

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



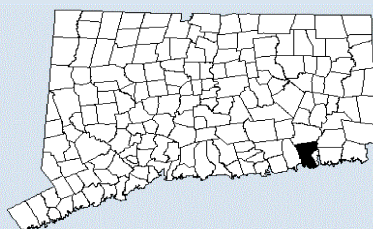
## Waterford School District

Mr. Thomas Giard III, Superintendent • 860-444-5801 • [www.waterfordschools.org](http://www.waterfordschools.org)

### District Information

Grade Range	K-12
Number of Schools/Programs	8
Enrollment	2,528
Per Pupil Expenditures <sup>1</sup>	\$16,306
Total Expenditures <sup>1</sup>	\$47,386,308

<sup>1</sup>Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)  
(2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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](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, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,253	49.6	48.3
Male	1,275	50.4	51.6
American Indian or Alaska Native	20	0.8	0.2
Asian	123	4.9	4.9
Black or African American	86	3.4	12.8
Hispanic or Latino	231	9.1	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	73	2.9	2.7
White	1,995	78.9	55.9
English Learners	43	1.7	6.4
Eligible for Free or Reduced-Price Meals	492	19.5	38.0
Students with Disabilities <sup>1</sup>	367	14.5	13.7

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	81	6.4	39	3.1
Male	64	5.0	102	7.9
Black or African American	6	7.2	13	15.5
Hispanic or Latino	19	8.8	26	11.7
White	116	5.7	94	4.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	61	12.3	72	13.0
Students with Disabilities	44	11.2	48	11.5
District	145	5.7	141	5.5
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 24

Number of school-based arrests: Fewer than 6

<sup>2</sup>A 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.

<sup>3</sup>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 2015-16

## Waterford School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	177.4
Paraprofessional Instructional Assistants	7.0
<b>Special Education</b>	
Teachers and Instructors	28.8
Paraprofessional Instructional Assistants	52.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.1
School Level	11.0
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	15.0
Counselors, Social Workers and School Psychologists	17.8
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	142.0

<sup>1</sup>In 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	3.5
Hispanic or Latino	6	2.3	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	1	0.4	0.1
White	252	95.8	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.8	9.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	7	*
Hispanic or Latino	11	*	14	*
White	144	84.2	118	81.9
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	22	71.0	18	66.7
Students with Disabilities	17	68.0	26	60.5
District	178	83.2	157	80.9
State		61.2		73.9

<sup>3</sup>College-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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	37	78.7
Emotional Disturbance	20	50.0
Intellectual Disability	*	*
Learning Disability	110	97.3
Other Health Impairment	98	86.0
Other Disabilities	*	*
Speech/Language Impairment	33	97.1
District	312	83.9
State		68.8

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2015-16

## Waterford School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	48	1.8	1.6
Emotional Disturbance	40	1.5	1.0
Intellectual Disability	12	0.4	0.5
Learning Disability	113	4.2	4.6
Other Health Impairment	116	4.3	2.8
Other Disabilities	14	0.5	1.0
Speech/Language Impairment	45	1.7	1.9
All Disabilities	388	14.4	13.4

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	27,112,264	10,742	9,387
Instructional Supplies and Equipment	933,662	370	318
Improvement of Instruction and Educational Media Services	536,938	213	541
Student Support Services	3,096,009	1,227	1,048
Administration and Support Services	4,484,844	1,777	1,790
Plant Operation and Maintenance	4,945,320	1,959	1,608
Transportation	2,518,060	850	845
Costs of Students Tuitioned Out	2,873,643	N/A	N/A
Other	885,568	351	194
Total	47,386,308	16,306	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	7,473,646	2,961	1,524
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,402,438	37.6	35.1
Noncertified Personnel	1,502,121	12.8	14.5
Purchased Services	674,731	5.8	5.5
Tuition to Other Schools	2,470,298	21.1	21.6
Special Ed. Transportation	729,774	6.2	8.3
Other Expenditures	1,914,188	16.4	15.0
Total Expenditures	11,693,550	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	93.2	92.9
State	5.0	4.9
Federal	1.5	1.7
Tuition & Other	0.4	0.5

<sup>4</sup>Revenue 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 2015-16

## Waterford 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	6	*	6	*	*	*
Asian	73	78.9	73	76.0	30	67.2
Black or African American	47	61.1	47	56.4	22	52.6
Hispanic or Latino	134	65.8	134	59.1	48	53.9
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	35	71.2	35	63.8	*	*
White	1103	72.1	1103	65.2	513	61.4
English Learners	34	57.6	34	51.9	16	*
Non-English Learners	1364	71.8	1364	65.2	619	60.9
Eligible for Free or Reduced-Price Meals	298	63.0	298	55.1	130	52.6
Not Eligible for Free or Reduced-Price Meals	1100	73.7	1100	67.5	505	62.6
Students with Disabilities	239	51.7	239	45.5	123	44.7
Students without Disabilities	1159	75.5	1159	68.8	512	64.4
High Needs	465	59.7	465	52.3	213	50.5
Non-High Needs	933	77.3	933	71.1	422	65.6
District	1398	71.4	1398	64.8	635	60.5

