

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



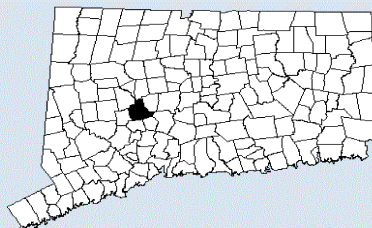
Waterbury School District

Dr. Verna Ruffin, Superintendent • 203-574-8004 • www.waterbury.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools/Programs	59
Enrollment	18,807
Per Pupil Expenditures ¹	\$15,859
Total Expenditures ¹	\$301,513,405

¹ Expenditure data reflect the 2018-19 school year.



Community Information

[AdvanceCT 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 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	9,104	48.4	48.4
Male	9,703	51.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	301	1.6	5.2
Black or African American	4,052	21.5	12.7
Hispanic or Latino of any race	10,814	57.5	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	656	3.5	3.8
White	2,875	15.3	51.1
English Learners	2,919	15.5	8.3
Eligible for Free or Reduced-Price Meals	15,193	80.8	43.3
Students with Disabilities ³	3,637	19.3	16.0

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

² This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³ Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	1,778	20.4	807	8.4
Male	2,005	21.7	1,331	13.0
Black or African American	821	21.0	651	15.2
Hispanic or Latino of any race	2,323	22.4	1,217	10.6
White	458	17.1	182	6.1
English Learners	693	22.7	296	9.2
Eligible for Free or Reduced-Price Meals	3,389	22.7	1,963	12.0
Students with Disabilities	1,043	30.1	702	17.3
District	3,783	21.0	2,138	10.8
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 3,963

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ A student is chronically absent if they miss 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.

⁵ This column displays 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 2019-20

Waterbury School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	1,150.6
Paraprofessional Instructional Assistants	93.0
Special Education	
Teachers and Instructors	205.0
Paraprofessional Instructional Assistants	390.0
Administrators, Coordinators and Department Chairs	
District Central Office	24.2
School Level	74.6
Library/Media	
Specialists (Certified)	25.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	63.6
Counselors, Social Workers and School Psychologists	90.4
School Nurses	28.0
Other Staff Providing Non-Instructional Services/Support	644.4

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	2	0.1	0.1
Asian	22	1.3	1.2
Black or African American	77	4.7	4.0
Hispanic or Latino of any race	140	8.6	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	10	0.6	0.1
White	1,386	84.7	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.1	10.4

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	143	59.8	202	70.6
Hispanic or Latino of any race	274	56.5	399	67.6
White	116	64.4	172	76.8
English Learners	53	42.4	79	55.2
Eligible for Free or Reduced-Price Meals	469	60.4	682	72.5
Students with Disabilities	103	56.0	168	64.1
District	562	58.8	814	70.8
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	119	37.4
Emotional Disturbance	64	24.9
Intellectual Disability	26	23.4
Learning Disability	1,036	69.5
Other Health Impairment	389	60.7
Other Disabilities	30	23.4
Speech/Language Impairment	328	82.2
District	1,992	59.6
State		67.8

³ This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2019-20

Waterbury School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	325	1.8	2.0
Emotional Disturbance	257	1.4	1.1
Intellectual Disability	111	0.6	0.5
Learning Disability	1,492	8.3	5.7
Other Health Impairment	648	3.6	3.3
Other Disabilities	253	1.4	1.1
Speech/Language Impairment	422	2.4	1.8
All Disabilities	3,508	19.5	15.6

¹ This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	76	2.2	8.2
Private Schools or Other Settings	155	4.4	5.0

² This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$194,370,144	\$10,224	\$10,923
Support services - students	\$9,504,595	\$507	\$1,277
Support services - instruction	\$27,132,670	\$1,447	\$682
Support services - general administration	\$7,333,706	\$391	\$467
Support services - school based administration	\$15,042,700	\$802	\$1,021
Central and other support services	\$1,272,413	\$68	\$679
Operation and maintenance of plant	\$19,692,566	\$1,050	\$1,718
Student transportation services	\$15,308,039	\$1,037	\$1,288
Food services	.	.	\$12
Enterprise operations	\$11,444,756	\$610	\$163
Minor school construction	\$411,815	\$22	\$59
Total	\$301,513,405	\$15,859	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$21,154,286	30.6	28.5
Instructional Aide Salaries	.	.	10.1
Other Salaries	\$12,787,256	18.5	11.1
Employee Benefits	\$15,324,252	22.1	13.0
Purchased Services Other Than Transportation	\$4,569,667	6.6	5.7
Special Education Tuition	\$8,654,977	12.5	22.5
Supplies	\$374,710	0.5	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$6,365,502	9.2	8.0
Equipment	\$5,880	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$69,236,530	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.0	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	34.2
State	57.3
Federal	7.9
Tuition & Other	0.6

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2019-20

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

District Profile and Performance Report for School Year 2019-20

Waterbury School District

Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	320	84.1
Hispanic or Latino of any race	630	78.4
English Learners	185	74.6
Eligible for Free or Reduced-Price Meals	1,180	82.8
Students with Disabilities	219	56.6
District	1,226	82.1
State		88.5

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.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	74.2	74.8
Male	54.6	65.8
Black or African American	69.5	74.3
Hispanic or Latino of any race	57.6	66.8
White	77.8	72.7
English Learners	41.9	73.8
Eligible for Free or Reduced-Price Meals	65.4	70.7
Students with Disabilities	43.1	59.4
District	65.0	70.8
State	71.5	87.5

³ 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.

