Connecticut State Department of Education

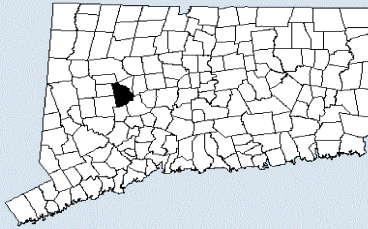# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16

Watertown School District

Dr. Bridget Carnemolla, Superintendent • 860-945-4801 • http://www.watertownps.org

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,828
Per Pupil Expenditures[1]	$14,476
Total Expenditures[1]	$41,399,976

[1]*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)

Contents

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.](#)

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	1,311	46.4	48.3
Male	1,517	53.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	58	2.1	4.9
Black or African American	*	*	12.8
Hispanic or Latino	201	7.1	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	82	2.9	2.7
White	2,425	85.7	55.9
English Learners	76	2.7	6.4
Eligible for Free or Reduced-Price Meals	720	25.5	38.0
Students with Disabilities[1]	361	12.8	13.7

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	107	8.4	46	3.5
Male	110	7.4	138	8.9
Black or African American	14	25.0	15	25.9
Hispanic or Latino	19	9.4	21	10.1
White	164	6.9	133	5.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	101	15.1	98	12.9
Students with Disabilities	61	16.6	53	12.8
District	217	7.8	184	6.4
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 292

Number of school-based arrests: 7

[2]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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	168.1
Paraprofessional Instructional Assistants	21.2
Special Education	
Teachers and Instructors	29.0
Paraprofessional Instructional Assistants	77.0
Administrators, Coordinators and Department Chairs	
District Central Office	5.0
School Level	9.0
Library/Media	
Specialists (Certified)	2.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	7.0
Counselors, Social Workers and School Psychologists	15.8
School Nurses	5.6
Other Staff Providing Non-Instructional Services/Support	110.2

[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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	1	0.4	3.5
Hispanic or Latino	1	0.4	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	238	99.2	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

[2]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	8.0	9.4

Instruction and Resources

11th and 12th Graders Enrolled in
College-and-Career-Readiness Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	6	30.0	*	*
White	72	43.4	136	66.7
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	12	25.5	23	47.9
Students with Disabilities	7	35.0	24	58.5
District	84	41.4	156	65.5
State		61.2		73.9

[3]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[4]

	Count	Rate (%)
Autism	20	45.5
Emotional Disturbance	19	63.3
Intellectual Disability	*	*
Learning Disability	83	83.0
Other Health Impairment	92	86.8
Other Disabilities	*	*
Speech/Language Impairment	30	90.9
District	247	73.5
State		68.8

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	49	1.7	1.6
Emotional Disturbance	30	1.1	1.0
Intellectual Disability	15	0.5	0.5
Learning Disability	100	3.6	4.6
Other Health Impairment	106	3.8	2.8
Other Disabilities	16	0.6	1.0
Speech/Language Impairment	35	1.2	1.9
All Disabilities	351	12.5	13.4

[1]Grades K-12

Overall Expenditures:[3] 2014-15

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instructional Staff and Services	22,782,234	8,053	9,387
Instructional Supplies and Equipment	400,779	142	318
Improvement of Instruction and Educational Media Services	738,711	261	541
Student Support Services	2,679,164	947	1,048
Administration and Support Services	5,067,734	1,791	1,790
Plant Operation and Maintenance	5,017,161	1,773	1,608
Transportation	3,108,042	766	845
Costs of Students Tuitioned Out	1,606,151	N/A	N/A
Other	0	0	194
Total	41,399,976	14,476	15,762
Additional Expenditures			
Land, Buildings, and Debt Service	4,900,702	1,732	1,524

[3]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 Total ($)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,315,328	36.3	35.1
Noncertified Personnel	1,427,793	15.7	14.5
Purchased Services	590,533	6.5	5.5
Tuition to Other Schools	1,373,077	15.1	21.6
Special Ed. Transportation	812,345	8.9	8.3
Other Expenditures	1,603,981	17.6	15.0
Total Expenditures	9,123,057	100.0	100.0

Expenditures by Revenue Source:[4] 2014-15

	Percent of Total (%) Including School Construction	Percent of Total (%) Excluding School Construction
Local	67.5	65.2
State	29.7	31.6
Federal	2.4	2.7
Tuition & Other	0.4	0.5

[4]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).

