offers professional development opportunities that are designed to provide the skills and strategies needed at each school. Efficient use of instructional time is strongly encouraged. Schools are moving forward toward becoming professional learning communities where students, teachers and administrators are committed to learning.

The Waterbury Board of Education continues to monitor student achievement through reports from Central Office, and both principals and subject supervisors appear before the Board periodically to discuss issues and review progress. The Board has been very supportive in adopting and implementing innovative new programs which could lead to improved student achievement. It has lobbied for support from the community and supported requests for adequate funding.

We have recently completed and are now in the implementation stage of a new District Improvement Plan. This plan was based in part upon by the recommendations of the nationally acclaimed Cambridge Group and built upon the structure of our previous highly regarded District Improvement Plan. This new District Improvement Plan will help move us even further forward on our path to improved student achievement.

On the next several pages you will see information on our most recent test scores and some of the highlights from this past year. You will also read individual reports from our top administration, including our Assistant Superintendents, our Chief Operating Officer, our Supervisors, other administrative staff and our Principals. As you review these reports, you will discover a vibrant and thriving community where teaching and learning is going on every day and where high expectations and strong parental involvement remain important keys to success.

As we close out this year, we are looking forward to new and greater levels of student achievement throughout the school system. We are moving forward in our mission to become the leader in urban education in Connecticut.

Sincerely,

David L. Snead, Ph.D.
Superintendent of Schools

Standardized Test Results

Standardized Test Results 2008 2009

CMT District Results All Grades (Proficient, Levels 3, 4, 5)

Year	Math	Reading	Writing	Science
05-06	58.6%	48.3%	69.5%	NA
06-07	61.8%*	48.3%	69.4%	NA
07-08	64.3%*	51.1%*	66.7%*	50.9%
08-09	69.7%*	56.5%*	71.3%*	51.8%

CMT District Results – All Grades (Goal, Levels 4, 5)

Year	Math	Reading	Writing	Science
05-06	29.5%	32.3%	39.8%	NA
06-07	34.9%*	32.8%	40.0%	NA
07-08	37.0%*	35.0%*	38.0%*	22.3%
08-09	40.7%*	39.3%*	41.7%*	23.3%

CAPT District Results (Proficient, Levels 3, 4, 5)

Year	Math	Science	Reading	Writing
06-07	47.7%	46.7%	55.5%	66.2%
07-08	48.3%	47.9%	57.2%	76.6%*
08-09	49.1%	47.2%	67.0%*	78.6%



CAPT District Results (Goal, Levels 4, 5)

Year	Math	Science	Reading	Writing
06-07	12.8%	10.4%	17.5%	26.1%
07-08	14.5%	15.0%*	15.4%	29.4%
08-09	15.1%	11.7%	23.1%*	32.9%

* Statistically Significant Increases (not due to chance):

The results include:

- ⇒ At least two straight years of statistically significant growth in Reading, Writing and Math on the Connecticut Mastery Tests on the district level (whole district) at both the Proficient and Goal level and three straight years of statistically significant growth in Math (whole district, both Proficient and Goal level)
- ⇒ Statistically significant growth at District Wide Grade Level in both Proficient and Goal in Reading (grade 3, grade 4, grade 5, grade 7), Writing (grade 5, grade 7), Math (grade 3, grade 4, grade 7) and Science (grade 5).
- ⇒ Statistically significant growth at District Wide Grade Level in either Proficient or Goal Level in Writing (grade 3 – proficient; grade 6 – proficient; grade 8 – proficient) and math (grade 4 – proficient)
- ⇒ No statistically significant decreases in Proficient or Goal levels at district level by whole district, grade level or sub-group.
- ⇒ Statistically significant growth in CAPT scores for Reading (district level, both proficient and goal).

We are on target to meet our District Improvement Plan's Tier One Indicators of 15% improvement in student achievement in math and literacy as evidenced by the CMTs in math, reading and writing and by the CAPTs in reading. These indicators were adopted after consultation with the State of Connecticut Department of Education and were selected as being suitable target goals for a district with our demographics and previous test results.

Highlights From Finance / Operations

Finance

- = Experienced another balanced budget for 2008-2009 with a modest surplus. Continued regular reporting on the status of and projections to the Board of Education.
- = Experienced another “completely clean” audit report with no material weakness or other funding reported.
- = Continued to expend grant funds in accordance to regulations with minimal, if any, residual funds requiring return to funding sources.
- = Developed a capitol budget request for consideration by the City, which identifies critical and on-going needs for the Education Department.
- = Developed a zero increase budget for 2009-2010 without negative effect on the education of our students.

