

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



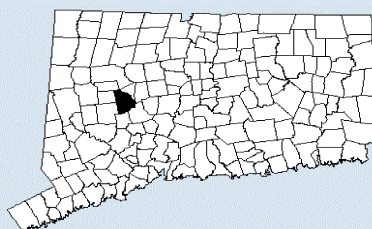
Watertown School District

Dr. Bridget Heston, Superintendent • 860-945-4801 • <http://www.watertownps.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,848
Per Pupil Expenditures ¹	\$13,776
Total Expenditures ¹	\$40,391,211

¹Expenditure data reflect the 2013-14 year.



Community Information

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

Related Reports/Publications

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

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)

(2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,344	47.2	48.3
Male	1,504	52.8	51.6
American Indian or Alaska Native	*	*	0.2
Asian	56	2.0	4.7
Black or African American	58	2.0	12.9
Hispanic or Latino	188	6.6	22.1
Pacific Islander	*	*	0.0
Two or More Races	81	2.8	2.5
White	2,458	86.3	57.2
English Language Learners	71	2.5	6.3
Eligible for Free or Reduced-Price Meals	706	24.8	37.6
Students with Disabilities ¹	343	12.0	13.3

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	145	11.0	51	3.7
Male	115	7.8	113	7.4
Black or African American	12	21.1	*	*
Hispanic or Latino	16	8.8	19	10.0
White	211	8.8	115	4.6
English Language Learners	8	11.0	*	*
Eligible for Free or Reduced-Price Meals	110	16.2	83	11.3
Students with Disabilities	56	16.1	45	11.5
District	260	9.3	164	5.7
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 415

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	161.6
Paraprofessional Instructional Assistants	20.0
Special Education	
Teachers and Instructors	27.3
Paraprofessional Instructional Assistants	66.5
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	8.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	5.5
Counselors, Social Workers and School Psychologists	14.8
School Nurses	5.6
Other Staff Providing Non-Instructional Services/Support	138.7

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	0	0.0	1.0
Black or African American	1	0.4	3.5
Hispanic or Latino	1	0.4	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	226	99.1	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.2
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.1	9.2

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	0	0.0	*	*
Hispanic or Latino	*	*	*	*
White	58	30.9	131	67.9
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	11	25.0	23	62.2
Students with Disabilities	7	33.3	24	55.8
District	63	29.2	141	66.5
State		58.4		73.8

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	20	47.6
Emotional Disturbance	15	60.0
Intellectual Disability	0	0
Learning Disability	79	80.6
Other Health Impairment	87	82.1
Other Disabilities	0	0
Speech/Language Impairment	26	83.9
District	227	69.6
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	45	1.6	1.5
Emotional Disturbance	25	0.9	1.0
Intellectual Disability	16	0.6	0.5
Learning Disability	98	3.5	4.4
Other Health Impairment	106	3.7	2.6
Other Disabilities	14	0.5	1.0
Speech/Language Impairment	38	1.3	1.9
All Disabilities	342	12.0	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	7	2.0	8.1
Private Schools or Other Settings	29	8.5	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	21,374,872	7,333	9,134
Instructional Supplies and Equipment	468,140	161	334
Improvement of Instruction and Educational Media Services	656,172	225	498
Student Support Services	2,675,009	918	1,001
Administration and Support Services	6,355,006	2,180	1,694
Plant Operation and Maintenance	5,277,539	1,810	1,572
Transportation	2,564,008	841	813
Costs of Students Tuitioned Out	973,492	N/A	N/A
Other	46,973	16	186
Total	40,391,211	13,776	15,289

Additional Expenditures

Land, Buildings, and Debt Service	5,103,902	1,751	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,717,848	41.2	35.1
Noncertified Personnel	1,327,191	14.7	14.2
Purchased Services	539,354	6.0	5.2
Tuition to Other Schools	739,590	8.2	22.0
Special Ed. Transportation	1,041,820	11.5	8.6
Other Expenditures	1,654,297	18.3	14.9
Total Expenditures	9,020,100	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	67.5	65.1
State	29.9	32.0
Federal	2.4	2.7
Tuition & Other	0.2	0.2

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).