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	*	*	*	*	*	*
Black or African American	34	61.4	34	46.1	12	*
Hispanic or Latino	105	68.1	105	57.8	37	57.7
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	43	67.0	43	56.6	15	*
White	1272	70.8	1272	60.8	558	59.3
English Learners	49	59.9	49	53.6	15	*
Non-English Learners	1437	70.8	1437	60.5	619	59.1
Eligible for Free or Reduced-Price Meals	415	65.1	415	54.4	174	54.8
Not Eligible for Free or Reduced-Price Meals	1071	72.5	1071	62.5	460	60.4
Students with Disabilities	212	50.6	212	42.5	96	43.5
Students without Disabilities	1274	73.7	1274	63.2	538	61.6
High Needs	553	62.3	553	52.6	234	52.3
Non-High Needs	933	75.2	933	64.7	400	62.7
District	1486	70.4	1486	60.2	634	58.9

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

READING	Grade 4	Grade 8	Grade 12
	NAEP 2015		NAEP 2013
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, click here.

Physical Fitness Tests: Students Reaching Health Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	90.8	89.6	87.9	88.1	795	89.1
Curl Up	97.8	80.1	75.7	92.0	795	85.7
Push Up	95.1	75.1	71.5	86.4	795	81.3
Mile Run/PACER	82.1	75.6	77.6	61.4	795	74.5
All Tests - District	74.5	56.6	51.9	51.1	795	58.2
All Tests - State	50.6	49.8	50.6	51.1		50.5

[2]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.

[3]Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2014-15				2015-16
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	47	76.6	81.3	No	82.9
Students with Disabilities	32	56.3	67.8	No	71.1
District	205	88.3	89.6	No	90.2
State[4]		87.2			

[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. Statewide, district and school results for cohorts of 2010 through 2014 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

[3]Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

[4]Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[5]

	Participation[6]	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.6	66	31.6
Male	93.1	85	36.6
Black or African American	*	*	*
Hispanic or Latino	96.8	8	25.8
White	94.9	131	35.4
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.7	15	15.8
Students with Disabilities	45.8	*	*
District	95.2	151	34.2
State	95.6		40.7

College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	80.8	94.2
Male	67.7	90.8
Black or African American	*	*
Hispanic or Latino	*	*
White	72.5	93.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	54.8	91.7
Students with Disabilities	29.6	*
District	74.4	92.9
State	71.9	88.3

[5]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

[6]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.
Copyright © 2016 The College Board. www.collegeboard.org
ACT® statistics derived from data provided by ACT, Inc.
Copyright © 2016 ACT, Inc. www.act.org
IB® statistics derived from data provided by the International Baccalaureate Organization.
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[7]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.

[8]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

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	70.4	75	46.9	50	93.9	67.7
	High Needs Students	62.3	75	41.6	50	83.1	56.7
Math Performance Index	All Students	60.2	75	40.2	50	80.3	61.4
	High Needs Students	52.6	75	35.1	50	70.2	49.9
Science Performance Index	All Students	58.9	75	39.2	50	78.5	57.5
	High Needs Students	52.3	75	34.8	50	69.7	47.0
ELA Academic Growth	All Students	67.7%	100%	67.7	100	67.7	63.8%
	High Needs Students	65.2%	100%	65.2	100	65.2	58.3%
Math Academic Growth	All Students	59.4%	100%	59.4	100	59.4	65.0%
	High Needs Students	53.1%	100%	53.1	100	53.1	57.4%
Chronic Absenteeism	All Students	7.8%	<=5%	44.3	50	88.6	9.6%
	High Needs Students	14.1%	<=5%	31.8	50	63.5	15.6%
Preparation for CCR	% Taking Courses	54.4%	75%	36.3	50	72.6	67.6%
	% Passing Exams	34.2%	75%	22.8	50	45.7	40.7%
On-track to High School Graduation		90.5%	94%	48.2	50	96.3	85.1%
4-year Graduation All Students (2015 Cohort)		88.3%	94%	93.9	100	93.9	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		80.5%	94%	85.6	100	85.6	78.6%
Postsecondary Entrance (Class of 2015)		74.4%	75%	99.1	100	99.1	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		90.3% | 58.2%	75%	38.8	50	77.7	89.2% | 50.5%
Arts Access		61.6%	60%	50.0	50	100.0	47.5%
Accountability Index				**1034.1**	**1350**	**76.6**	

Gap Indicators	Non-High Needs Rate[1]	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev[2]	Is Gap an Outlier?[2]
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	62.3	12.7	16.5	
Math Performance Index Gap	64.7	52.6	12.1	18.9	
Science Performance Index Gap	62.7	52.3	10.4	17.2	
Graduation Rate Gap	94.0%	80.5%	13.5%	15.3%	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.