⁴ 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 2019-20

Waterbury 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	56.1%	100%	60.4%
	Oral	53.1%	100%	57.6%
Chronic Absenteeism	All Students	21.0%	<=5%	12.2%
	High Needs Students	22.5%	<=5%	18.0%
Preparation for CCR	% Taking Courses	65.4%	75%	80.4%
On-track to High School Graduation		85.6%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		82.1%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		79.6%	94%	84.5%
Postsecondary Entrance (Class of 2019)		65.0%	75%	71.5%
Arts Access		36.6%	60%	51.8%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	.	79.6%	.	10.9%	N

¹ 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.

² If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:

<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

District Profile and Performance Report for School Year 2019-20

Waterbury School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Following the development of a set of core values, the Board of Education worked alongside the superintendent and senior level staff to develop a mission and vision statement. Following this work, the district established a Steering Committee, which developed a comprehensive needs assessment. Subcommittees were assigned in the areas of Post-Graduate Guidance and Preparation, Teaching and Learning, Family and Community Engagement, Talent Management, and Fiscal Responsibility. As a result of the needs assessment, subcommittees focused on identifying key priorities, strategies, timelines and qualitative and quantitative metrics of progress to integrate into the strategic plan document. The district has completed a new strategic operating plan that sets the direction for Waterbury Public Schools through 2026.

Waterbury Public Schools continues to build upon a Portrait of the Graduate (PoG) by expanding career pathways in the high schools and offering additional opportunities for students to earn industry credentials and certificates. The Pathways are based on local markets, student interest, community feedback and teacher certification. Waterbury Public Schools now offers the following pathways: Business, Finance, Marketing & Entrepreneurship; Information Technology & Engineering; Health Science; Education & Training; Manufacturing, Construction & Industrial Systems; Early College High School with Post University.

There have been multiple parent and community forums that have been conducted throughout the year and across the district in response to COVID-19. The superintendent delivered consistent and transparent communication regarding reopening plans and protocols, ensuring the school community and community-at-large remained informed. Students began engaging in virtual learning on March 13, 2020 and continued through the end of the school year. Over the last several months, the district has prepared and implemented a plan to transition to a 1:1 device ratio, allowing all students to have equitable access to distance learning.

The district also welcomed the opening of the Academic Academy at Wallace for students in grades 4-8. The Academic Academy is focused on providing students who are accelerated and may be identified as gifted or talented with unique learning opportunities. Students participate in an enrichment-based learning model with access to advanced instruction, accelerated fine arts, world language courses and advanced mathematics in a small school setting. The Early College High School at Crosby High School was established in collaboration with Post University. Starting in 2020-2021, the first freshman class will pursue one of 6 pathways that leads to an Associate's Degree by the time they graduate high school.

The district has hired a Director of Pupil Services who works in collaboration with the District Climate and Attendance Coordinator and Assistant Superintendents to address chronic absenteeism. Each school has a Chronic Absenteeism Team composed of attendance counselors, guidance staff and school administrators. These teams monitor chronic absenteeism data and implement attendance improvement strategies accordingly using a tiered system of interventions.

The district has transformed the registration and family and community engagement center to become a single Welcome Center for Waterbury Public Schools.

Efforts to Reduce Racial, Ethnic and Economic Isolation

District students and staff represent many racial, ethnic and cultural backgrounds. As such, all new curriculum and curricular materials are vetted to ensure cultural responsiveness. In addition, students from diverse backgrounds interact with each other at all schools. The district and the schools host activities such as Hispanic Heritage events; Black History Month activities; and Multi-Cultural Celebrations reflecting Waterbury's diverse population. School productions and events promote awareness of diversity and reduce racial and ethnic isolation. Additionally, over 1,000 students from Waterbury's schools participated in "The Gathering," a city-sponsored celebration of Waterbury's diversity. Students and parents marched in "The Gathering" Parade and participated in additional "Gathering" activities at Library Park.

Some schools participated in inter-district cooperative grant projects led by non-profit organizations that partner with the district; Waterbury students learn side by side students of various racial, ethnic and economic backgrounds from other districts. The district has three inter-district magnet schools; one with a multicultural and science theme (Maloney Elementary) and two with an Arts theme (Rotella Elementary and Waterbury Arts Magnet School-grades 6-12). Each magnet school draws at least 30% of its students from neighboring suburbs, and the rest from Waterbury.

Additionally, the Waterbury Board of Education has passed an equity policy and the District Equity Leadership Team has established an Equity Action Plan. The goal of this initiative is to advance staff understanding of the importance of racial equity and the use of culturally relevant practices to increase student achievement. Plan will follow this schedule: 2019-20- middle schools receive Phase 1 introductory professional learning on Race and Education; 2020-21- high schools receive Phase 1 introduction to Race and Education and middle schools receive continued supports; 2021-22- elementary schools begin Phase 1 training, high schools move through Phase 2 supports and middle schools receive Phase 3 coaching. Cycle continues until all grade levels have completed the 3 phases of support.

District Profile and Performance Report for School Year 2019-20

Waterbury School District

Equitable Allocation of Resources among District Schools

In order to appropriately allocate resources, district officials and administrators weigh school and student needs against available funding, including state and federal entitlement grants. Principals present budget requests for schools through their Assistant Superintendents. The district recognizes that not every school has the same needs and that equality is not equity.

The Chief Academic Officer and Content Supervisors present budget requests for curriculum development or program enhancement. 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.

Sustainability is also a consideration when utilizing grants and budgets to ensure continued success. 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.

The district is consistently successful in securing grants for Focus and Turnaround Schools.