

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



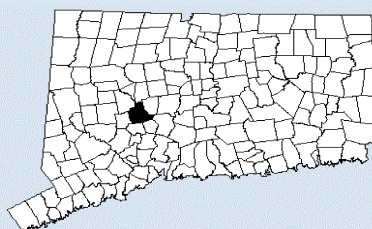
## Waterbury School District

Ms. Kathleen Ouellette, Superintendent • 203-574-8004 • [www.waterbury.k12.ct.us](http://www.waterbury.k12.ct.us)

### District Information

Grade Range	PK-12
Number of Schools/Programs	54
Enrollment	18,878
Per Pupil Expenditures <sup>1</sup>	\$14,594
Total Expenditures <sup>1</sup>	\$273,229,441

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)  
(2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	9,199	48.7	48.3
Male	9,679	51.3	51.6
American Indian or Alaska Native	100	0.5	0.2
Asian	309	1.6	4.7
Black or African American	4,357	23.1	12.9
Hispanic or Latino	9,646	51.1	22.1
Pacific Islander	11	0.1	0.0
Two or More Races	663	3.5	2.5
White	3,792	20.1	57.2
English Language Learners	2,354	12.5	6.3
Eligible for Free or Reduced-Price Meals	13,695	72.5	37.6
Students with Disabilities <sup>1</sup>	3,330	17.6	13.3

<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	1,529	17.3	1,316	14.2
Male	1,832	19.8	2,323	23.6
Black or African American	799	18.8	1,149	25.9
Hispanic or Latino	2,032	21.9	1,935	19.6
White	389	11.0	395	10.5
English Language Learners	559	25.0	508	20.5
Eligible for Free or Reduced-Price Meals	2,935	20.4	3,159	20.7
Students with Disabilities	949	29.5	1,064	29.0
District	3,361	18.6	3,639	19.0
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 5,520**

<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 2014-15

## Waterbury School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	1,163.2
Paraprofessional Instructional Assistants	83.6
<b>Special Education</b>	
Teachers and Instructors	218.8
Paraprofessional Instructional Assistants	357.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	25.0
School Level	80.8
<b>Library/Media</b>	
Specialists (Certified)	22.0
Support Staff	17.0
Instructional Specialists Who Support Teachers	71.9
Counselors, Social Workers and School Psychologists	104.6
School Nurses	27.2
Other Staff Providing Non-Instructional Services/Support	828.8

<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	2	0.1	0.1
Asian	16	1.0	1.0
Black or African American	59	3.5	3.5
Hispanic or Latino	119	7.1	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	1,492	88.4	91.8

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

	Percent of Total (%)
District	98.4
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
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: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.0	9.2

### 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	152	48.6	172	56.4
Hispanic or Latino	233	42.8	299	58.1
White	82	41.0	153	58.8
English Language Learners	39	29.5	45	46.4
Eligible for Free or Reduced-Price Meals	378	45.8	483	59.0
Students with Disabilities	61	35.3	117	55.2
District	506	44.7	653	57.6
State		58.4		73.8

<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	90	41.7
Emotional Disturbance	78	30.5
Intellectual Disability	20	18.2
Learning Disability	819	71.0
Other Health Impairment	429	64.4
Other Disabilities	31	25.2
Speech/Language Impairment	476	81.8
District	1,943	62.5
State		69.7

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

# District Profile and Performance Report for School Year 2014-15

## Waterbury School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	217	1.2	1.5
Emotional Disturbance	257	1.4	1.0
Intellectual Disability	110	0.6	0.5
Learning Disability	1,159	6.5	4.4
Other Health Impairment	671	3.8	2.6
Other Disabilities	230	1.3	1.0
Speech/Language Impairment	599	3.4	1.9
All Disabilities	3,243	18.2	13.0

<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	56	1.7	8.1
Private Schools or Other Settings	155	4.8	5.4

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

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	158,193,631	8,499	9,134
Instructional Supplies and Equipment	6,963,543	374	334
Improvement of Instruction and Educational Media Services	24,228,974	1,302	498
Student Support Services	10,424,274	560	1,001
Administration and Support Services	24,067,357	1,293	1,694
Plant Operation and Maintenance	21,436,579	1,152	1,572
Transportation	12,130,687	645	813
Costs of Students Tuitioned Out	6,016,327	N/A	N/A
Other	9,768,069	525	186
Total	273,229,441	14,594	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	19,761,054	1,062	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	20,437,722	32.3	35.1
Noncertified Personnel	11,274,223	17.8	14.2
Purchased Services	4,019,615	6.3	5.2
Tuition to Other Schools	6,016,327	9.5	22.0
Special Ed. Transportation	4,933,266	7.8	8.6
Other Expenditures	16,638,554	26.3	14.9
Total Expenditures	63,319,707	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	35.0	35.9
State	57.9	56.5
Federal	6.3	6.7
Tuition & Other	0.8	0.8

