

STRATEGIC SCHOOL PROFILE 2010-11**Watertown School District**

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Litchfield

Town Population in 2000: 21,661

1990-2000 Population Growth: 5.9%

Number of Public Schools: 5

Per Capita Income in 2000: \$26,044

Percent of Adults without a High School Diploma in 2000*: 16.3%

Percent of Adults Who Were Not Fluent in English in 2000*: 2.0%

District Enrollment as % of Estimated. Student Population: 85.7%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2010 3,175
 5-Year Enrollment Change -9.4%

DISTRICT GRADE RANGE

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	511	16.1	13.8	34.1
K-12 Students Who Are Not Fluent in English	63	2.0	2.3	5.6
Students Identified as Gifted and/or Talented*	293	9.2	4.8	4.0
PK-12 Students Receiving Special Education Services in District	331	10.4	11.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	167	93.3	85.1	80.2
Homeless	0	0.0	0.1	0.3
Juniors and Seniors Working 16 or More Hours Per Week	73	16.3	17.2	13.2

*0.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	12	0.4
Asian American	74	2.3
Black	61	1.9
Hispanic	171	5.4
Pacific Islander	1	0.0
White	2,808	88.4
Two or more races	48	1.5
Total Minority	367	11.6

Percent of Minority Professional Staff: 1.6%

Non-English Home Language:

6.0% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 22.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

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 Watertown's Council on Teaching and Learning and 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, 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, the establishment of pen pals with students in other nations and multi-cultural activities such as an exchange program with students from Valladolid. A state-of-the-art World Languages Lab has opened to improve instructional practices. This WHS Delta club was established by students in 2009 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, "Rachel's Challenge," and in 2011, "What's Your Red Rubber Ball." These programs serve as a unifying message that helps the school community focus on the future and social responsibility. The Swift Middle School continues to offer interdisciplinary lessons that highlight diverse cultural backgrounds. Students participate in Project Poetry Live!, and interact with peers from other districts, as well as professional artists and writers. 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. Character Counts activities emphasize good citizenship, respect for others, cultural celebrations, and an appreciation of culture. Students conduct numerous fundraisers to support people in need. Interdisciplinary programs involving music, art, physical education, and classroom teachers include Women in History, Native Americans, Black History, Holiday Celebrations Around the World, and Women Artists.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	48.8	58.4	16.9	
Writing	54.2	61.1	19.3	
Mathematics	58.2	63.0	23.6	
Grade 4 Reading	64.6	62.5	37.4	
Writing	68.4	65.5	38.4	
Mathematics	64.0	67.0	26.2	
Grade 5 Reading	60.5	61.4	29.4	
Writing	66.7	66.8	35.0	
Mathematics	66.0	72.5	24.5	
Science	58.2	59.9	29.4	
Grade 6 Reading	81.0	76.0	42.9	
Writing	74.8	65.2	57.7	
Mathematics	62.6	71.3	17.9	
Grade 7 Reading	89.3	77.8	68.8	
Writing	72.2	58.9	61.4	
Mathematics	62.3	68.4	25.6	
Grade 8 Reading	83.2	74.7	51.0	
Writing	77.3	64.8	56.7	
Mathematics	64.3	66.6	30.6	
Science	71.6	63.1	43.3	

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	44.4	44.7	40.2	
Writing Across the Disciplines	74.5	61.2	63.2	
Mathematics	45.6	49.5	36.1	
Science	51.6	47.0	48.1	

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	50.1	51.0	42.3

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		69.1	70.6	
Average Score	Mathematics	479	510	24.4
	Critical Reading	479	505	22.9
	Writing	500	510	37.4

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	81.7	81.8	25.2
2009-10 Annual Dropout Rate for Grade 9 through 12	1.1	2.8	43.2

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	84.8	84.8
% Employed (Civilian Employment and in Armed Services)	14.3	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	181.10
Paraprofessional Instructional Assistants	19.50
Special Education	
Teachers and Instructors	32.37
Paraprofessional Instructional Assistants	59.00
Library/Media Specialists and/or Assistants	6.50
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	11.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	15.00
School Nurses	7.50
Other Staff Providing Non-Instructional Services and Support	152.64

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	14.0	14.6	13.9
% with Master's Degree or Above	80.6	79.0	79.0

Average Class Size	District	DRG	State
Grade K	18.4	17.5	18.4
Grade 2	23.0	19.2	19.9
Grade 5	26.5	21.7	21.2
Grade 7	18.9	20.7	20.6
High School	22.3	19.8	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	956	984	992
Middle School	983	1,025	1,017
High School	1,019	1,004	1,010