School Construction

- = Completed all three high school projects (Wilby Classroom Addition, Crosby Media Center and Classroom Addition and Kennedy Media Center) on time and under budget, ready for use in the 2008-2009 school year.
- = Completed design and began construction of the new Gilmartin and Duggan schools.
- = Completed design and began renovations to our Alternative Education building.
- = Requested State funding for a much needed new high school, conversion of Carrington School to a Pre-K through 8 school and renovations to Wilby’s science classrooms. These are recommended for funding by the State pending legislative budget action.
- = Moved Gilmartin students to swing space at Saint Margaret’s to facilitate construction of the new school.

Operations

- = Completed extensive list of school maintenance work (see reports section).
- = Implemented sanitizing procedures for H1N1 virus (Swine flu).
- = Investigated and addressed concerns regarding overtime and use of school equipment in the School Inspector’s Office and implemented corrective procedures.

Food Service

- = Began 2008-2009 school year with newly renovated kitchens at Kingsbury, Walsh and Barnard Schools.
- = Continued to implement Healthy Food Program, including increased reimbursement per meal.
- = Implemented POS (Point-of-Sale) at all schools.

Transportation

- = Installed GPS (Global Positioning System) system on all buses.
- = Saved approximately \$300,000 by moving Holy Cross High School tier to different start time.

Technology

- = Implemented emergency call-out system (IRIS).
- = Revised the District Technology Plan to outline the district’s plan for the next three years.
- = Continued to increase the number of smart boards in the school district. Smart Boards help infuse technology into the curriculum and provide an interactive, intuitive learning experience.

Competitive Grants

Through the Competitive Grants Office, the district continues to seek out federal, state and local grants to supplement our operating budget and allow it to provide additional programming or educational opportunities for Waterbury students.

TOTAL Competitive Grants Awarded 2006-2007: \$ 5,105,447.

The amount of **competitive grants sought** for Waterbury Public Schools during the 2008-2009 fiscal year totals **\$12,848,996. with \$1,520,195. still pending.**

Highlights From Around The District

- Washington Elementary and West Side Middle School were among eight schools in the State of Connecticut selected to implement a CommPACT School Model, partnering with the NEAG School of Education at UConn. This reform effort is school wide and is intended to develop fully over the next three (3) years with the primary purpose to improve not only student achievement but to do so through a shared leadership model.
- Waterbury Arts Magnet School was awarded a Magnet School of Distinction honor by Magnet Schools of America 2009
- Crosby High School's Future Business Leaders of America was started, and in its first year, the Crosby FBLA designed a pin that was adopted nation wide. The Crosby Life Smarts team won its 8th straight Connecticut championship and ranked among the top ten teams in the nation at a competition held in St. Louis, MO.
- Kennedy High School's K-Five Team represented the State of Connecticut in a national Real World Design Governor's Challenge Competition in Washington, DC, in March. The K-Five team won the right to represent the state after competing against a team from Middletown earlier this year. The challenge involved using engineering software to programs to design and test the performance of a new fuel efficient wing for an aircraft.
- Seventeen certified nursing assistants graduated this year from the Allied Health program at Wilby High School. Sixteen students graduated with EMT certification. Four students from Wilby High School attended the Yale Physics Olympiad, and a group of students attended the Limerock Electrathon with an electric car they built.
- Wendell Cross School is piloting a new Literacy Academy this year to help students focus on achieving basic literacy skills that will help them throughout their academic careers. Through the use of such proven strategies as small group instruction and with assistance from newer technology including SmartBoards, students are practicing reading and writing skills each day in a new and more focused way. So far, students have responded well to the new program and have begun showing increasing achievement in their literacy skills.
- Brooklyn School has been highlighted in "The State of Connecticut Public Education: A 2008 Report Card for Elementary and Middle Schools" as one of Connecticut's Top 10 schools. The school was cited as an example of excellence in raising student performance and helping close the achievement gap. Brooklyn received the distinction of being one of Connecticut's Top Ten Schools to have been "Most Improved."
- Rotella was named a Magnet School of Excellence for 2008 by Magnet Schools of America. Rotella was once again listed as one of ConnCAN's Top Ten elementary schools, ranking fourth in the state for having a high percentage of African-American students achieving scores within the goal range on the 2008 Connecticut Mastery Test, a level higher than the proficiency standard set by NCLB. This is the fourth year in a row Rotella has been named to this Top Ten list.
- Wilson School has been touted as a school likely to succeed. As a Demonstration School, it focused on improving the work of its building level data team, also expanding into the "instructional level data teams".
- Middle school students who received marking period averages of less than 75 at the 3 comprehensive middle schools participated in a new Credit Retrieval Program this year to improve their marking period grade. High school students who received marking period averages less than 65 at the 3 comprehensive high schools participated in a new Credit Retrieval Program as well. Teachers in both programs used lessons that were written by a committee of teachers in conjunction with the Reading/Language Arts Supervisor (middle school) or the Department Chairpersons and the Supervisor for the after-school program for Grades 9 and 10 (high school). It was an extremely successful program that enabled many students to improve their report card grade and prevent failing the course for the year.
- The District exceeded the target for students making progress in English from 36.1% to 40 % as measured by the Language Assessment Scale (LAS Links) for Annual Measurable Achievement Objectives (AMAO) for 2007-2008. (NCLB)
- The Truancy Clinic, a collaborative program with Waterbury Probate Court, had very successful outcomes in improving the attendance of chronically truant students at 4 elementary schools.
- The Special Education Department instituted a developmental guidance program in all of our elementary schools due to a federal grant awarded to the district. Elementary guidance counselors and social workers participated in two professional development workshops focusing on collaboration within their disciplines.
- The Department was successful in adding six additional guidance counselors on the middle school level to help address the needs of this population. Quarterly meetings were held to collaborate and facilitate Best Practices.
- District-wide, school psychologists and school social workers participated in a lead-poisoning in-service with the City Health Department.