<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 2014-15

## Waterbury 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	*	*	*	*	*	*
Asian	135	66.5	134	59.8	69	51.6
Black or African American	2189	51.1	2184	40.9	959	39.7
Hispanic or Latino	4565	50.6	4565	41.4	1921	39.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	265	57.6	265	48.3	103	47.4
White	1839	62.1	1844	53.0	798	49.7
English Language Learners	1245	41.8	1246	34.7	529	32.4
Non-English Language Learners	7804	55.4	7802	45.7	3346	43.6
Eligible for Free or Reduced-Price Meals	7432	51.3	7425	42.3	3097	40.3
Not Eligible for Free or Reduced-Price Meals	1617	63.5	1623	52.7	778	49.4
Students with Disabilities	1868	38.2	1872	31.0	857	32.1
Students without Disabilities	7181	57.5	7176	47.6	3018	44.9
High Needs	7691	51.1	7688	42.1	3239	40.1
Non-High Needs	1358	67.2	1360	56.0	636	52.4
District	9049	53.5	9048	44.2	3875	42.1

#### 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>			
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	86.0	86.3	82.9	89.1	3,998	85.4
Curl Up	82.9	82.9	80.3	77.6	3,998	81.9
Push Up	65.0	71.1	63.1	69.0	3,998	66.6
Mile Run/PACER	77.6	68.9	58.1	50.6	3,998	68.0
All Tests - District	47.4	46.2	40.7	46.0	3,998	45.0
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Waterbury School District

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

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	364	72.0	76.3	No	78.3
Hispanic or Latino	633	58.9	64.5	No	67.8
English Language Learners	166	42.2	56.4	No	60.6
Eligible for Free or Reduced-Price Meals	1,112	65.9	69.9	No	72.6
Students with Disabilities	236	45.3	61.2	No	64.8
District	1,350	67.9	72.7	No	75.1
State <sup>4</sup>		87.0			

<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 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 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	59.6	150	13.1
Male	46.4	89	7.9
Black or African American	53.2	26	4.2
Hispanic or Latino	46.1	78	7.4
White	65.4	118	25.7
English Language Learners	29.3	9	3.9
Eligible for Free or Reduced-Price Meals	50.8	113	6.9
Students with Disabilities	32.8	0	0.0
District	53.1	239	10.6
State	67.2		37.3

<sup>5</sup>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
- 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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	63.5	79.9
Male	52.3	73.9
Black or African American	53.6	75.3
Hispanic or Latino	54.6	72.7
White	65.9	82.3
English Language Learners	55.1	78.3
Eligible for Free or Reduced-Price Meals	54.9	74.8
Students with Disabilities	35.0	53.1
District	57.8	77.2
State	72.6	88.8

<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 2014-15

## Waterbury School District

### Next Generation Accountability Results

These statistics are the first 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	53.5	75	71.3	100	71.3	67.9
	High Needs Students	51.1	75	68.1	100	68.1	56.7
Math Performance Index	All Students	44.2	75	58.9	100	58.9	59.3
	High Needs Students	42.1	75	56.1	100	56.1	47.8
Science Performance Index	All Students	42.1	75	56.1	100	56.1	56.5
	High Needs Students	40.1	75	53.4	100	53.4	45.9
Chronic Absenteeism	All Students	18.6%	<=5%	22.8	50	45.6	10.6%
	High Needs Students	20.4%	<=5%	19.2	50	38.4	17.3%
Preparation for CCR	% Taking Courses	51.2%	75%	34.1	50	68.2	66.1%
	% Passing Exams	10.6%	75%	7.0	50	14.1	37.3%
On-track to High School Graduation		73.4%	94%	39.0	50	78.1	85.6%
4-year Graduation All Students (2014 Cohort)		67.9%	94%	72.2	100	72.2	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		65.9%	94%	70.1	100	70.1	77.6%
Postsecondary Entrance (Class of 2014)		58.1%	75%	77.5	100	77.5	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		73.1%   45.0%	75%	15.0	50	30.0	87.6%   51.0%
Arts Access		34.9%	60%	29.1	50	58.1	45.7%
<b>Accountability Index</b>				<b>750.0</b>	<b>1250</b>	<b>60.0</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	67.2	51.1	16.2	17.3	
Math Performance Index Gap	56.0	42.1	13.9	19.6	
Science Performance Index Gap	52.4	40.1	12.3	17.2	
Graduation Rate Gap	77.8%	65.9%	11.9%	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

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

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.5
	High Needs Students	98.4
Math	All Students	98.4
	High Needs Students	98.4
Science	All Students	97.8
	High Needs Students	97.6

