

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



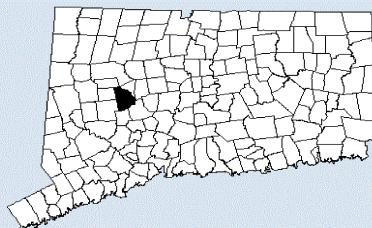
Watertown School District

Dr. Rydell Harrison, Superintendent • 860-945-4800 • <http://www.watertownps.org>

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,754
Per Pupil Expenditures ¹	\$16,157
Total Expenditures ¹	\$46,047,443

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,279	46.4	48.4
Male	1,475	53.6	51.6
American Indian or Alaska Native	6	0.2	0.3
Asian	53	1.9	5.2
Black or African American	85	3.1	12.8
Hispanic or Latino of any race	212	7.7	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	73	2.7	3.6
White	2,325	84.4	52.4
English Learners	121	4.4	7.6
Eligible for Free or Reduced-Price Meals	931	33.8	42.1
Students with Disabilities ³	389	14.1	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	127	10.2	46	3.5
Male	153	10.7	147	9.7
Black or African American	11	13.3	8	9.1
Hispanic or Latino of any race	26	11.6	37	15.4
White	227	10.1	129	5.4
English Learners	10	8.2	7	5.4
Eligible for Free or Reduced-Price Meals	152	16.1	115	11.1
Students with Disabilities	74	18.7	52	11.2
District	280	10.5	193	6.8
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 265

Number of school-based arrests: 10

⁴A student is chronically absent if they miss 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.

⁵This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2018-19

Watertown School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	171.7
Paraprofessional Instructional Assistants	24.7
Special Education	
Teachers and Instructors	30.0
Paraprofessional Instructional Assistants	76.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	9.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	9.0
Counselors, Social Workers and School Psychologists	15.8
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	115.0

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	1.1
Black or African American	3	1.2	3.8
Hispanic or Latino of any race	1	0.4	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	243	98.4	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.4	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	8	*	14	70.0
White	94	53.1	142	75.9
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	32	53.3	44	68.8
Students with Disabilities	16	45.7	28	60.9
District	108	51.7	167	74.2
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	24	53.3
Emotional Disturbance	25	64.1
Intellectual Disability	0	0
Learning Disability	109	85.2
Other Health Impairment	84	85.7
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	267	74.4
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	50	1.8	1.9
Emotional Disturbance	40	1.5	1.1
Intellectual Disability	11	0.4	0.5
Learning Disability	128	4.7	5.5
Other Health Impairment	100	3.6	3.2
Other Disabilities	23	0.8	1.1
Speech/Language Impairment	30	1.1	1.8
All Disabilities	382	13.9	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	10	2.6	8.2
Private Schools or Other Settings	21	5.5	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$29,344,952	\$10,296	\$10,545
Support services - students	\$1,602,191	\$578	\$1,373
Support services - instruction	\$297,715	\$107	\$644
Support services - general administration	\$1,730,425	\$624	\$462
Support services - school based administration	\$3,076,262	\$1,110	\$1,007
Central and other support services	\$1,760,059	\$635	\$671
Operation and maintenance of plant	\$5,558,631	\$2,005	\$1,629
Student transportation services	\$2,677,208	\$1,005	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$46,047,443	\$16,157	\$17,153

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

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,546,837	29.0	29.7
Instructional Aide Salaries	\$1,299,481	10.6	9.6
Other Salaries	\$675,603	5.5	10.4
Employee Benefits	\$1,979,052	16.2	13.0
Purchased Services Other Than Transportation	\$1,529,757	12.5	5.5
Special Education Tuition	\$1,862,903	15.2	22.6
Supplies	\$49,477	0.4	0.6
Property Services	\$5,170	0.0	0.4
Purchased Services For Transportation	\$1,301,420	10.6	8.0
Equipment	.	.	0.2
All Other Expenditures	\$830	0.0	0.1
Total	\$12,250,531	100.0	100.0
Percent of Total Expenditures Used for Special Education		26.6	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	72.9
State	24.1
Federal	2.3
Tuition & Other	0.6

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

Watertown School District

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	*	*	*	*	*	*
Black or African American	39	58.3	39	52.0	20	52.2
Hispanic or Latino of any race	123	66.8	123	60.4	50	61.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	40	62.9	39	57.9	18	*
White	1,205	70.9	1,203	65.8	506	65.6
English Learners	77	65.1	77	62.4	26	58.8
Non-English Learners	1,357	70.3	1,354	65.0	577	64.8
Eligible for Free or Reduced-Price Meals	475	66.8	475	60.4	202	62.5
Not Eligible for Free or Reduced-Price Meals	959	71.6	956	67.0	401	65.6
Students with Disabilities	205	50.6	204	44.0	87	49.1
Students without Disabilities	1,229	73.3	1,227	68.3	516	67.2
High Needs	607	63.8	606	57.8	260	59.7
Non-High Needs	827	74.6	825	70.0	343	68.2
District	1,434	70.0	1,431	64.8	603	64.5

