

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



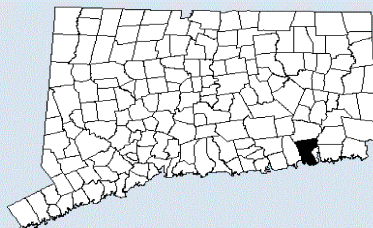
Waterford School District

Mr. Thomas Giard III, Superintendent • 860-444-5801 • www.waterfordschools.org

District Information

Grade Range	PK-12
Number of Schools/Programs	9
Enrollment	2,535
Per Pupil Expenditures ¹	\$16,562
Total Expenditures ¹	\$47,814,850

¹Expenditure data reflect the 2015-16 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

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

Students

October 1, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,243	49.0	48.4
Male	1,292	51.0	51.6
American Indian or Alaska Native	10	0.4	0.3
Asian	123	4.9	5.1
Black or African American	79	3.1	12.9
Hispanic or Latino	215	8.5	24.0
Pacific Islander	6	0.2	0.1
Two or More Races	90	3.6	2.9
White	2,012	79.4	54.8
English Learners	51	2.0	6.8
Eligible for Free or Reduced-Price Meals	509	20.1	35.9
Students with Disabilities ¹	363	14.3	14.3

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	84	6.8	32	2.6
Male	75	5.8	91	7.0
Black or African American	9	10.8	13	15.3
Hispanic or Latino	19	8.6	18	8.1
White	120	6.0	87	4.3
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	59	12.4	55	10.4
Students with Disabilities	52	13.5	45	11.2
District	159	6.3	123	4.8
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 61

Number of school-based arrests: Fewer than 6

²A student is chronically absent if he/she misses 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	173.8
Paraprofessional Instructional Assistants	7.0
Special Education	
Teachers and Instructors	30.4
Paraprofessional Instructional Assistants	56.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.5
School Level	11.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	14.0
Counselors, Social Workers and School Psychologists	17.8
School Nurses	5.1
Other Staff Providing Non-Instructional Services/Support	139.2

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	0.8	1.0
Black or African American	2	0.8	3.6
Hispanic or Latino	6	2.3	3.6
Pacific Islander	1	0.4	0.0
Two or More Races	1	0.4	0.1
White	245	95.3	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.6	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	7	*	*	*
Hispanic or Latino	6	*	14	*
White	136	81.9	154	88.0
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	18	66.7	27	75.0
Students with Disabilities	18	69.2	21	55.3
District	168	82.4	193	86.5
State		63.6		77.5

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	40	74.1
Emotional Disturbance	20	51.3
Intellectual Disability	*	*
Learning Disability	117	94.4
Other Health Impairment	81	87.1
Other Disabilities	*	*
Speech/Language Impairment	31	93.9
District	302	81.4
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	57	2.1	1.7
Emotional Disturbance	39	1.4	1.0
Intellectual Disability	12	0.4	0.5
Learning Disability	124	4.6	4.9
Other Health Impairment	94	3.4	2.9
Other Disabilities	20	0.7	1.1
Speech/Language Impairment	42	1.5	1.8
All Disabilities	388	14.2	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	27,148,214	10,812	9,663
Instructional Supplies and Equipment	1,296,250	516	321
Improvement of Instruction and Educational Media Services	507,088	202	578
Student Support Services	3,192,460	1,271	1,103
Administration and Support Services	4,515,616	1,798	1,861
Plant Operation and Maintenance	5,102,138	2,032	1,637
Transportation	2,501,114	857	877
Costs of Students Tuitioned Out	2,648,618	N/A	N/A
Other	903,352	360	201
Total	47,814,850	16,562	16,236

Additional Expenditures

Land, Buildings, and Debt Service	7,415,134	2,953	1,749
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	4,353,474	38.5	34.6
Noncertified Personnel	1,628,398	14.4	14.6
Purchased Services	627,601	5.5	5.8
Tuition to Other Schools	2,145,036	19.0	21.8
Special Ed. Transportation	686,765	6.1	8.5
Other Expenditures	1,870,497	16.5	14.7
Total Expenditures	11,311,771	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.8	93.3
State	4.3	4.6
Federal	1.5	1.7
Tuition & Other	0.4	0.4