### 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: 40.7      State: 50.1**

#### 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 2014-15

## Waterbury School District

### Narratives

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

The district continued implementation of its dynamic strategic plan, the Waterbury Blueprint for Change (2012-2017), a multi-year plan that focuses school improvement efforts around four goals: quality school principals and teachers who deliver rigorous and effective instruction; equal access to quality curriculum aligned to Common Core State Standards; a safe and positive school climate that welcomes and actively engages all families; and ensuring that all students who enter ninth grade are prepared to enter colleges or careers of their choice by graduation. The district continued its Central Office Transformation in which Instructional Leadership Directors worked with principals individually, and in learning networks, to strengthen the principals' instructional leadership skills, increasing capacity of principals to promote high quality teaching. The district provided embedded professional development, used its new staff evaluation system, recruited high quality educators, and implemented Turnaround Plans at two Commissioner's Network Schools: Walsh Elementary and Crosby High School. Participation in Gear UP with Naugatuck Valley Community College continued. The district continued use of a web-based District Dashboard to monitor student academic progress, chronic absenteeism, and staff evaluations. The Special Education department created an SRBI binder aligned to PBIS to promote positive student behaviors, and started a pre-vocational riding program at State Street School; many students expressed interest in equine careers. The district prioritized reducing chronic absenteeism via implementation of School Improvement Plans that included use of chronic absenteeism teams and multi-tiered approaches involving site-specific strategies to meet attendance goals. The district provided District Attendance Counselors, Truancy Prevention Specialists, Behavior Technicians, Hall Monitors, School Resource Police Officers, Parent Liaisons, and Positive Behavior Intervention Programs.

The district sustained its focus on Parental Engagement. District staff participated in monthly CSDE Cafes on that topic. Parent Liaisons worked at all schools to increase parents' knowledge base and engagement in their child's education. The district adopted the Dual Capacity Framework to ensure that efforts at central office and at schools focus on building capacity of the families of our students. The district implemented a new parent conference schedule in place of traditional open houses, with positive feedback from parents and teachers. Schools provided Literacy and Math Nights, Science Nights, Technology Nights, Special Education Info, Fall Festivals, District SAT Night, and Coffee Hours for parents. Each school hosted a Community Meeting, individually or jointly, to engage families off-site; and Annual District and School Title I Meetings were held. The District Parent Advisory Council and School Family Community Partnership hosted the 1st Annual Parent & Community Leadership Conference where a parent from each school was honored. Student of the Month, PTO-PTA, holiday events, movie nights, couponing, and workshops were held. School websites and newsletters, TV Channel 16, and IRIS alerts were used to keep parents informed. Several schools have volunteer school, family, community partnerships, and nineteen schools now have formal School Governance Councils

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

The district is wonderfully diverse; students and staff represent many racial, ethnic, and cultural backgrounds. In addition to natural peer-to-peer interaction for students, the district and the schools host many activities that help to reduce racial, ethnic and economic isolation. Examples include: hosting an annual district-wide Hispanic heritage event, in addition to individual school activities related to Hispanic heritage; school-based Black History Month activities that bring Black History to life in the classroom; and Multi-Cultural Celebrations reflecting Waterbury's diverse population. School drama and musical productions, intergenerational STEM and fitness activities, celebrations, and sister schools events all promote awareness of diversity. Many schools also participated in interdistrict cooperative grant projects led by non-profit organizations who partner with the district. Such projects allow Waterbury students to learn side by side with students of various racial, ethnic, and economic backgrounds from other districts. The district has two interdistrict magnet elementary schools, and one middle-high school magnet that is focused on the arts. Each magnet school draws students from neighboring suburbs and from the city. Since its inception as an interdistrict magnet school in 1996, Maloney Elementary School has had an exemplary Japanese language program. Groups of students from district high schools explored other countries and cultures as well through various trips, including travel to Europe. The district continues to aggressively recruit staff of all backgrounds, especially minorities, with the goal of providing students with the best possible education, and with racially and culturally diverse positive role models. The district pursued, was awarded, and implemented a competitive planning grant from CSDE to "Increase Representation of Black and Latino Teachers."

# District Profile and Performance Report for School Year 2014-15

## Waterbury School District

### **Equitable Allocation of Resources among District Schools**

To allocate resources, each year district officials carefully weigh school and student needs against available funding, including state and federal entitlement grants. Principals have an opportunity to present budget requests for schools; not every school has the same needs. Instructional Leadership Directors and Subject Supervisors present budget for curriculum development or program enhancement. Some funds are allocated with district wide impact, others are related to specific school needs and enrollment. Literacy tutors have been deployed in the elementary schools based on student need demonstrated on the district DIBELS Next Assessment. High poverty schools or schools with special programs may need additional support, older buildings may require updates, and some schools may experience changes in student enrollment. Some schools, such as magnet schools, have access to additional funding through the State. All schools have access to additional support through competitive grants and educational partnerships. Through careful consideration of all aspects of the budget, the district is able to provide an equitable allocation of resources to all schools, and all students.