

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



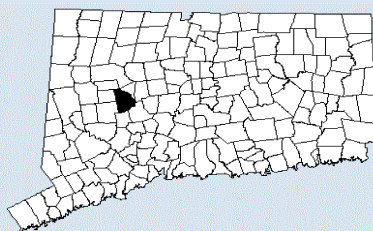
Watertown School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,785
Per Pupil Expenditures ¹	\$15,966
Total Expenditures ¹	\$44,624,543

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.

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

Students

October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,316	47.3	48.4
Male	1,469	52.7	51.6
American Indian or Alaska Native	6	0.2	0.3
Asian	57	2.0	5.1
Black or African American	71	2.5	12.8
Hispanic or Latino	210	7.5	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	77	2.8	3.3
White	2,364	84.9	53.6
English Learners	76	2.7	7.2
Eligible for Free or Reduced-Price Meals	734	26.4	36.7
Students with Disabilities ¹	381	13.7	14.8

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 Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	164	12.7	49	3.7
Male	150	10.4	119	7.9
Black or African American	14	18.9	7	9.0
Hispanic or Latino	30	14.2	25	11.5
White	248	10.8	122	5.1
English Learners	6	6.2	*	*
Eligible for Free or Reduced-Price Meals	155	17.4	79	8.3
Students with Disabilities	72	19.4	55	12.6
District	314	11.5	168	6.0
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 146

Number of school-based arrests: 21

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	176.2
Paraprofessional Instructional Assistants	24.7
Special Education	
Teachers and Instructors	30.0
Paraprofessional Instructional Assistants	72.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	10.0
Library/Media	
Specialists (Certified)	4.0
Support Staff	4.0
Instructional Specialists Who Support Teachers	8.0
Counselors, Social Workers and School Psychologists	15.8
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	112.0

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	1	0.4	3.7
Hispanic or Latino	1	0.4	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	248	99.2	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.8	10.5

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	0	0.0	*	*
Hispanic or Latino	7	31.8	*	*
White	77	42.8	137	70.3
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	16	26.2	34	54.8
Students with Disabilities	7	17.1	10	38.5
District	89	40.6	149	65.6
State		69.3		80.1

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	30	62.5
Emotional Disturbance	26	68.4
Intellectual Disability	*	*
Learning Disability	109	85.8
Other Health Impairment	80	81.6
Other Disabilities	*	*
Speech/Language Impairment	22	81.5
District	271	75.9
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	49	1.8	1.8
Emotional Disturbance	38	1.4	1.1
Intellectual Disability	12	0.4	0.5
Learning Disability	128	4.6	5.2
Other Health Impairment	98	3.5	3.1
Other Disabilities	19	0.7	1.1
Speech/Language Impairment	29	1.0	1.8
All Disabilities	373	13.4	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	7	1.9	8.3
Private Schools or Other Settings	23	6.2	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil District (\$)	Per Pupil State (\$)
Instructional Staff and Services	26,195,354	9,470	9,847
Instructional Supplies and Equipment	345,774	125	287
Improvement of Instruction and Educational Media Services	704,981	255	589
Student Support Services	1,719,367	622	1,120
Administration and Support Services	5,995,851	2,168	1,905
Plant Operation and Maintenance	4,992,292	1,805	1,648
Transportation	2,576,063	880	904
Costs of Students Tuitioned Out	2,037,710	N/A	N/A
Other	57,151	21	208
Total	44,624,543	15,966	16,535

Additional Expenditures

Land, Buildings, and Debt Service	4,583,153	1,657	1,393
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,710,000	35.3	33.8
Noncertified Personnel	1,457,315	13.9	14.5
Purchased Services	914,302	8.7	5.5
Tuition to Other Schools	1,773,173	16.9	23.4
Special Ed. Transportation	1,067,467	10.2	8.7
Other Expenditures	1,577,209	15.0	14.1
Total Expenditures	10,499,466	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	69.9	69.1
State	27.8	28.3
Federal	1.9	2.1
Tuition & Other	0.5	0.5

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).