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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	*	*	*	*	*	*
Asian	30	74.6	30	68.8	17	*
Black or African American	*	*	*	*	21	43.6
Hispanic or Latino	96	69.4	96	56.1	55	54.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	38	64.8	38	53.7	19	*
White	1194	69.9	1186	59.6	575	57.7
English Language Learners	51	65.8	48	58.1	12	*
Non-English Language Learners	1332	69.7	1326	59.2	677	57.2
Eligible for Free or Reduced-Price Meals	373	64.6	367	54.3	185	51.8
Not Eligible for Free or Reduced-Price Meals	1010	71.4	1007	60.9	504	58.9
Students with Disabilities	210	48.5	210	40.3	108	43.8
Students without Disabilities	1173	73.4	1164	62.6	581	59.5
High Needs	526	61.2	520	51.4	257	50.2
Non-High Needs	857	74.7	854	63.9	432	61.1
District	1383	69.6	1374	59.2	689	57.0

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			
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	96.7	89.0	88.0	83.6	793	89.3
Curl Up	96.7	83.0	75.2	87.6	793	84.9
Push Up	87.4	71.5	72.6	85.9	793	78.7
Mile Run/PACER	74.7	75.0	66.2	53.1	793	67.5
All Tests - District	67.0	51.0	50.0	42.9	793	52.6
All Tests - State	50.8	51.0	50.3	51.9		51.0

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

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	58	82.8	79.7	Yes	81.3
Students with Disabilities	26	61.5	64.6	No	67.8
District	230	91.7	89.1	Yes	89.6
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

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

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	72.3	59	28.6
Male	64.4	63	28.4
Black or African American	*	0	*
Hispanic or Latino	*	*	*
White	68.5	107	28.1
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	44.4	14	17.3
Students with Disabilities	*	*	*
District	68.2	122	28.5
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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.

Copyright © 2015 ACT, Inc. www.act.org

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

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College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	85.8	95.5
Male	65.7	84.3
Black or African American	*	*
Hispanic or Latino	*	*
White	76.7	91.0
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	60.9	88.9
Students with Disabilities	52.9	*
District	76.7	90.5
State	72.6	88.8

⁷College 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.

⁸College 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

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	69.6	75	92.8	100	92.8	67.9
	High Needs Students	61.2	75	81.6	100	81.6	56.7
Math Performance Index	All Students	59.2	75	78.9	100	78.9	59.3
	High Needs Students	51.4	75	68.5	100	68.5	47.8
Science Performance Index	All Students	57.0	75	76.0	100	76.0	56.5
	High Needs Students	50.2	75	66.9	100	66.9	45.9
Chronic Absenteeism	All Students	9.3%	<=5%	41.3	50	82.6	10.6%
	High Needs Students	15.1%	<=5%	29.7	50	59.4	17.3%
Preparation for CCR	% Taking Courses	47.7%	75%	31.8	50	63.6	66.1%
	% Passing Exams	28.5%	75%	19.0	50	38.0	37.3%
On-track to High School Graduation		89.9%	94%	47.8	50	95.7	85.6%
4-year Graduation All Students (2014 Cohort)		91.7%	94%	97.6	100	97.6	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		82.9%	94%	88.2	100	88.2	77.6%
Postsecondary Entrance (Class of 2014)		76.7%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		90.1% 52.6%	75%	35.1	50	70.1	87.6% 51.0%
Arts Access		54.6%	60%	45.5	50	91.0	45.7%
Accountability Index				1000.6	1250	80.1	

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	74.7	61.2	13.6	17.3	
Math Performance Index Gap	63.9	51.4	12.6	19.6	
Science Performance Index Gap	61.1	50.2	10.8	17.2	
Graduation Rate Gap	94.0%	82.9%	11.1%	15.2%	N

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

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	90.4
	High Needs Students	93.9
Math	All Students	90.1
	High Needs Students	93.5
Science	All Students	98.7
	High Needs Students	98.9

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: 56.0

State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Watertown School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The Watertown Public School District strives for continuous improvement in all areas. First and foremost in the process is the work to develop the instructional capacity of our faculty and administration. Our efforts are focused on building instructional capacity through the continued implementation of a Professional Learning Community model that includes data teams and the implementation of Scientific Research Based Interventions. Our efforts continue in the areas of PLC & SRBI, as we work to align these initiatives with the district's core instructional tools, such as School Improvement Plans and the use of professional development days, which are designed to support curriculum implementation, build a culture of collaboration and capacity to provide effective interventions.