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

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

<sup>1</sup>NAEP 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 Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	82.6	76.8	72.6	79.6	775	77.4
Curl Up	91.0	68.5	73.5	74.9	775	76.0
Push Up	67.1	68.0	64.2	66.0	775	66.2
Mile Run/PACER	75.5	76.4	69.5	72.3	775	73.2
All Tests - District	51.6	44.3	45.1	58.1	775	49.4
All Tests - State	50.6	49.8	50.6	51.1		50.5

<sup>2</sup>The 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2015-16

## Waterford School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	35	82.9	.		.
Students with Disabilities	35	71.4	.		.
District	216	93.1	92.1	Yes	92.3
State <sup>4</sup>		87.2			

<sup>1</sup>The 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 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.4	94	49.0
Male	97.2	85	39.4
Black or African American	91.3	*	*
Hispanic or Latino	97.1	*	*
White	97.8	148	47.0
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.8	9	15.5
Students with Disabilities	78.3	*	*
District	97.3	179	43.9
State	95.6		40.7

<sup>5</sup>College 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

<sup>6</sup>Participation 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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	84.1	95.9
Male	75.5	95.0
Black or African American	*	*
Hispanic or Latino	*	*
White	82.0	94.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	63.3	*
Students with Disabilities	57.1	*
District	80.0	95.5
State	71.9	88.3

<sup>7</sup>College 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.

<sup>8</sup>College 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

# District Profile and Performance Report for School Year 2015-16

## Waterford School District

### Next Generation Accountability Results

These statistics are the 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	71.4	75	47.6	50	95.2	67.7
	High Needs Students	59.7	75	39.8	50	79.6	56.7
Math Performance Index	All Students	64.8	75	43.2	50	86.5	61.4
	High Needs Students	52.3	75	34.9	50	69.8	49.9
Science Performance Index	All Students	60.5	75	40.4	50	80.7	57.5
	High Needs Students	50.5	75	33.7	50	67.3	47.0
ELA Academic Growth	All Students	63.8%	100%	63.8	100	63.8	63.8%
	High Needs Students	58.8%	100%	58.8	100	58.8	58.3%
Math Academic Growth	All Students	66.4%	100%	66.4	100	66.4	65.0%
	High Needs Students	55.0%	100%	55.0	100	55.0	57.4%
Chronic Absenteeism	All Students	5.7%	<=5%	48.7	50	97.3	9.6%
	High Needs Students	11.5%	<=5%	37.1	50	74.1	15.6%
Preparation for CCR	% Taking Courses	82.1%	75%	50.0	50	100.0	67.6%
	% Passing Exams	43.9%	75%	29.2	50	58.5	40.7%
On-track to High School Graduation		96.6%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		93.1%	94%	99.0	100	99.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		83.6%	94%	88.9	100	88.9	78.6%
Postsecondary Entrance (Class of 2015)		80.0%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.9%   49.4%	75%	32.9	50	65.9	89.2%   50.5%
Arts Access		44.0%	60%	36.7	50	73.4	47.5%
<b>Accountability Index</b>				<b>1056.1</b>	<b>1350</b>	<b>78.2</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	59.7	15.3	16.5	
Math Performance Index Gap	71.1	52.3	18.7	18.9	
Science Performance Index Gap	65.6	50.5	15.1	17.2	
Graduation Rate Gap	94.0%	83.6%	10.4%	15.3%	N

<sup>1</sup>If 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.

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.1
	High Needs Students	98.6
Math	All Students	99.1
	High Needs Students	98.6
Science	All Students	98.8
	High Needs Students	96.9

<sup>3</sup>Minimum 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: 60.6**

**State: 51.4**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2015-16

## Waterford School District

### Narratives

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#### **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.

There is a Professional Learning and Evaluation Committee comprised of teachers that helps refine our evaluation plan and assists in setting the direction of professional learning.

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 Common Core State Standards. By meeting regularly, 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.

The district follows all state guidelines for reporting student truancy. The district works with the courts to manage lower level truanancies 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 eleventh 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.

Waterford offers our students the opportunity to attend various high schools in the region. Transportation 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 High School. Additionally, Waterford 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), Dual Language & Arts Magnet Middle School, and magnet schools run by New London Public Schools.

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.

# District Profile and Performance Report for School Year 2015-16

## Waterford School District

### **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.