School Maintenance / Construction



HIGHLIGHTS:

Crosby High School's new Media Center is officially opened. The addition included classroom space and a new Video Production area. Principal Barbara Carrington-Lawlor is seen unveiling a dedication plaque with Mayor Michael Jarjura. (top row)



The ground-breaking ceremony is held at Gilmartin School. The old Gilmartin School is demolished to allow construction to begin on new school. (right, center)
The ground-breaking ceremony is held at the Duggan School site, and construction begins. (right, bottom)



New Construction:

Official ground-breaking ceremonies were held at both Gilmartin School and Duggan School. The old Gilmartin School building was demolished and construction began on the new school. Surrounding properties were cleared at Duggan site, and construction began on new school.

Plans for the new North Main / Robinson Street School were discussed with community groups. Site preparation is underway.

Maintenance Highlights:

Moves: State St. School moved to former St. Lucy's School and Gilmartin School moved to former St. Margaret's School in preparation for construction work. The Old Gilmartin School portables were moved to the upper Wilby High School parking lot.

Asbestos Abatement: – 8 schools (Tinker, Carrington, Washington, Bucks Hill, Chase, Kingsbury, Bunker Hill, Sprague)

Kitchen renovations: Barnard School, Kingsbury School

Roof replacements: Bucks Hill pre-K (corridor), Bunker Hill (entrance),

Tile replacements: Barnard School

Security: cameras installed at 62 Harper Avenue. Closed circuit TV monitoring installed at Maloney Magnet.

Parking lot - Chase School -

Auditorium / stage improvements - Crosby

Highlights from Personnel Department



SUMMARY OF ACTIVITIES:

In fiscal year 2008-2009 the office of Education Personnel supervised the recruitment, selection and appointment of 138 highly qualified teachers to replace teachers that resigned or retired or non-renewed or were promoted to higher positions. The average salary level for these new teachers was \$48,963 and came in under budget.

We continued efforts to monitor and control absenteeism rates resulting in a 4.3% reduction. This has reduced our expenditures for substitutes and temporary assignments by approximately \$100,000.

Each new teacher was partnered with a trained and certified mentor teacher through an enhanced mentoring program. Numerous mentor teachers were recruited, trained and certified through district initiatives and incentives. New teacher orientation was conducted for all of the new hires to acclimate them to proper school procedures from Attendance Policy to Dress Code. All new staff were evaluated and supported in accordance with the Waterbury Guidelines for Teacher Evaluation and Professional Development. Only teachers who demonstrated the potential for excellence were offered contracts for the 2009-2010 school year.

Fourteen administrative vacancies occurred for 2008-2009 as a result of retirements, resignations, transfers, promotions and expansion positions. All of these vacancies have been filled with qualified staff.

As part of our recruiting efforts, we participated in twelve career day fairs, including a "Teacher Fair" held at Rotella Magnet School, where candidates interested in employment with the Waterbury School District attended.

