

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



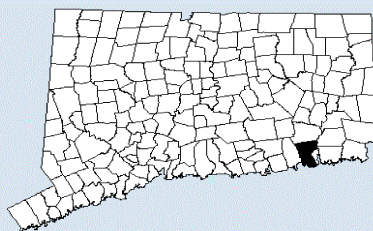
## Waterford School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	10
Enrollment	2,535
Per Pupil Expenditures <sup>1</sup>	\$16,687
Total Expenditures <sup>1</sup>	\$48,443,434

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### 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](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, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,268	50.0	48.4
Male	*	*	51.6
American Indian or Alaska Native	9	0.4	0.3
Asian	127	5.0	5.1
Black or African American	65	2.6	12.8
Hispanic or Latino	258	10.2	24.8
Pacific Islander	7	0.3	0.1
Two or More Races	99	3.9	3.3
White	1,970	77.7	53.6
English Learners	37	1.5	7.2
Eligible for Free or Reduced-Price Meals	502	19.8	36.7
Students with Disabilities <sup>1</sup>	389	15.3	14.8

<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	91	7.2	30	2.3
Male	*	*	87	6.8
Black or African American	*	*	10	15.2
Hispanic or Latino	25	9.6	18	6.8
White	134	6.9	79	4.0
English Learners	7	11.9	*	*
Eligible for Free or Reduced-Price Meals	86	12.3	64	8.7
Students with Disabilities	67	16.7	49	10.9
District	179	7.1	117	4.6
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 81

Number of school-based arrests: 15

<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 2017-18

## Waterford School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	175.6
Paraprofessional Instructional Assistants	7.0
<b>Special Education</b>	
Teachers and Instructors	30.4
Paraprofessional Instructional Assistants	63.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.5
School Level	11.2
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	13.0
Counselors, Social Workers and School Psychologists	16.8
School Nurses	5.1
Other Staff Providing Non-Instructional Services/Support	139.8

<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	1.1
Black or African American	2	0.8	3.7
Hispanic or Latino	5	2.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	247	96.5	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.9	10.5

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	7	*
Hispanic or Latino	13	*	10	*
White	136	90.1	151	93.2
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	29	85.3	36	87.8
Students with Disabilities	16	69.6	25	73.5
District	172	87.8	189	91.7
State		69.3		80.1

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	42	77.8
Emotional Disturbance	26	60.5
Intellectual Disability	6	*
Learning Disability	129	97.0
Other Health Impairment	76	83.5
Other Disabilities	6	*
Speech/Language Impairment	29	93.5
District	314	82.2
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Waterford School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	59	2.2	1.8
Emotional Disturbance	43	1.6	1.1
Intellectual Disability	13	0.5	0.5
Learning Disability	133	5.0	5.2
Other Health Impairment	91	3.4	3.1
Other Disabilities	20	0.8	1.1
Speech/Language Impairment	38	1.4	1.8
All Disabilities	397	14.9	14.5

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

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	23	5.8	8.3
Private Schools or Other Settings	20	5.0	5.2

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	27,406,445	10,897	9,847
Instructional Supplies and Equipment	1,299,016	517	287
Improvement of Instruction and Educational Media Services	527,497	210	589
Student Support Services	3,254,378	1,294	1,120
Administration and Support Services	4,619,277	1,837	1,905
Plant Operation and Maintenance	5,026,519	1,999	1,648
Transportation	2,478,876	847	904
Costs of Students Tuitioned Out	2,897,011	N/A	N/A
Other	934,415	372	208
Total	48,443,434	16,687	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	7,383,808	2,936	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,495,348	39.6	33.8
Noncertified Personnel	1,741,002	15.3	14.5
Purchased Services	455,419	4.0	5.5
Tuition to Other Schools	2,204,888	19.4	23.4
Special Ed. Transportation	543,005	4.8	8.7
Other Expenditures	1,902,621	16.8	14.1
Total Expenditures	11,342,283	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	92.4	96.1
State	6.0	2.0
Federal	1.5	1.7
Tuition & Other	0.2	0.2

<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 2017-18

## 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.

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	68	73.3	68	73.0
Black or African American	32	63.2	32	55.6
Hispanic or Latino	125	65.6	125	59.9
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	57	74.1	57	66.5
White	1032	73.2	1032	68.8
English Learners	55	59.0	55	60.2
Non-English Learners	1268	72.9	1268	68.0
Eligible for Free or Reduced-Price Meals	286	64.3	286	57.5
Not Eligible for Free or Reduced-Price Meals	1037	74.6	1037	70.5
Students with Disabilities	216	53.3	216	45.6
Students without Disabilities	1107	76.1	1107	72.0
High Needs	424	61.7	424	54.9
Non-High Needs	899	77.4	899	73.7
District	1323	72.4	1323	67.7

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	89.4	72.7	80.4	81.3	757	81.1
Curl Up	92.0	66.3	74.0	84.5	757	79.4
Push Up	78.7	55.2	65.7	74.6	757	68.8
Mile Run/PACER	85.6	59.3	59.3	68.9	757	68.3
All Tests - District	66.0	45.9	41.2	46.6	757	49.8
All Tests - State	53.2	51.4	50.5	45.6		50.1

<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 2017-18

## Waterford School District

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

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	18	*
English Learners	6	*
Eligible for Free or Reduced-Price Meals	58	81.0
Students with Disabilities	35	80.0
District	220	92.7
State		87.9

<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.