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	91.4	77.8	83.7	83.4	785	83.7
Curl Up	97.3	67.9	83.7	91.1	785	83.8
Push Up	86.6	63.2	74.0	76.9	785	74.4
Mile Run/PACER	81.2	58.1	67.3	53.8	785	65.0
All Tests - District	72.6	39.3	48.5	39.6	785	49.6
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	13	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	57	86.0
Students with Disabilities	19	*
District	218	91.7
State		88.3

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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.7	114	52.1
Male	95.3	53	24.7
Black or African American	*	*	*
Hispanic or Latino of any race	100.0	9	25.7
White	96.2	147	40.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.4	34	27.4
Students with Disabilities	84.0	*	*
District	96.5	167	38.5
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	81.1	91.9
Male	67.4	84.1
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	75.8	90.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	64.1	84.2
Students with Disabilities	*	*
District	74.8	88.4
State	71.0	87.8

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	70.0	75	46.7	50	93.4	67.7
	High Needs Students	63.8	75	42.5	50	85.1	58.1
Math Performance Index	All Students	64.8	75	43.2	50	86.4	63.1
	High Needs Students	57.8	75	38.5	50	77.1	52.7
Science Performance Index	All Students	64.5	75	43.0	50	86.1	63.8
	High Needs Students	59.7	75	39.8	50	79.7	54.2
ELA Academic Growth	All Students	57.6%	100%	57.6	100	57.6	59.9%
	High Needs Students	57.3%	100%	57.3	100	57.3	55.1%
Math Academic Growth	All Students	56.1%	100%	56.1	100	56.1	62.5%
	High Needs Students	53.2%	100%	53.2	100	53.2	55.2%
Progress Toward English Proficiency	Literacy	75.2%	100%	37.6	50	75.2	60.0%
	Oral	51.9%	100%	25.9	50	51.9	52.1%
Chronic Absenteeism	All Students	10.5%	<=5%	39.1	50	78.2	10.4%
	High Needs Students	15.2%	<=5%	29.7	50	59.4	16.1%
Preparation for CCR	% Taking Courses	63.4%	75%	42.2	50	84.5	80.0%
	% Passing Exams	38.5%	75%	25.7	50	51.3	42.6%
On-track to High School Graduation		91.5%	94%	48.7	50	97.4	88.0%
4-year Graduation All Students (2018 Cohort)		91.7%	94%	97.6	100	97.6	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		95.3%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		74.8%	75%	99.7	100	99.7	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.1% 49.6%	75%	33.0	50	66.1	96.4% 52.9%
Arts Access		60.5%	60%	50.0	50	100.0	51.9%
Accountability Index				1107.2	1450	76.4	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	74.6	63.8	10.8	15.4	
Math Performance Index Gap	70.0	57.8	12.2	17.6	
Science Performance Index Gap	68.2	59.7	8.5	16.1	
Graduation Rate Gap	94.0%	95.3%	-1.3%	11.1%	N

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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.5
	High Needs Students	97.7
Math	All Students	98.4
	High Needs Students	97.5
Science	All Students	98.7
	High Needs Students	97.8

³Minimum participation standard is 95%.

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

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: 58.8 State: 51.5

District Profile and Performance Report for School Year 2018-19

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 in the process is the work to develop the instructional capacity of our faculty and administration. Our efforts are focused on building 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 instructional tools, such as School Improvement Plans and the use of professional development days, which are designed to support curriculum implementation and build a culture of collaboration and capacity to provide effective interventions. Additionally, we are exploring personalized professional learning designed to meet the specific needs of teachers.

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 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. There are transition meetings for all Grade 5 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 each building.

Emphasizing literacy and numeracy at the elementary level is accomplished through professional development programs, emphasizing the workshop model. Bi-monthly meetings take place with both elementary and secondary administrators to review curriculum progress and overall improvement initiatives in each school. Our Professional Growth and Evaluation Committee has members on this who 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 and promote school-family partnerships. Community agencies and a school resource officer help to facilitate classroom discussions to generate strategies to reduce bullying behaviors.

Like all district programs, programs for Special Education are analyzed through the lens of continuous improvement throughout the year. Special education teachers receive specific professional learning in service delivery in grades pre-Kindergarten-12. We have increased the use of valid data in monitoring students' progress, and we have identified priority standards in grades K-12 so that IEPs are written in alignment with the standards. We have added an off-site transition program (Watertown Transition Academy) for students who are ages 18-21 that provides the students with real-world work experiences. Watertown Transition Academy will be moving into a larger space this fall to increase capacity.

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. Watertown High School and Swift Middle School held "Becoming An Ally" workshops, in partnership with the Anti-Defamation League of Connecticut. These workshops demonstrated tools of advocacy that can be used in a wide variety of interactions with peers.

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Watertown School District

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 or 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.