Relevant Salary Data for Teachers Hired During 2008-2009

63% of new teachers hired in 2008-2009 were placed at Step 1 of the salary schedule.

The average starting salary for teachers hired during 2008-2009 was \$48,963.

The budgeted salary for new teachers was **\$50,000**

Education Level of Teachers Hired During 2008-2009

40% of new teachers held a Bachelors Degree

48% of new teachers held a Masters Degree

11% of new teachers held a 6th Year degree.

1% of new teachers held a Doctorate.

MINORITY HIRING UPDATE:

Approximately 13% of teachers hired during 2004-2005 were minority.

Approximately 19% of teachers hired during 2005-2006 were minority.

Approximately 15% of teachers hired during 2006-2007 were minority.

Approximately 10% of teachers hired during 2007-2008 were minority.

Approximately 12% of teachers hired during 2008-2009 were minority.

Over the last five years approximately 13.8% of teachers hired were minority.

Parent / Community Involvement in Our Schools

As part of the District Improvement Plan, parents were surveyed in October and April to measure levels of family involvement in education and to determine effective means of communication on both a district and school level. Full results are expected to be reported in September of 2009.

Mayor Michael Jarjura presented a Proclamation declaring February to be Parent Leadership Month here in Waterbury. Organizations mentioned in the Proclamation included the Parent Leadership Training Institute, Parents Supporting Educational Excellence, the Waterbury Prevention Policy Board, Together We Shine, Family Focus Partnership, the Family Resource Centers, the Discovery Collaborative, the School Readiness Board, Parent Involvement Committees, and Parent Teacher Associations and Organizations. Among those in attendance were Senator Joan Hartley, parents, community leaders and education department staff.

More than 1,000 elementary students in Waterbury Public Schools found out that good behavior in the classroom has its dividends. The youngsters were treated to rides, lunch, magic shows, games and a disc jockey at Quassy Amusement Park in honoring students in the school system's Positive Behavior Support (PBS) Program.



Waterbury schools instituted the program in all of its buildings during the 2008-09 school year following extensive training of school teams in collaboration with the State Education Resource Center.

Students attending the activities at Quassy were honored for achieving the PBS requirements in their schools.

Park employees also recognized students and their exceptional behavior during the day by handing out tokens for free midway games and red ribbons for soda and ice cream.

The trip was made possible through sponsorship from O&G, Police Activity League of Waterbury, City of Waterbury and Quassy Amusement Park.



The 3rd Annual Waterbury Public Schools Day at the New Britain Rock Cats was held Wednesday, April 22 at Rock Cats Park in New Britain. The Rock Cats Foundation, Durham School Services & Naugatuck Valley Savings and Loan teamed up again to provide free busing for all of our students in Grades 3-8, in the Waterbury Public School System as well as a great day of Baseball In Education (BIE) at an AA ballpark. This is an annual reward for students who demonstrate perfect attendance throughout the CMT testing process. This year over 4200 students attended. As in the past, our students' behavior and comportment at this event have been nothing short of exemplary and a source of pride for our community.



MacDermid hosted a visit / tour by Waterbury School students who were participating in the independent community program, Granville Academy.



Student Awards and Achievements And Other Highlights

Olympics of the Mind

District Winners

Division Winners:

3rd Grade

East

1—MM Generali

2—Rotella

3—Chase

North

1—Regan

2—Kingsbury

3—W Wilson

West

1—Maloney

2—Tinker

3—Hopeville

5th Grade

East

1— Rotella

2— MM Generali

3— Chase

North

1— Regan

2— Kingsbury

3— Carrington

West

1— Maloney

2—Tinker

3—Driggs

Third Grade - Maloney Magnet

Fifth Grade - Maloney Magnet

Individual Winners:

3rd Grade (tie)

Trinity Flores (Regan), Emily McEvoy (Maloney)

Alternate - Joshua Early (Barnard)

5th Grade

Daniel Speer (Carrington)

Alternate - Brianna Gervickas (Maloney)

Kennedy Students Capture More Journalism Awards bringing the total awards for The Eagle Flyer since 2004 to 35. This year's awards included the 2009 New England Scholastic Press Association Award in Scholastic Editing and Publishing for Superior Achievement, Newspapers (more than 1, 000 students), and Advertisement / Layout to Mollie Corcoran, editor in chief.