<sup>2</sup>Cohort 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 Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.0	101	51.3
Male	95.1	110	53.7
Black or African American	*	*	*
Hispanic or Latino	93.5	10	32.3
White	97.8	172	55.0
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.0	27	36.0
Students with Disabilities	80.7	*	*
District	97.0	211	52.5
State	96.3		44.8

<sup>3</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>4</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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	90.1	88.6
Male	69.7	95.0
Black or African American	*	*
Hispanic or Latino	*	*
White	78.3	90.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	65.3	*
Students with Disabilities	51.6	*
District	78.6	91.5
State	70.9	88.3

<sup>5</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>6</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 2017-18

## Waterford School District

### 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	72.4	75	48.2	50	96.5	67.6
	High Needs Students	61.7	75	41.2	50	82.3	57.5
Math Performance Index	All Students	67.7	75	45.1	50	90.3	62.7
	High Needs Students	54.9	75	36.6	50	73.2	52.0
ELA Academic Growth	All Students	59.1%	100%	59.1	100	59.1	60.7%
	High Needs Students	51.7%	100%	51.7	100	51.7	55.6%
Math Academic Growth	All Students	62.0%	100%	62.0	100	62.0	61.9%
	High Needs Students	49.9%	100%	49.9	100	49.9	55.4%
Chronic Absenteeism	All Students	7.1%	<=5%	45.7	50	91.5	10.7%
	High Needs Students	12.2%	<=5%	35.7	50	71.4	16.6%
Preparation for CCR	% Taking Courses	89.8%	75%	50.0	50	100.0	74.8%
	% Passing Exams	52.5%	75%	35.0	50	70.0	44.8%
On-track to High School Graduation		95.9%	94%	50.0	50	100.0	87.5%
4-year Graduation All Students (2017 Cohort)		92.7%	94%	98.6	100	98.6	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		83.3%	94%	88.7	100	88.7	81.8%
Postsecondary Entrance (Class of 2017)		78.6%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.2%   49.8%	75%	33.2	50	66.4	96.6%   50.1%
Arts Access		42.3%	60%	35.3	50	70.5	51.2%
<b>Accountability Index</b>				<b>966.0</b>	<b>1250</b>	<b>77.3</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?					Y
ELA Performance Index Gap	75.0	61.7	13.3	15.9	
Math Performance Index Gap	73.7	54.9	18.8	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	83.3%	10.7%	12.7%	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	99.6
	High Needs Students	99.3
Math	All Students	99.6
	High Needs Students	99.3
Science	All Students	98.9
	High Needs Students	98.4

<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: 53.5**

**State: 51.5**

#### 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 2017-18

## Waterford School District

### Narratives

#### School District Improvement Plans and Parental Outreach Activities

Waterford presented its latest Strategic Coherence Plan to the district this school year, which over the course of 2017-2022, will focus on outcomes of goals for learning, teaching for learning, measures for learning, alignment and coherence, and local factors.

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.

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.

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.

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.

Parental outreach has grown in our district over the past year. Each school has specific social media handles for their schools so parents are able to see day by day what is happening at each school. Our district website lists all community and school activities, and ways for parents to become involved. We also host a Parent Advisory Council each month at the Board of Education and invite parents from all five schools to participate and give feedback about areas of strength and opportunity at their child's school.

Additionally, on the district level, two new Twitter accounts have been created to reach parents digitally with news and school updates, along with print and digital copies of our newsletter, The Connection. This publication is "bringing the accomplishments and initiatives of the Waterford Public Schools to the Town, Community and beyond to create a Connection that will reinforce a strong commitment to coming together to educate the whole child.

Our PreK-12 Parent Academy is held at various times throughout the year, with a focus on engaging the Waterford community in a variety of topics that parents and families are confronted with in their daily life.

#### 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. Waterford High School's School Climate Committee meets monthly to address any challenges or opportunities, as well as their Adolescent Learning and Leadership Institute. Great Neck Elementary school has adopted the practice of holding a daily morning meeting with students where classroom teachers discuss topics aimed at social/emotional well-being, inclusiveness and being accepting of differences. All students in a classroom community are provided with opportunities to share. Oswegatchie Elementary has a resident artist program work with 5th grade students on a unit on immigration. Students wrote songs and created art work on the topic of immigration, in addition to their Chinese Cultural Club that focuses on east Asian cultures. Quaker Hill Elementary school hosted a diversity project where they teamed up three classrooms with three urban classrooms from Uncas School in Norwich and those classrooms traveled to each other's schools and participated in STEM labs and worked together to solve STEM challenges.

Clark Lane Middle School has made great efforts to make students more culturally aware, and reduce racial isolation and bias in a number of ways. In grade 6, students explore the topic of the Holocaust, and present projects dealing with the progression from stereotyping to the horrors of genocide. Students in grade 7 experience a variety of guest speakers such as visitors from South Africa, Ghana, Israel and Jordan. Students have attended classes devoted to Heifer International and a variety of other charities and causes, both international and local.

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.

The quality of programs that Waterford has created over the years has greatly improved.

# District Profile and Performance Report for School Year 2017-18

## 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.