Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



Waterford School District

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District Information

Grade Range	K-12
Number of Schools	8
Enrollment	2,572
Per Pupil Expenditures ¹	\$15,571
Total Expenditures ¹	\$46,603,839

¹Expenditure data reflect the 2012-13 year.



Community Information

<u>CERC Town Profiles</u> 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 2014)

(2014® The College Board)

Contents

Students	1
Educators	2
Instruction and Resources	2
Performance	4
Narratives	6

Notes

Unless otherwise noted, all data are for 2013-14 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.

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, 2013 Enrollment				
		District	State	
	Count	Percent of Total (%)	Percent of Total (%)	
Female	1,250	48.6	48.3	
Male	1,322	51.4	51.6	
American Indian	23	0.9	0.2	
Asian	137	5.3	4.6	
Black or African American	102	4.0	12.9	
Hispanic or Latino	220	8.6	21.2	
Pacific Islander	0	0.0	0.0	
White	2,027	78.8	58.4	
Two or More Races	63	2.4	2.3	
English Language Learners	33	1.3	5.7	
Eligible for Free or Reduced-Price Meals	441	17.1	37.3	
Students with Disabilities ¹	342	13.3	12.8	

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		Suspension/	
Absen	Absenteeism ²		ılsion³
Count	Rate (%)	Count	Rate (%)
87	7.0	47	3.7
62	4.7	104	7.8
8	8.3	15	15.4
10	4.5	23	10.0
119	5.9	104	5.1
*	*	*	*
53	12.6	52	11.1
40	10.7	52	13.2
149	5.8	151	5.8
	10.8		7.4
	Absen Count 87 62 8 10 119 * 53 40	Absenteeism ² Count Rate (%) 87 7.0 62 4.7 8 8.3 10 4.5 119 5.9 * * 53 12.6 40 10.7 149 5.8	Absenteeism ² Expurice Count Rate (%) Count 87 7.0 47 62 4.7 104 8 8.3 15 10 4.5 23 119 5.9 104 * * * * * * * * * * * * * * * * * * *

Number of students in 2012-13 qualified as truant under state statute: 4

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.

Educators

Full-Time Equivalent (FTE)1 Staff

	FTE
General Education	
Teachers and Instructors	174.3
Paraprofessional Instructional Assistants	4.0
Special Education	
Teachers and Instructors	28.8
Paraprofessional Instructional Assistants	50.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	11.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	10.9
Counselors, Social Workers and School Psychologists	15.8
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	150.1

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Asian	2	0.8	1.0
Black or African American	2	0.8	3.5
Hispanic	5	2.0	3.6
Native American	0	0	0.1
White	243	96.4	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)	
District	100.0	
District Poverty Quartile: Middle		
State High Poverty Quartile Schools 97.8		
State Low Poverty Quartile Schools	99.5	

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.2	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School³

	11th		12th	
			-	_ •
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	*	*	*	*
White	30	16.9	39	24.4
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	0	0
District	38	17.4	52	25.1
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

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

	Count	Rate (%)
Autism	27	69.2
Emotional Disturbance	15	45.5
Intellectual Disability	*	*
Learning Disability	104	94.5
Other Health Impairment	93	90.3
Other Disabilities	*	*
Speech/Language Impairment	42	87.5
District	297	81.8
State		69.2

⁴Ages 6-21

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	42	1.5	1.4
Emotional Disturbance	33	1.2	1.0
Intellectual Disability	15	0.5	0.4
Learning Disability	110	4.0	4.2
Other Health Impairment	105	3.8	2.5
Other Disabilities	17	0.6	1.0
Speech/Language Impairment	50	1.8	1.9
All Disabilities	372	13.4	12.4

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	19	5.1	2.8
Private Schools or Other Settings	37	9.9	8.1

²Grades K-12

Overall Expenditures: 2012-13

		Per Pupil				
	Total (\$)	District (\$)	State (\$)			
Instructional Staff and Services	27,272,532	10,382	8,769			
Instructional Supplies and Equipment	844,865	322	275			
Improvement of Instruction and Educational Media Services	463,939	177	487			
Student Support Services	2,983,386	1,136	965			
Administration and Support Services	4,425,263	1,685	1,600			
Plant Operation and Maintenance	4,832,286	1,839	1,472			
Transportation	2,583,304	855	786			
Costs of Students Tuitioned Out	2,326,035	N/A	N/A			
Other	872,229	332	178			
Total	46,603,839	15,571	14,642			
Additional Expenditures						
Land, Buildings, and Debt Service	15,091,468	5,745	1,434			

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	Disti	State	
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,897,768	35.1	35.6
Noncertified Personnel	1,498,546	13.5	14.5
Purchased Services	743,913	6.7	5.0
Tuition to Other Schools	1,837,461	16.6	21.4
Special Ed. Transportation	918,834	8.3	8.5
Other Expenditures	2,193,289	19.8	14.9
Total Expenditures	11,089,811	100.0	100.0
PK-12 Expenditures Used for Special Educ	23.8	21.9	

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)					
	Including	Excluding				
	School	School				
	Construction	Construction				
Local	84.4	92.8				
State	14.0	5.1				
Federal	1.5	2.0				
Tuition & Other	0.0	0.1				

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).