Assistant Superintendent Anne Marie Cullinan was invited to testify at a Boston City Council's Committee on Education hearing regarding Waterbury's success with its Truancy Clinic. The clinic was specifically cited in the order for the hearing, stating that the program "resulted in dramatic truancy reduction." The City of Boston is now considering a similar program.

Norbert Szynt, a junior at Crosby High School, has been selected as **one of the 30 Governor's Scholars** for 2009. Norbert was selected from a group of 135 applicants from all over the state. This selection designates Norbert as one of the top junior scholars in Connecticut. He is a member of the Crosby ACE Program, the Talented & Gifted Program, and Captain of the Robotics team.

Last summer, three students from Crosby High School took the trip of a lifetime to China's Ningxia's province. They spent two weeks there, spending time with host families, learning about China and the area, and visiting some of the sites. The students were so impressed that they returned to the United States determined to help acquaint other students with China and its customs. Recently, the three students had an opportunity to return the favor by providing a tour of Crosby High School to three Chinese visitors who were here in the United States learning more about the American university system. While at Crosby, the visitors ate lunch prepared by the culinary arts students and toured some of the school's classrooms.

**2008-2009
Superintendent's Student Recognition
Award Winners**



BRIGHT FUTURES AWARDS

Bucks Hill Annex	George Reklaitis
	Matthew Minutolo

SUPERINTENDENTS CERTIFICATES OF EXCELLENCE AWARDS

	Elementary Schools
Barnard	Mariah Cruz
Brooklyn	Montanique Ford
Bucks Hill	Odalyz Arias
Bunker Hill	Mirushe Sela
Carrington	Mariella Rodriguez
Chase	Laura Dao
W. Cross	Destin Trammell
Driggs	Kladji Sosoli
Generali	Diana Ruiz
Gilmartin	Yazalyn Para
Hopeville	Jeanette Rendon
Kingsbury	Rabina Rahamat
Maloney	Kelsey Hazelton
Regan	Alison Mulhall
Rotella	Anisa Caraballo
Sprague	Melissa Soto
Tinker	Carlie Collini
Walsh	Caitlin Vargas
Washington	Millennia Figueroa
W. Wilson	Anisha Bouffard

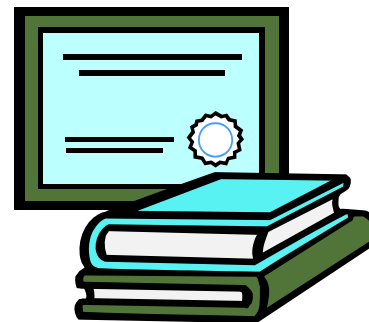
West Side	Andre Somerville
West Side	Anxhela Muca
Waterbury Arts Magnet	Philip McCorkle
Waterbury Arts Magnet	Megan Ezeji
Waterbury Arts Magnet	Jaudia Quinn
Waterbury Arts Magnet	Scott Janneke
Crosby	Rebecca Boucher
Crosby	Hafsa Khanum
Crosby	Danny Mucci
Crosby	Jonathan Vega
Kennedy	Maria Rodriguez
Kennedy	Ryan Boland
Kennedy	Michael DaSilva
Kennedy	Amanda Farley
Wilby	Miranda Arnold
Wilby	Lemar Larsen, Jr
Wilby	Benjamin Harmon
Wilby	Sasha-Kay Patrick
Enlightenment	Jerrell Brazier

Adult Education

Waterbury Adult Education	Marie Rehman
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Middle and High Schools

North End	Yasmin Jimenez
North End	Kari Ervin
North End	Katie Speer
Wallace	Maria DaRocha
Wallace	Anxheliki Duro
Wallace	Amanda Kling
Wallace	Rashawn Gainey
Wallace	Eric Simmons
Wallace	Cindy Chatterpaul
Wallace	Sydney Meehan
West Side	Xhoni Agolli
West Side	Destiny Hofler
West Side	Shannon Laccone
West Side	Daral Evans-Nixon



High School Graduation Statistics

The Waterbury Public School district was recently cited by Education Week as one of 33 school districts from around the nation who posted 2006 graduation rates at least ten percentage points higher than what could have been expected ("Gauging Graduation, Pinpointing Progress," June 11, 2009). It is the only New England city to be included on that list.

