

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



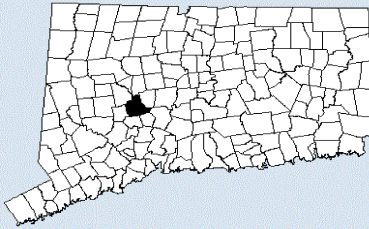
## Waterbury School District

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	51
Enrollment	18,862
Per Pupil Expenditures <sup>1</sup>	\$14,870
Total Expenditures <sup>1</sup>	\$281,159,636

<sup>1</sup>Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)  
 (2016® The College Board)

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### Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	9,123	48.4	48.3
Male	9,739	51.6	51.6
American Indian or Alaska Native	102	0.5	0.2
Asian	309	1.6	4.9
Black or African American	4,299	22.8	12.8
Hispanic or Latino	9,931	52.7	23.0
Pacific Islander	6	0.0	0.0
Two or More Races	631	3.3	2.7
White	3,584	19.0	55.9
English Learners	2,434	12.9	6.4
Eligible for Free or Reduced-Price Meals	13,754	72.9	38.0
Students with Disabilities <sup>1</sup>	3,419	18.1	13.7

<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	1,309	15.0	1,254	13.6
Male	1,607	17.5	2,297	23.2
Black or African American	737	17.6	1,125	25.5
Hispanic or Latino	1,698	18.0	1,926	19.1
White	352	10.6	367	10.4
English Learners	495	19.7	546	21.2
Eligible for Free or Reduced-Price Meals	2,347	16.9	2,892	19.7
Students with Disabilities	925	28.3	1,073	28.9
District	2,916	16.2	3,551	18.6
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 5,162

Number of school-based arrests: 226

<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 2015-16

## Waterbury School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	1,162.9
Paraprofessional Instructional Assistants	114.1
<b>Special Education</b>	
Teachers and Instructors	202.2
Paraprofessional Instructional Assistants	388.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	23.0
School Level	82.4
<b>Library/Media</b>	
Specialists (Certified)	23.0
Support Staff	16.9
Instructional Specialists Who Support Teachers	72.6
Counselors, Social Workers and School Psychologists	103.1
School Nurses	30.2
Other Staff Providing Non-Instructional Services/Support	534.6

<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	14	0.8	1.0
Black or African American	62	3.7	3.5
Hispanic or Latino	118	7.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	4	0.2	0.1
White	1,475	88.1	91.7

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

	Percent of Total (%)
District	98.4
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.2	9.4

### 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	130	41.7	192	59.8
Hispanic or Latino	226	39.4	320	60.4
White	74	31.8	135	63.7
English Learners	47	37.3	68	52.7
Eligible for Free or Reduced-Price Meals	353	42.4	498	65.3
Students with Disabilities	90	39.1	128	60.7
District	464	39.4	700	61.9
State		61.2		73.9

<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	89	40.6
Emotional Disturbance	77	29.1
Intellectual Disability	19	17.1
Learning Disability	868	71.3
Other Health Impairment	451	64.5
Other Disabilities	28	23.1
Speech/Language Impairment	435	81.9
District	1,967	62.2
State		68.8

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

# District Profile and Performance Report for School Year 2015-16

## Waterbury School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	225	1.3	1.6
Emotional Disturbance	266	1.5	1.0
Intellectual Disability	111	0.6	0.5
Learning Disability	1,223	6.9	4.6
Other Health Impairment	704	4.0	2.8
Other Disabilities	234	1.3	1.0
Speech/Language Impairment	544	3.1	1.9
All Disabilities	3,307	18.6	13.4

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

### Overall Expenditures:<sup>3</sup> 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	169,833,692	9,041	9,387
Instructional Supplies and Equipment	5,002,314	266	318
Improvement of Instruction and Educational Media Services	20,907,086	1,113	541
Student Support Services	8,691,732	463	1,048
Administration and Support Services	24,854,463	1,323	1,790
Plant Operation and Maintenance	22,259,477	1,185	1,608
Transportation	13,181,661	691	845
Costs of Students Tuitioned Out	6,268,550	N/A	N/A
Other	10,160,661	541	194
Total	281,159,636	14,870	15,762

#### Additional Expenditures

Land, Buildings, and Debt Service	22,265,866	1,185	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	20,013,158	30.6	35.1
Noncertified Personnel	12,552,992	19.2	14.5
Purchased Services	4,004,411	6.1	5.5
Tuition to Other Schools	6,156,782	9.4	21.6
Special Ed. Transportation	5,608,543	8.6	8.3
Other Expenditures	16,985,754	26.0	15.0
Total Expenditures	65,321,640	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	35.0	36.2
State	58.5	56.9
Federal	5.6	6.0
Tuition & Other	0.9	0.9