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.3	3.2	3.1
Middle School	3.0	2.5	2.4
High School	2.1	2.6	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$23,507	\$7,269	\$8,232	\$7,875	\$8,237
Instructional Supplies and Equipment	\$848	\$262	\$299	\$267	\$300
Improvement of Instruction and Educational Media Services	\$473	\$146	\$477	\$387	\$463
Student Support Services	\$1,445	\$447	\$875	\$828	\$872
Administration and Support Services	\$4,563	\$1,411	\$1,433	\$1,339	\$1,459
Plant Operation and Maintenance	\$4,084	\$1,263	\$1,421	\$1,322	\$1,410
Transportation	\$1,778	\$537	\$701	\$641	\$692
Costs for Students Tuitioned Out	\$1,104	N/A	N/A	N/A	N/A
Other	\$0	\$0	\$161	\$159	\$159
Total	\$37,802	\$11,624	\$13,878	\$13,136	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$23,564	\$7,286	\$1,622	\$1,432	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$6,885,142	18.2	21.7	21.5

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	48.7	46.0	5.1	0.2
Excluding School Construction	62.8	28.7	8.2	0.3

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	338
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.7%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	31	1.0	1.2	1.1
Learning Disability	115	3.6	3.4	3.9
Intellectual Disability	21	0.7	0.4	0.4
Emotional Disturbance	28	0.9	0.9	1.0
Speech Impairment	32	1.0	2.3	2.2
Other Health Impairment*	86	2.7	2.2	2.1
Other Disabilities**	25	0.8	0.9	0.9
Total	338	10.7	11.3	11.6

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2009-10 with a Standard Diploma	60.0	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	34.8	33.0	71.8	68.6
	Writing	16.8	19.3	69.3	63.7
	Mathematics	17.3	33.4	63.1	68.2
	Science	26.4	21.2	64.7	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	44.4	44.7
	Writing Across the Disciplines	15.4	17.3	74.5	61.2
	Mathematics	7.7	15.8	45.6	49.5
	Science	17.6	13.1	51.6	47.0

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	24.8
	% With Accommodations	75.2
CAPT	% Without Accommodations	41.9
	% With Accommodations	58.1
% Assessed Using Skills Checklist		13.0

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	29	8.6

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	267	79.0	77.0	74.1
40.1 to 79.0 Percent of Time	51	15.1	13.9	14.9
0.0 to 40.0 Percent of Time	20	5.9	9.1	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

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 implementation of a Professional Learning Community model 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 extensive School Improvement Plans and the use of protocol days, which are designed to support curriculum implementation, create common assessments and design effective interventions. Administrative and teacher professional development will focus on building a culture of collaboration that takes full advantage of core initiatives currently in place. School renovation projects are now complete. Swift Middle School renovations were completed in 2008 and the 2008-2009 school year represented the implementation of an extremely successful three-grade middle school model with a comprehensive unified arts program in addition to a rigorous core curriculum. Extensive renovations were completed for the start of the 2009-2010 school year at Judson School. Renovate as new projects are now complete at Polk School and Watertown High School. Our district has reorganized Central Office administration to align instructional practice across the district in accordance with Scientific Research Based Intervention (SRBI). The Assistant Superintendent is responsible for Curriculum and Special Services. This model is supported by two special education supervisors. The supervisors work alongside building level administration to ensure SRBI implementation through a Professional Learning Community model, focused on teacher collaboration. All teachers continue to receive professional development training in differentiated instruction strategies. A co-teaching model is utilized at all grade levels, with special education teachers and regular education teachers receiving training in team teaching strategies. Efforts are underway to shift this model to a blended services approach designed to fully integrate intervention. The Best Buddies Program at the high school provides opportunities for regular education and cognitively challenged students to participate together in a variety of activities. Less formal buddy programs are established at other schools, accomplishing the same goal. The 2011-2012 year will see a pilot Unified Sports program 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 at early grade levels has been reinforced with the opening of the Watertown Family Resource Center. Reading Nights, Parent Nights, and Literacy Bags (family oriented reading activities) have been initiated by the FRC. The Watertown Council on Teaching and Learning was established in 2009-2010. The Council, comprised of teachers and administrators, meets quarterly for all curricular areas, providing opportunity for curriculum articulation across all grades (K-12). From these discussions, adjustments have been made that provide enhanced district improvement planning. A new Language Arts/Reading program has been introduced in grades Kindergarten through five; StoryTown is a comprehensive program that integrates reading and writing. The high school has developed a three-year curriculum plan that updates and expands all curricular areas.