CROSBY HIGH SCHOOL

200 awards were given out to over 125 students. Members of the Class of 2009 received acceptances to Rutgers, Syracuse, Hofstra, Fairfield University, Trinity College-Hartford, Seton Hall, St. John's, St. Peter's, St. Joseph's, Northeastern, UCONN, Western CT State University, Central CT. State University, Southern CT. State University, University of New Haven, Porter and Chester, Post University, Sacred Heart University, University of Maine, University of Tampa, Quinnipiac, Roger Williams, Franklin Pierce, University Interamericana de Puerto Rico
Total scholarships grants and loans awards totaled over \$4 million dollars projected over four years for over 100 students.

Graduation Information	Number	Percent
Graduates	250	91%
Entering 4-year college	83	33%
Entering 2-year college	90	36%
Entering vocational training	15	6%
Entering work force	48	19%
Entering military	8	3%
Unemployed	0	0%
Not graduating	25	9%

J. F. KENNEDY HIGH SCHOOL

College Grants and Scholarships totaling \$855,300 have been awarded to students. These grants and scholarships would total **\$3,421,200** over four years.

Graduation Information:	Number	Percent
Graduates	274	95%
Entering four-year college	128	44%
Entering two-year college	58	20%
Entering vocational training	2	1%
Entering work force	5	2%
Entering military	8	3 %
Unemployed	0	0%
Not graduating	14	5%

WATERBURY ARTS MAGNET SCHOOL

Scholarships, Awards, Honors bestowed on Waterbury Arts Magnet School students include: four CAPT Scholars, three CAPT Super Scholars, two President's Education Award winners, one Thomaston Opera House Scholarship Winner, thirty-three seniors receiving college scholarships from outside agencies, and one scholarship winner from the National Association of Secondary School Principals.

Graduation Information:	Number	Percent
Graduates	103	96%
Entering four-year college	61	59%
Entering two-year college	31	30%
Entering vocational training	6	6%
Entering workforce	0	0%
Entering military	2	2%
Undecided	3	3%
Not graduating	4	4%

WILBY HIGH SCHOOL

Approximately 36 seniors have received college scholarships totaling approximately \$1,000,000 during the 2008-09 school year. If renewed annually, this figure will increase 4 times as financial aid package confirmations occur. To date, 83 students (Grades 9-12) have received multiple awards, honors and accolades at the annual Awards night assembly. Many community awards are also renewable each year.

Graduation Information	Number	Percent
Graduates	216	89%
Entering 4-year college	68	31.5%
Entering 2-year college	94	44%
Entering vocational training	13	6%
Entering workforce	15	7%
Entering military	9	4.1%
Unemployed	16	7.8%
Not graduating*	27	11%

*Includes students returning for 5th year.

ALTERNATIVE PROGRAMS

Graduation Information	Number
Graduates	10
Entering 4-year college	1
Entering 2-year college	3
Entering vocational training	1
Entering work force	5
Entering military	0
Unemployed	0
Not graduating	2

WATERBURY ADULT EDUCATION

Graduation Information	Number	Percent
Graduates:	296	100%
Entering four-year college:	72	24%
Entering two-year college:	85	29%
Entering vocational training:	50	17%
Entering workforce:	77	31%
Entering military:	13	4%
Unemployed:	0	0%
Not graduating	20	7%

SCHOOL STAFF HONORS AND AWARDS

= North End Middle School teacher Catherine Leogrande has been awarded the 2009 Ruth Korzenik Memorial and Joseph Korzenik Holocaust Educator Award. She submitted a proposal entitled: "Introduction to the Holocaust Through Essential Questions...."

= The Waterbury Prevention Policy Board honored nearly 100 "Champions for Youth" for their commitment to youth during this year's annual dinner. The 100 honorees included bus drivers, school secretaries, custodians and educators who regularly go out of their way to welcome and assist youth. Special Champions for Youth Awards went to Anne Marie Cullinan, Assistant Superintendent, and Jeffrey Hunter, Transportation Coordinator.

Waterbury Public Schools Teacher of the Year



Alison Cremins, Waterbury Teacher of the Year

Teacher of the Year

2009 (CT State 2009-2010) Award Recipients

Bucks Hill Annex

Medelise Hubbard

Medelise Hubbard is a pre-school special education teacher at the Bucks Hill Annex. With 25 years experience in the Waterbury Public Schools, she feels strongly that effective communication with parents helps students improve and achieve in the classroom. Medelise was one of two preschool teachers to pilot the Preschool Intervention Program.

Barnard

Suzanne Jokubaitis

Suzanne Jokubaitis has been an extraordinary educator for many years who has truly loved being a teacher and enriching the lives and minds of her students. What other teacher would postpone retirement so that they could learn and teach a new reading series? The originator of the Barnard School Knitting Club, she has many talents that she shares with the staff.

