Connecticut State Department of Education

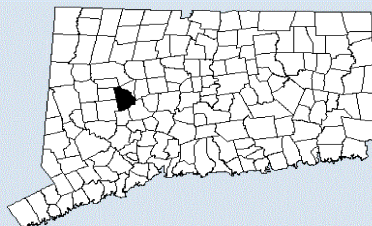# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

Watertown School District

Mr. Thomas Mcdowell, Superintendent • 860-945-4801 • http://www.watertownps.org

District Information

Grade Range	PK-12
Number of Schools	5
Enrollment	2,932
Per Pupil Expenditures[1]	$13,234
Total Expenditures[1]	$40,111,502

[1]*Expenditure data reflect the 2012-13 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 2014)](#)
(2014® The College Board)

Contents

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	1,415	48.3	48.3
Male	1,517	51.7	51.6
American Indian	6	0.2	0.2
Asian	66	2.3	4.6
Black or African American	65	2.2	12.9
Hispanic or Latino	208	7.1	21.2
Pacific Islander	0	0.0	0.0
White	2,511	85.6	58.4
Two or More Races	76	2.6	2.3
English Language Learners	72	2.5	5.7
Eligible for Free or Reduced-Price Meals	676	23.1	37.3
Students with Disabilities[1]	354	12.1	12.8

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	159	11.5	74	5.2
Male	136	9.3	171	11.2
Black or African American	*	*	15	22.0
Hispanic or Latino	25	12.8	35	17.4
White	229	9.4	180	7.1
English Language Learners	7	9.7	*	*
Eligible for Free or Reduced-Price Meals	120	18.3	122	17.2
Students with Disabilities	60	17.8	69	17.8
District	295	10.4	245	8.3
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 138

[2]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.

[3]The 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	168.9
Paraprofessional Instructional Assistants	21.0
Special Education	
Teachers and Instructors	29.4
Paraprofessional Instructional Assistants	58.5
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	12.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	6.4
Counselors, Social Workers and School Psychologists	15.8
School Nurses	8.0
Other Staff Providing Non-Instructional Services/Support	143.7

[1]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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Asian	0	0	1.0
Black or African American	1	0.4	3.5
Hispanic	3	1.2	3.6
Native American	0	0	0.1
White	237	98.3	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	99.1
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

[2]Core 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	7.3	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	0	0	*	*
Hispanic or Latino	0	0	*	*
White	10	5.6	59	29.4
English Language Learners	0	0	0	0
Eligible for Free or Reduced-Price Meals	0	0	12	25.0
Students with Disabilities	0	0	*	*
District	12	6.2	75	31.6
State		14.2		26.8

[3]Effective 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 Peers[4]

	Count	Rate (%)
Autism	21	55.3
Emotional Disturbance	18	78.3
Intellectual Disability	*	*
Learning Disability	91	87.5
Other Health Impairment	90	84.9
Other Disabilities	*	*
Speech/Language Impairment	28	90.3
District	252	76.6
State		69.2

[4]Ages 6-21

District Profile and Performance Report for School Year 2013-14
Watertown School District

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	42	1.4	1.4
Emotional Disturbance	23	0.8	1.0
Intellectual Disability	17	0.6	0.4
Learning Disability	104	3.6	4.2
Other Health Impairment	106	3.6	2.5
Other Disabilities	20	0.7	1.0
Speech/Language Impairment	35	1.2	1.9
All Disabilities	347	11.9	12.4

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	28	8.0	8.1

[2]Grades K-12

Overall Expenditures:[3] 2012-13

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	23,421,396	7,750	8,769
Instructional Supplies and Equipment	351,430	116	275
Improvement of Instruction and Educational Media Services	664,185	220	487
Student Support Services	1,813,073	600	965
Administration and Support Services	4,883,696	1,616	1,600
Plant Operation and Maintenance	4,584,251	1,517	1,472
Transportation	3,121,114	730	786
Costs of Students Tuitioned Out	1,265,228	N/A	N/A
Other	7,129	2	178
Total	40,111,502	13,234	14,642
Additional Expenditures			
Land, Buildings, and Debt Service	5,577,214	1,846	1,434

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

Special Education Expenditures: 2012-13

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,150,146	42.3	35.6
Noncertified Personnel	1,234,582	16.6	14.5
Purchased Services	332,361	4.5	5.0
Tuition to Other Schools	1,025,468	13.8	21.4
Special Ed. Transportation	859,638	11.5	8.5
Other Expenditures	852,866	11.4	14.9
Total Expenditures	7,455,061	100.0	100.0
PK-12 Expenditures Used for Special Education		18.6	21.9

Expenditures by Revenue Source:[4] 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	68.1	65.5
State	29.7	32.1
Federal	2.0	2.3
Tuition & Other	0.1	0.2

[4]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).

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

CMT	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved
Black or African American	74.8	70.6	59.3	68.0	.	.	.	
Hispanic or Latino	73.4	75.9	79.9	80.8	.	.	.	
English Language Learners	61.6	54.8	60.0	56.6	.	.	.	
Eligible for Free or Reduced-Price Meals	72.9	68.7	72.7	73.1	.	.	.	
Students with Disabilities	49.9	44.1	47.7	48.3	.	.	.	
High Needs	66.2	63.0	67.4	66.8	.	.	.	
District	83.5	81.6	83.8	82.6	.	.	.	

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

CAPT

CAPT	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	58.4	65.8	62.4	66.8	.	.	.	
Students with Disabilities	23.9	28.4	34.9	37.2	.	.	.	
High Needs	47.5	55.5	55.4	56.4	.	.	.	
District	69.9	74.3	74.8	74.9	.	.	.	

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 Proficient[1]

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%

[1]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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	96.6	89.5	93.0	90.3	826	92.3
Curl Up	96.0	77.5	74.6	80.5	826	81.2
Push Up	91.5	70.3	77.7	76.2	826	78.5
Mile Run/PACER	84.1	76.6	71.9	62.7	826	73.6
All Tests - District	79.0	52.6	53.9	47.6	826	57.5
All Tests - State	50.2	50.7	50.3	53.9		51.1

[2]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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2012-13				2013-14
	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	64	70.3	78.1	No	79.7
Students with Disabilities	35	51.4	61.3	No	64.6
District	272	86.8	88.5	No	89.1
State[4]		85.5			

[1]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 2013 are available online.

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

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

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	81.0	69	31.2
Male	64.5	73	34.6
Black or African American	*	*	*
Hispanic or Latino	45.0	*	*
White	73.0	123	32.5
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	52.3	19	22.1
Students with Disabilities	*	*	*
District	72.9	142	32.9
State	72.9		37.6

College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	85.4	94.3
Male	74.8	83.8
Black or African American	*	*
Hispanic or Latino	*	*
White	81.3	90.1
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	59.3	76.5
Students with Disabilities	45.5	*
District	80.3	89.5
State	72.7	88.5

[5]College 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

[6]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.

[7]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.

[8]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

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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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.

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.