There are numerous parent outreach activities across all five schools. Administrators utilize various forms of technology to reach parents, including the schools' websites, school blogs, and in a few cases, Twitter. There is a parent communication platform used in the district, Blackboard Connect, which provides families with alerts about weather-related closings and delays, as well as reminders of school events, through both phone and email. Each school holds parent conferences in the afternoon and evening to facilitate parents' access to teachers. Additionally, there are transition meetings for all grade five parents for entry into the middle school and for Grade 8 parents for entry into the high school. Finally, each school maintains an active Parent-Teacher Organization, each of which supports the activities of the administration, teachers, students and families.

The Best Buddies Program at the high school provides opportunities for general education students and students with intellectual disabilities to participate together in a variety of activities. Less formal buddy programs are established at other schools, accomplishing the same goal. A pilot Unified Sports program was established at WHS.

Emphasizing early literacy and numeracy at the elementary level is accomplished through a professional development program, emphasizing the workshop instructional model. As well, promoting literacy has been reinforced with Reading Nights, Parent Nights, Literacy Bags and the SAIL (Student Adults in Literacy) program.

Bi-monthly meetings take place with both elementary and secondary administrators to review curriculum development progress and overall school improvement initiatives in each school. A district committee for educator evaluation has been established, and members on this committee represent each school, as well as student support services. This committee oversees the development and revision of the Watertown Public Schools Educator Evaluation and Support Plan, and provides updates about educator evaluation processes and experiences throughout the year.

All schools have established a School Climate Team to review current school-wide positive behavioral supports, respond to bullying legislation and promote school-family partnerships. Community agencies, such as Safe Haven, facilitate classroom discussions to generate strategies to reduce bullying behaviors.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Building strong relationships is a key component of developing an appreciation of cultural diversity. Across the district, administrators and teachers participated in professional learning opportunities that focused on improving instructional strategies to meet the needs of all learners. The formation of school improvement teams, to examine local overall performance data relative to the performance of each subgroup, is the key to reducing racial, ethnic and socioeconomic isolation.

At Watertown High School, English Language Arts and Social Studies courses explore topics such as ethnicity, the Holocaust and the Civil Rights Movement, using literature and primary source documents. Cultural understanding is emphasized in our World Languages classes through immersion activities and the establishment of pen pals with students in other nations. The WHS Delta club was established by students to lead school-wide efforts to promote improved school climate and acceptance of others. This group has supported efforts such as "The Truth About Hate," from the Anti-Defamation League, and "Rachel's Challenge." The Interact Club reaches out to the greater community through work in soup kitchens and community service for the elderly. Swift Middle School continues to offer interdisciplinary lessons that highlight diverse cultural backgrounds. Many school clubs reinforce cultural diversity in their activities. World Cultures activities support efforts to bridge the cultures of the world through understanding. Swift's developmental guidance and health curriculum programs emphasize a strong anti-bullying message and encourage respect and kindness.

At the elementary schools, diversity and tolerance are emphasized in numerous ways. Students conduct a variety of fundraisers to support people in need. Interdisciplinary programs involving music, art, physical education, and classroom teachers are held throughout the year. Literacy Volunteers of Greater Waterbury host workshops for parents of students who are English Language Learners.

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Equitable Allocation of Resources among District Schools

The budget process in Watertown is inclusive and transparent. Our process ensures that community members, faculty, staff and administration needs are heard and that equitable resources are allocated to each school.

Administrator and program leaders, after soliciting needs of staff, identify school program needs at the start of the process. All requests are considered at meetings held by Central Office leaders. Recommendations are presented to the Board of Education Budget Committee and, after review, to the full Board of Education. Presentations of the Board of Education budget are made throughout the community to solicit feedback and input from all stakeholders. If budget reductions are deemed necessary, all administrators participate in the reduction process, as it relates to his/her school and/or program. Each administrator prioritizes requests and helps determine where reductions have the least impact.

Budget reports reflect school-based allocations of requested materials and resources, making it possible to identify the equity of resource allocations among schools in the district.