Brooklyn

Branden Strileckis

Branden Strileckis has worked diligently to raise his student's fourth grade CMT scores. With his assistance, students have been able to achieve tremendous growth, allowing Brooklyn School to have the top fourth grade scores in Math in the city. Branden is willing to work beyond his job description and often contributes his time and energy to many after-school events. He is an exceptionally dedicated, knowledgeable and skilled teacher.

Bucks Hill

Melissa Ciccone

Melissa Ciccone is an enthusiastic, caring teacher who works everyday to enrich the lives of all her students. She utilizes strategies that give all children an opportunity to learn. She creates an environment that makes her students enjoy being in school. She is knowledgeable regarding best practices and uses innovative ways to engage her students.

Bunker Hill

Maureen Lyon

Maureen Lyon is a speech pathologist who shows a personal dedication to her students along with a tireless work ethic. She is a consummate professional who maintains a positive attitude. She is a team player and an excellent Special Education Resource.

Carrington

Julie Plaza

Julie Plaza is a second grade bilingual education teacher who is a tireless advocate for her students. She is a team worker who works to unite her group to excel in their work & goals as well as a strong advocate for effective parent / teacher / student relationships & communication.

Chase

Elizabeth Castro

Elizabeth Castro is a special education teacher who is dedicated to all of her students and has a wealth of knowledge she willingly shares with her colleagues and parents. Beth is always willing to help others and is well respected by her peers and by administrators. She is always implementing strategies that will enable students to achieve and succeed.

W. Cross

Alicia Pomerleau

Alicia Pomerleau is a special education teacher who has taken inclusion to a new level. The majority of her students' service time takes place in the regular education setting. For her students, inclusion is the norm and pull out is the exception. She advocates for her students and teaches them not only how to learn, but how to advocate for themselves.

Driggs

Bernadette Ouellette

Bernadette Ouelette exemplifies the highest qualities of collegial leadership and professionalism. She consistently demonstrates her commitment to excellence in teaching in her kindergarten classroom by ensuring that all of her children are cared for and are making progress. Mrs. Ouelette's calm and loving warmth brings a feeling of security and confidence to her children that enables them to make significant progress along their own learning continuum.

Generali

John Orzechowski

Mr. O, as he is affectionately known, has been a speech pathologist at M. M. Generali School for 22 years and is the pillar of the M. M. Generali Community. His colleagues state that he is hard-working, dedicated, and always pleasant. He is truly the heart and soul of M. M. Generali School.

Gilmartin

Kathleen Orzechowski

Kathy Orzechowski significantly contributes to the school culture of Gilmartin School and demonstrates an on-going commitment to the school community. Her professionalism, positive attitude, and spirit of community are evident in many ways. She provides leadership in the Early Intervention Process (EIP) as well as in its implementation and has volunteered to raise funds for Gilmartin's Positive Behavior Support program.

Hopeville

Maria Ramirez

Maria Ramirez has been teaching many years and is a wonderful classroom teacher with excellent classroom management skills. She utilizes creativity and differentiates instruction to meet the needs of her students. She helps not only her students but every student in the building and has a great rapport with all.

Kingsbury

Laura Halloran

Laura Halloran is a Library Media Specialist. She has created a Media Center at Kingsbury School that optimally serves all students and staff in all areas of library circulation and technology. She goes above and beyond the call of duty putting in extra hours, creating schedules and is always on call to help anyone with a technological problem.

Maloney

Margarita Vargas

Margarita Vargas has been teaching in Waterbury for 26 years. Margie is always fair to her students, never playing favorites. She is always kind to everyone. There is never a question of right or wrong in her classroom. Respect is given and received by all.

Regan

Kevin Mitchell

Kevin Mitchell is a truly dedicated teacher who always goes above and beyond for his third grade students. He is a perfect role model, not only for his students, but also for his peers who work with him at Regan School. In addition, he is a teacher who is highly regarded by his students.

Rotella

Meg Harrigan

Meg Harrigan devotes endless hours to her position as Integrated Arts Coordinator for Rotella Magnet School. As chair of the Integrated Arts Committee, she brings together the innovative ideas of her colleagues and synthesizes them into a meaningful artistic whole. Meg is the creative force that weaves each year's magnet theme into all instructional activities. By making certain that our students are able to make clear connections between traditional academic disciplines and the four areas of the fine arts, she enhances the unique educational experience we seek to provide.