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

District Profile and Performance Report for School Year 2016-17

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	6	*	6	*	*	*
Asian	65	80.2	65	78.9	34	66.1
Black or African American	37	56.3	37	52.1	20	49.4
Hispanic or Latino	120	65.8	120	59.5	55	51.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	51	70.0	51	66.7	13	*
White	1093	72.4	1093	66.5	454	60.9
English Learners	51	60.9	51	60.5	18	*
Non-English Learners	1326	72.1	1326	66.4	563	60.3
Eligible for Free or Reduced-Price Meals	278	63.6	278	57.7	93	50.6
Not Eligible for Free or Reduced-Price Meals	1099	73.7	1099	68.3	488	61.6
Students with Disabilities	211	52.6	211	47.2	89	47.4
Students without Disabilities	1166	75.1	1166	69.6	492	62.1
High Needs	429	60.5	429	55.0	166	50.7
Non-High Needs	948	76.7	948	71.2	415	63.5
District	1377	71.7	1377	66.1	581	59.8

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	86.4	71.4	69.4	76.9	785	75.8
Curl Up	82.3	64.8	68.5	80.5	785	73.6
Push Up	72.7	69.4	66.2	70.4	785	69.6
Mile Run/PACER	67.2	69.9	58.6	72.8	785	66.6
All Tests - District	50.0	48.5	35.1	55.0	785	46.5
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

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

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	38	86.8
Students with Disabilities	38	76.3
District	187	93.0
State		87.4

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

²Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.5	106	52.5
Male	95.6	96	42.7
Black or African American	95.0	7	35.0
Hispanic or Latino	92.9	7	25.0
White	97.4	165	48.4
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.8	17	27.0
Students with Disabilities	84.4	*	*
District	97.0	202	47.3
State	96.1		43.5

³College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score 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
- Smarter Balanced - Level 3 or higher on both ELA and math

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

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	74.5	94.4
Male	70.6	83.8
Black or African American	*	*
Hispanic or Latino	*	*
White	73.5	89.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	54.3	*
Students with Disabilities	36.4	*
District	72.6	89.6
State	72.0	88.5

⁵College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.7	75	47.8	50	95.6	67.1
	High Needs Students	60.5	75	40.3	50	80.7	55.9
Math Performance Index	All Students	66.1	75	44.1	50	88.2	62.2
	High Needs Students	55.0	75	36.7	50	73.3	50.5
Science Performance	All Students	59.8	75	39.9	50	79.8	55.3
	High Needs Students	50.7	75	33.8	50	67.6	45.2
ELA Academic Growth	All Students	54.4%	100%	54.4	100	54.4	55.4%
	High Needs Students	51.1%	100%	51.1	100	51.1	49.8%
Math Academic Growth	All Students	58.0%	100%	58.0	100	58.0	61.7%
	High Needs Students	47.9%	100%	47.9	100	47.9	53.7%
Chronic Absenteeism	All Students	6.3%	<=5%	47.4	50	94.9	9.9%
	High Needs Students	12.0%	<=5%	36.0	50	72.0	15.8%
Preparation for CCR	% Taking Courses	84.5%	75%	50.0	50	100.0	70.7%
	% Passing Exams	47.3%	75%	31.5	50	63.1	43.5%
On-track to High School Graduation		93.7%	94%	49.9	50	99.7	87.8%
4-year Graduation All Students (2016 Cohort)		93.0%	94%	99.0	100	99.0	87.4%
6-year Graduation - High Needs Students (2014)		78.7%	94%	83.7	100	83.7	82.0%
Postsecondary Entrance (Class of 2016)		72.6%	75%	96.8	100	96.8	72.0%
Physical Fitness (estimated part rate) and (fitness)		94.8% 46.5%	75%	31.0	50	62.0	92.0% 51.6%
Arts Access		43.8%	60%	36.5	50	73.0	50.5%
Accountability Index				1015.9	1350	75.2	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	60.5	14.5	16.7	
Math Performance Index Gap	71.2	55.0	16.2	18.7	
Science Performance Index Gap	63.5	50.7	12.8	16.6	
Graduation Rate Gap	94.0%	78.7%	15.3%	12.0%	Y

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.8
	High Needs Students	99.6
Math	All Students	99.7
	High Needs Students	99.3
Science	All Students	99.7
	High Needs Students	98.9

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 55.8

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Waterford presented its latest Strategic Coherence Plan to the district this school year, which over the course of 2017-2022, will focus on outcomes of goals for learning, teaching for learning, measures for learning, alignment and coherence, and local factors. All learners must be fostered and given the resources to achieve their fullest potential in their time at Waterford Public Schools. Waterford continues to execute the Professional Learning Community (PLC) program with our staff. The PLC program requires that staff work in grade level or subject area teams to discuss and analyze student data from common district or State assessments.