<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 2015-16

## 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	*	*	*	*	25	46.1
Asian	149	67.6	149	61.8	75	53.5
Black or African American	2158	51.4	2160	42.6	922	40.7
Hispanic or Latino	4638	52.1	4636	43.9	1942	41.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	269	59.4	269	50.6	88	45.0
White	1759	61.8	1761	54.3	731	50.8
English Learners	1138	43.0	1137	36.7	459	32.1
Non-English Learners	7893	56.0	7896	47.5	3324	45.0
Eligible for Free or Reduced-Price Meals	7331	52.7	7332	44.4	3041	42.0
Not Eligible for Free or Reduced-Price Meals	1700	61.2	1701	53.5	742	48.9
Students with Disabilities	1956	39.3	1957	32.3	822	32.0
Students without Disabilities	7075	58.5	7076	50.0	2961	46.6
High Needs	7640	52.3	7642	44.2	3169	41.7
Non-High Needs	1391	65.2	1391	57.1	614	52.1
District	9031	54.3	9033	46.2	3783	43.4

#### 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	88.1	83.5	82.3	73.6	4,595	83.2
Curl Up	84.4	83.5	79.7	58.2	4,595	79.4
Push Up	68.8	69.8	63.0	60.0	4,595	66.3
Mile Run/PACER	80.4	69.4	51.6	36.5	4,595	63.4
All Tests - District	55.9	44.5	38.6	27.8	4,595	44.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

<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 2015-16

## Waterbury School District

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

	2014-15				2015-16
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	359	71.3	78.3	No	80.2
Hispanic or Latino	633	64.0	67.8	No	71.1
English Learners	204	55.4	60.6	No	64.7
Eligible for Free or Reduced-Price Meals	1,152	66.5	72.6	No	75.2
Students with Disabilities	248	44.4	64.8	No	68.5
District	1,344	69.2	75.1	No	77.4
State <sup>4</sup>		87.2			

<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 2014 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2014-15 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	95.4	176	15.2
Male	92.8	106	9.2
Black or African American	94.8	38	6.0
Hispanic or Latino	93.3	99	9.0
White	93.7	119	26.7
English Learners	87.8	8	3.1
Eligible for Free or Reduced-Price Meals	95.1	147	9.2
Students with Disabilities	78.3	*	*
District	94.1	282	12.2
State	95.6		40.7

<sup>5</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>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 2015	Class of 2014
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	58.8	80.5
Male	46.9	68.1
Black or African American	52.9	76.2
Hispanic or Latino	49.0	67.8
White	58.6	81.1
English Learners	50.4	66.0
Eligible for Free or Reduced-Price Meals	50.5	70.5
Students with Disabilities	26.6	70.5
District	53.2	74.8
State	71.9	88.3

<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 2015-16

## Waterbury School District

### Next Generation Accountability Results

These statistics are the 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	54.3	75	36.2	50	72.4	67.7
	High Needs Students	52.3	75	34.9	50	69.8	56.7
Math Performance Index	All Students	46.2	75	30.8	50	61.5	61.4
	High Needs Students	44.2	75	29.4	50	58.9	49.9
Science Performance Index	All Students	43.4	75	28.9	50	57.9	57.5
	High Needs Students	41.7	75	27.8	50	55.6	47.0
ELA Academic Growth	All Students	57.0%	100%	57.0	100	57.0	63.8%
	High Needs Students	56.7%	100%	56.7	100	56.7	58.3%
Math Academic Growth	All Students	51.6%	100%	51.6	100	51.6	65.0%
	High Needs Students	50.6%	100%	50.6	100	50.6	57.4%
Chronic Absenteeism	All Students	16.2%	<=5%	27.5	50	55.0	9.6%
	High Needs Students	17.3%	<=5%	25.3	50	50.6	15.6%
Preparation for CCR	% Taking Courses	50.4%	75%	33.6	50	67.2	67.6%
	% Passing Exams	12.2%	75%	8.1	50	16.3	40.7%
On-track to High School Graduation		44.8%	94%	23.8	50	47.6	85.1%
4-year Graduation All Students (2015 Cohort)		69.2%	94%	73.6	100	73.6	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		67.7%	94%	72.0	100	72.0	78.6%
Postsecondary Entrance (Class of 2015)		53.2%	75%	70.9	100	70.9	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		83.8%   44.0%	75%	14.7	50	29.4	89.2%   50.5%
Arts Access		32.8%	60%	27.4	50	54.7	47.5%
<b>Accountability Index</b>				<b>780.9</b>	<b>1350</b>	<b>57.8</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	65.2	52.3	12.9	16.5	
Math Performance Index Gap	57.1	44.2	12.9	18.9	
Science Performance Index Gap	52.1	41.7	10.4	17.2	
Graduation Rate Gap	86.5%	67.7%	18.8%	15.3%	Y