Sprague

Claudia Bergin

Claudia Bergin is a special education teacher who has a clear focus on instruction and is committed to every student in her groups not only achieving but excelling. She works intensely with students in a small group setting and at the same time her calm demeanor allows all students to feel welcome in her presence. She expects each student to give their personal best.

Tinker

Cathy Grasso

Catherine Grasso has always gone the extra mile to make her classroom a safe and secure teaching and learning environment. She tirelessly strives to keep the parents in her class actively engaged in the educational process of their children. Not only does she instill a love of learning in her students, she also is a very positive influence on the teaching profession.

Washington

Art Principe

Art Principe can take a group of elementary children, see them once a week for thirty minutes and teach them to play an instrument. The students begin the year with nothing more than a desire to "play" and by the end of the year, those same students are reading music, understanding how their instrument works, following a conductor and playing in a concert.

W. Wilson

Monica O'Neal

Monica O'Neal has taken on a leadership position at Wilson School like no other.....she is now the Teaching Vice Principal, co-chair of the school's PBS team, chair of the EIP team and is one of the lead teacher/administrators for the schools new Century 21 program. Ms. O'Neal believes in quality....she has high expectations for herself and the ones around her.

North End

M.J. DeFazio

MJ Defazio is an 8th grade math teacher at North End Middle School. His students are always engaged, whether instruction is by whole or small group. His skills and solid knowledge of math have helped his students achieve. A member of the school's math technology committee, he is responsible for assuring that all math equipment is updated and kept in good working order. He also coaches the school's basketball and baseball teams.

Wallace

Jessica Dizenzo

Jessica Dizenzo is a 6th grade ESL teacher at Wallace Middle School. Throughout her tenure at Wallace Middle School, Jessica has been an active member of many committees. She currently serves as a member of the Leadership Team, the School Environment Committee, and multiple Data Teams. She has also conducted several professional development workshops, primarily in the area of Sheltered Instruction. Her approach to working with students is exceptional.

West Side

Joanne Piel

Joanne Piel is a reading /language arts teacher at West Side Middle School. A dedicated veteran teacher, Joanne has been working with students and helping her middle school charges develop reading and writing skills for more than 35 years. She is a consummate professional and is well respected by her peers.

Crosby

Kirk Palladino

Krik Palladino is more than just the Culinary Arts Teacher at Crosby High School. Well-respected by both students and staff, he is an integral part of the school. He regularly goes above and beyond for his students. When named this year's Crosby Teacher of the Year, he never hesitated about whether or not he should decline catering this year's event. The learning experience for his students was more important to him than relaxing and enjoying the day's honor.

Kennedy

Alison Cremins

WATERBURY TEACHER OF THE YEAR

An English teacher at Kennedy High School, Alison Cremins is extremely capable of engaging students and motivating them to achieve and to make strides through the curriculum. Alison has assumed the lead in the school's new Positive Behavioral Support program and has been instrumental in trying to make a systemic change in the culture of the school. She is one of the lead teacher's for PBS in the school and her effort has been enormous in improving student behavior and attendance. She has implemented a student of the month program and attendance awards for students. She created and distributes a monthly PBS Newsletter, has teachers select students for special recognitions, and portrays student successes by acknowledging different students monthly on school bulletin boards.

Waterbury Arts Magnet Licia Fitzpatrick

Licia Fitzpatrick is an excellent teacher who tries to use a variety of teaching methods to reach all levels of students. She is an outstanding community member who spends a great deal of her personal time coordinating activities and has led or assisted such groups as "WAM-bassadors," Student Council, the high school newspaper, blood drives, Red Shirt Day, leadership conferences, and Books and Blooms, to name just a few.

Wilby

Syliva Demicco

Mrs. Sylvia Demicco has been a special education teacher in the City of Waterbury since 1984. In the past 25 years, Mrs. Demicco has stood out among her colleagues as a professional who goes above and beyond the call of service with both her students and her colleagues. Sylvia has expert experience in dealing with students who have the most severe social, emotional, and behavior difficulties. She was a pioneer in setting up special education programs in the Adult Education Program and the Wilson Learning Center in the early 1980's.

Enlightenment / State St Gail Moriarty

Gail Moriarty is an upbeat and friendly teacher who always has a smile on her face. She wears many hats in the Enlightenment School and is a role model to other teachers because of her commitment to improving the school environment. She creates a supportive learning environment for all students and acts as a mentor to other teachers, lending her support and expertise.