Curriculum Leaders, Department Chairs, and Instructional Coaches in Literacy, Numeracy and Technology continue to work with their groups on common goals and instructional strategies centered on implementing the CCSS. These groups have an opportunity to discuss what works or what doesn't and improve upon it. Waterford continues to have great leaders within its schools!

The district has made an effort to assist those students who are not identified as special education, but are also not at the proficient level. We have Literacy and Mathematics Support Teachers in each of our elementary schools and our middle school that focus on reading and math. Waterford High School offers support classes in reading, mathematics and writing for those students that need assistance.

Special Education services are delivered primarily through cooperatively taught classes as well as some self-contained specialized skills classes at Waterford High School and Clark Lane Middle School. The high school works collaboratively with the Middle School to develop transition plans for students with special needs. Our elementary schools continue to provide integrated Special Education services, with a focus on the provision of related services in the general education settings as well. Our Special Education staff has focused on reading and literacy, with an emphasis on training in research-based programs which include Wilson Language, Read Naturally and the EdMark Reading Program. We provide extensive professional development to teams working with our young children diagnosed with Autism Spectrum Disorders, particularly in the implementation of the SCERTS Model.

Parental outreach has grown in our district over the past year. Each school has specific social media handles for their schools so parents are able to see day by day what is happening at each school. Our district website lists all community and school activities, and ways for parents to become involved. We also host a Parent Advisory Council each month at the Board of Education and invite parents from all five schools to participate and give feedback about areas of strength and opportunity at their child's school. Other areas of parent outreach happening in the schools are around Back to School nights, monthly family social events (ie: ice cream social), curriculum nights for Read Across America, and PTO-sponsored outreach. Our PreK-12 Parent Academy is held at various times throughout the year, with a focus on engaging the Waterford community in a variety of topics that families face. Parents also are surveyed regarding school climate regularly to ensure their child's environment is consistent with a positive learning environment.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Waterford has made a concerted and organized effort to provide educational opportunities for its students to interact with their counterparts from diverse racial, ethnic, and economic backgrounds. The School Climate Committee meets monthly to address any challenges or opportunities, as well as their Adolescent Learning and Leadership Institute. They also again took part in an art show in collaboration with New London Public Schools to showcase various forms of art created by our students. We have adopted the practice of holding a daily morning meeting in lower grades with students where classroom teachers discuss topics aimed at social/emotional well-being, inclusiveness and being accepting of differences. Students wrote songs and created art work on the topic of immigration, in addition to their Chinese Cultural Club that focuses on east Asian cultures. Quaker Hill Elementary school hosted a diversity project where they teamed up three classrooms with three urban classrooms from Uncas School in Norwich and those classrooms traveled to each other's schools and participated in STEM labs and worked together to solve STEM challenges. This culminated with the 3 classrooms from Norwich joining all of our school at the QH Marine Science Day at Waterford Beach.

Clark Lane Middle School has made great efforts to make students more culturally aware, and reduce racial isolation and bias in a number of ways. In grade 6, students explore the topic of the Holocaust, and present projects dealing with the progression from stereotyping to the horrors of genocide. This theme reoccurs when students study Apartheid in their South Africa unit in Geography and learn about segregation. Waterford offers our students the opportunity to attend various high schools in the region. Bussing is provided to many schools including the Science and Technology Magnet High School, Marine Science Magnet High School, the Agricultural Science and Technology program at Ledyard High School, Grasso Technical High School, Norwich Regional Technical High School, and Middle College HS. transports many resident elementary and middle school students to magnet and charter schools such as the Regional Multicultural Magnet School (RMMS), Interdistrict School for Arts & Communication (ISAAC), etc.

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Equitable Allocation of Resources among District Schools

It is the policy of the Board of Education and the practice of the school system that resources are allocated equally among all schools. Each elementary school teaches the same curriculum and uses the same adopted texts and resources. Each school budget is developed through a formula based on the number of classes and students in the school.

Technology resources are distributed equally among the school in the district according to a technology plan approved by the State of Connecticut. Each of our elementary school has been designed the same, with each school having the same number of interactive whiteboards, computers, and computer labs. The elementary schools have just about equal populations due to Waterford's redistricting from five to three elementary schools, which was done to achieve more equity across the schools.

Each principal oversees the distribution of resources in their school. The Director of Finance & Operations and the Assistant Superintendent also look at each school and the district as a whole to ensure resources are allocated equally. Class sizes are monitored and adjusted at the district level, ensuring equality across grades and schools.