¹Grades K-12

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT		DPI 2013-14			DPI 2013-14			Note: If	
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	data are
Black or African American	79.7	84.3	86.9	85.0					2013-14
Hispanic or Latino	81.6	84.8	79.2	81.3					district
English Language Learners									implem the Sm
Eligible for Free or Reduced-Price Meals	79.6	80.4	76.9	75.1					Balance
Students with Disabilities	56.8	56.3	54.4	54.5					Test.
High Needs	70.6	70.7	68.6	67.1					_
District	87.6	88.1	87.5	87.5					

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САРТ	DPI				2013-14			
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved
Black or African American				•				
Hispanic or Latino				•				
English Language Learners								
Eligible for Free or Reduced-Price Meals	60.6	73.6	71.9					
Students with Disabilities	38.7	42.4		65.6				
High Needs	55.1	58.1	65.9	71.8				
District	78.5	82.5	87.3	87.9				

Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent	of Stude	All Teste	d Grades		
	4	6	8	10	Count	Rate (%)
Sit & Reach	70.6	68.9	71.6	84.0	794	73.2
Curl Up	80.9	69.9	69.7	82.8	794	75.2
Push Up	87.1	60.3	71.6	85.9	794	75.2
Mile Run/PACER	76.8	72.6	76.6	78.5	794	75.9
All Tests - District	55.7	42.9	45.4	62.0	794	50.6
All Tests - State	50.2	50.7	50.3	53.9		51.1

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.

Cohort Graduation: Four-Year¹

		2013-14			
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target³ (%)
Black or African American	*	*			
Hispanic or Latino	*	*			
English Language Learners	*	*			
Eligible for Free or Reduced-Price Meals	46	82.6			
Students with Disabilities	35	57.1			
District	243	91.4	91.6	No	91.8
State ⁴		85.5			

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 <u>available online</u>.

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

	Participation ⁶	rticipation ⁶ Meeting Benchmark	Benchmark
	Rate (%)	Count	Rate (%)
Female	84.8	96	47.1
Male	70.6	86	38.9
Black or African American	63.6	*	*
Hispanic or Latino	74.2	11	35.5
White	77.8	146	43.2
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	61.7	15	31.9
Students with Disabilities	31.8	*	*
District	77.4	182	42.8
State	72.9		37.6

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

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.

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 $\ensuremath{\mathsf{IB}}^{\circledast}$ statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	80.4	92.0
Male	64.5	79.7
Black or African American	*	*
Hispanic or Latino	*	*
White	71.7	85.9
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	71.7	75.0
Students with Disabilities	*	*
District	71.7	86.1
State	72.7	88.5

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.

Source: National Student Clearinghouse

²Cohort count includes all students in the cohort as of the end of the 2012-13 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.

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).

Narratives

School District Improvement Plans and Parental Outreach Activities

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.

Each school conducts Instructional Rounds which involves a team of school and district teachers and administrators observing classrooms while focusing upon a defined Problem of Instructional Practice (POIP) and suggesting steps to assist in supporting improvement. The POIP is specific to the school and is derived from analysis during PLC and faculty meetings and focuses on important instructional areas.

A district Theory of Action (TOA) was developed and is comprised of a set of strategic actions that will be purposefully and intentionally used to continually improve the teaching and learning process in Waterford. The statements contained in the TOA are intended to describe intentional organizational coherence and alignment to best practices that will help facilitate improvement efforts.

Curriculum Leaders and Department Chairs continue to work with their groups on common goals and instructional strategies centered on implementing the Common Core State Standards. By meeting regularly, these groups have an opportunity to discuss what works or what doesn't and improve upon it. Literacy and Mathematics Coaches join in on these discussions to deepen the work. 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 Coaches in each of our schools that focus on reading and writing. We also have Mathematics Coaches who provides additional instruction. Waterford High School offers support classes in reading, mathematics and writing for those students that need assistance.

The district follows all state guidelines for reporting student truancy. The district works with the courts to manage lower level truancies in the local Juvenile Review Board. Administrators, social workers and school psychologists conduct home visits as part of our attempt to reduce truancy.

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. Waterford High School works collaboratively with Clark Lane 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. Waterford provides extensive professional development to teams working with our young children diagnosed with Autism Spectrum Disorders, particularly in the implementation of the SCERTS Model.

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. Our students regularly participate in activities with students from surrounding urban districts facilitated by LEARN. Each school often hosts speakers with the main focus being respect and diversity and students frequently work on projects celebrating their personal heritage. Waterford High School again took part in an art show in collaboration with New London Public Schools to showcase various forms of art created by our students.

The Friendship School, our early childhood magnet school, operated by LEARN, in cooperation with New London Public Schools, entered its tenth year. More than 500 pre-kindergartner and kindergarten students attend and the state of the art building provides an inclusive program for all of the district's preschoolers identified as in need of special education.

The Dual Language Arts Academy for grades 6-8, a collaboration with New London Public Schools and administered by LEARN, provides an enrichment program dedicated to building a student body that is bilingual, biliterate, and multicultural. The school's core curriculum empowers students to enhance their understanding of academic content, themselves, and the world by embracing the arts and their potential to impact communication, culture, and creativity.

Waterford offers our students the opportunity to attend various high schools in the region 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 High School. Additionally, Waterford transports many resident students who wish to attend magnet elementary and middle schools located in New London.

The quality of programs that Waterford has created over the years has greatly improved. We are always looking to add more activities through our budget process and through funding from our local education foundation, school parent teacher organizations, and through grants provided by the State and our area RESC.

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.