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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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*
Asian	32	75.1	32	73.1
Black or African American	41	63.8	41	50.9
Hispanic or Latino	120	69.0	120	60.3
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	43	69.8	43	63.2
White	1244	72.5	1242	65.4
English Learners	65	66.2	65	62.9
Non-English Learners	1418	72.2	1416	64.7
Eligible for Free or Reduced-Price Meals	484	67.8	483	60.0
Not Eligible for Free or Reduced-Price Meals	999	74.0	998	66.9
Students with Disabilities	209	51.9	209	43.3
Students without Disabilities	1274	75.2	1272	68.2
High Needs	611	65.2	610	57.3
Non-High Needs	872	76.7	871	69.8
District	1483	72.0	1481	64.7

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
MATH			
Connecticut	40%	36%	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 student subgroup performance on NAEP, [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	97.1	77.1	89.0	88.9	780	87.6
Curl Up	99.4	69.5	73.3	90.0	780	82.1
Push Up	92.9	65.7	76.2	78.9	780	77.7
Mile Run/PACER	86.5	73.8	80.0	59.5	780	74.7
All Tests - District	82.9	42.9	53.8	51.6	780	56.7
All Tests - State	53.2	51.4	50.5	45.6		50.1

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.

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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	8	*
Hispanic or Latino	19	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	68	83.8
Students with Disabilities	20	80.0
District	216	91.7
State		87.9

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 2016-17 school year.

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

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.8	113	49.6
Male	95.0	66	30.3
Black or African American	*	*	*
Hispanic or Latino	100.0	8	23.5
White	96.0	158	42.1
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	93.5	26	21.1
Students with Disabilities	79.1	0	0.0
District	96.4	179	40.1
State	96.3		44.8

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 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.

Copyright © 2018 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	83.5	90.5
Male	66.3	85.1
Black or African American	*	*
Hispanic or Latino	*	*
White	74.3	88.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	62.3	83.3
Students with Disabilities	34.8	*
District	74.9	87.7
State	70.9	88.3

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	72.0	75	48.0	50	95.9	67.6
	High Needs Students	65.2	75	43.4	50	86.9	57.5
Math Performance Index	All Students	64.7	75	43.1	50	86.2	62.7
	High Needs Students	57.3	75	38.2	50	76.4	52.0
ELA Academic Growth	All Students	64.7%	100%	64.7	100	64.7	60.7%
	High Needs Students	63.6%	100%	63.6	100	63.6	55.6%
Math Academic Growth	All Students	63.5%	100%	63.5	100	63.5	61.9%
	High Needs Students	58.7%	100%	58.7	100	58.7	55.4%
Chronic Absenteeism	All Students	11.5%	<=5%	37.0	50	73.9	10.7%
	High Needs Students	16.4%	<=5%	27.1	50	54.3	16.6%
Preparation for CCR	% Taking Courses	53.4%	75%	35.6	50	71.2	74.8%
	% Passing Exams	40.1%	75%	26.8	50	53.5	44.8%
On-track to High School Graduation		89.9%	94%	47.8	50	95.7	87.5%
4-year Graduation All Students (2017 Cohort)		91.7%	94%	97.5	100	97.5	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		84.5%	94%	89.9	100	89.9	81.8%
Postsecondary Entrance (Class of 2017)		74.9%	75%	99.8	100	99.8	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		89.4% 56.7%	75%	18.9	50	37.8	96.6% 50.1%
Arts Access		61.0%	60%	50.0	50	100.0	51.2%
Accountability Index				953.6	1250	76.3	

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	75.0	65.2	9.8	15.9	
Math Performance Index Gap	69.8	57.3	12.6	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	84.5%	9.5%	12.7%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.2
	High Needs Students	97.1
Math	All Students	98.1
	High Needs Students	97.0
Science	All Students	97.1
	High Needs Students	96.3

³Minimum 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: 56.3

State: 51.5

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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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.

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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.