<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	98.5
	High Needs Students	98.5
Math	All Students	98.5
	High Needs Students	98.5
Science	All Students	98.4
	High Needs Students	98.3

<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: 46.1**

**State: 51.4**

#### 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 2015-16

## Waterbury School District

### Narratives

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

The district implemented the Waterbury Blueprint for Change (2012-2017), which sets out goals to achieve urban school reform and improved student performance. The district continued its Central Office Transformation initiative: Instructional Leadership Directors worked with principals to strengthen their instructional leadership skills and capacity to promote high quality teaching. The district offered job-embedded professional development, and recruited high quality educators with emphasis on minority candidates who represent the racial diversity of the student population. The district continued implementation of Turnaround Plans at two Commissioner's Network Schools—Walsh Elementary School and Crosby High School. In special education, staff training was provided pertaining to: use of a web-based platform for IEP Report and Goal/Objective writing; Trauma Training, Human Anti-Trafficking Response Team Training; revised functional behavior assessment and behavior intervention plans; mental health, legislation, SLD and Dyslexia, assistive technology, and transition. A web-based district dashboard facilitated monitoring of student academic progress, chronic absenteeism, and staff evaluations. All school improvement plans include a chronic absenteeism goal. School-wide and district data teams monitor chronic absenteeism and adjust strategies accordingly. Staff held evening community-based meetings with the Hispanic Coalition, NAACP, WOW Center and Concerned Black Clergy, to seek stakeholder input on reducing absenteeism. The district provided Attendance Counselors, Truancy Prevention Specialists, Behavior Technicians, Hall Monitors, School Resource Police Officers, Parent Liaisons, and Positive Behavior Intervention Programs. District staff also collaborated with a variety of community-based youth organizations. The district opened the Family and Community Engagement Center (F.A.C.E.), a one-stop location for families and community members to obtain school/district information and assistance. Waterbury 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 continued parent conferences in place of traditional open houses. Schools provided Literacy and Math Nights, Science Nights, Technology Nights, Special Education Info, Fall Festivals, District SAT Night, and Coffee Hours for parents. Thirty Parent Liaisons conducted Community Meetings, at seven community sites. Annual District and School Title I Meetings were held. The District Parent Advisory Council and School Family Community Partnership hosted their 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. School Governance Councils (SGCs), at 19 schools, participate in the review of their school's improvement plans yearly. SGCs also participated in training concerning CSDE Arts Standards, and K-3 Social Emotional and Intellectual Habits. The special education department assisted with opening the new Office of Early Childhood for Waterbury; and conducted two parent workshops on Occupational Therapy and Behavior Support in the home setting.

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

The district is diverse, with students and staff representing 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, for example, hosting annual district-wide and school-based Hispanic Heritage events; 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 productions, intergenerational STEAM and fitness activities, and other events all promote awareness of diversity and reduce racial and ethnic isolation for students. Additionally, students at all schools participated in "The Gathering," a City-sponsored celebration of Waterbury's diversity, by marching in "The Gathering" Parade. All students were given a take-home flag assignment so that students could explore the flags of their native countries with parents/family; then projects were returned to the schools and then the Mayor for display. Some schools also participated in interdistrict cooperative grant projects led by non-profit organizations who partner with the district; Waterbury students learn side by side 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 of Waterbury. Since its inception as an interdistrict magnet school in 1996, Maloney Elementary School has had an exemplary Japanese language program. The district continues to aggressively recruit highly-qualified 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. Students also attended a one week Young Diplomats Summer Program at Hampton University; a college exposure opportunity at a historically black university. And, the district has established a Young Educators Society at four high schools to encourage the next generation of educators from the district's diverse student population.

# District Profile and Performance Report for School Year 2015-16

## Waterbury School District

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

To allocate resources, 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 requests for curriculum development or program enhancement. Some funds are allocated with district wide impact, others are related to specific school needs and enrollment. For example, literacy tutors have been deployed in the elementary schools based on student need demonstrated on the district DIBELS 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.