	Subject/Subgroup	Participation Rate (%)[3]
ELA	All Students	98.5
	High Needs Students	98.0
Math	All Students	98.5
	High Needs Students	98.0
Science	All Students	98.6
	High Needs Students	98.0

[3]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: 55.7   **State: 51.4**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

School District Improvement Plans and Parental Outreach Activities

The Watertown Public School District strives for continuous improvement in all areas. First and foremost in the process is the work to develop the instructional capacity of our faculty and administration. Our efforts are focused on building instructional capacity through the continued implementation of a Professional Learning Community model that includes data teams and the implementation of Scientific Research Based Interventions. Our efforts continue in the areas of PLC & SRBI, as we work to align these initiatives with the district's core instructional tools, such as School Improvement Plans and the use of professional development days, which are designed to support curriculum implementation, build a culture of collaboration and capacity to provide effective interventions.

There are numerous parent outreach activities across all five schools. Administrators utilize various forms of technology to reach parents, including the schools' websites, school blogs, and in a few cases, Twitter. There is a parent communication platform used in the district, Blackboard Connect, which provides families with alerts about weather-related closings and delays, as well as reminders of school events, through both phone and email. Each school holds parent conferences in the afternoon and evening to facilitate parents' access to teachers. Additionally, there are transition meetings for all grade.five parents for entry into the middle school and for Grade 8 parents for entry into the high school. Finally, each school maintains an active Parent-Teacher Organization, each of which supports the activities of the administration, teachers, students and families.

Emphasizing early literacy and numeracy at the elementary level is accomplished through a professional development program, emphasizing the workshop instructional model, such as through workshops offered by Columbia University Teacher's College. Bi-monthly meetings take place with both elementary and secondary administrators to review curriculum development progress and overall school improvement initiatives in each school. A district committee for educator evaluation has been established, and members on this committee represent each school, as well as student support services. This committee oversees the development and revision of the Watertown Public Schools Educator.Evaluation and Support Plan, and provides updates about educator evaluation processes and experiences throughout the year.

All schools have established a School Climate Team to review current school-wide positive behavioral supports, respond to bullying legislation and promote school-family partnerships. Community agencies and a school resource officer help to facilitate classroom discussions to generate strategies to reduce bullying behaviors.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Building strong relationships is a key component of developing an appreciation of cultural diversity. Across the district, administrators and teachers participated in professional learning opportunities that focused on improving instructional strategies to meet the needs of all learners. The formation of school improvement teams, to examine local overall performance data relative to the performance of each subgroup, is the key to reducing racial, ethnic and socioeconomic isolation.

At Watertown High School, English Language Arts and Social Studies courses explore topics such as ethnicity, the Holocaust and the Civil Rights Movement, using literature and primary source documents. Cultural understanding is emphasized in our World Languages classes through immersion activities and the establishment of pen pals with students in other nations. The WHS Delta club was established by students to lead school-wide efforts to promote.improved school climate and acceptance of others. This group has supported efforts such as "The Truth About Hate," from the Anti-Defamation League, and "Rachel's Challenge." The Interact Club reaches out to the greater community through work in soup kitchens and community service for the elderly. Swift Middle School continues to offer interdisciplinary lessons that highlight diverse cultural backgrounds. Many school clubs reinforce cultural diversity in their activities. World Cultures activities support efforts to bridge the cultures of the world through understanding. Swift's developmental guidance and health curriculum programs emphasize a strong anti-bullying message and encourage respect and kindness.

At the elementary schools, diversity and tolerance are emphasized in numerous ways. Students conduct a variety of fundraisers to support people in need. Interdisciplinary programs involving music, art, physical education, and classroom teachers are held throughout the year. Literacy Volunteers of Greater Waterbury host workshops for parents of students who are English Language Learners.

Equitable Allocation of Resources among District Schools

The budget process in Watertown is inclusive and transparent. Our process ensures that community members, faculty, staff and administration needs are heard and that equitable resources are allocated to each school.

Administrator and program leaders, after soliciting needs of staff, identify school.program needs at the start of the process. All requests are considered at meetings held by Central Office leaders. Recommendations are presented to the Board of Education Budget Committee and, after review, to the full Board of Education. Presentations of the Board of Education budget are made throughout the community to solicit feedback and input from all stakeholders. If budget reductions are deemed necessary, all administrators participate in the reduction process, as it relates to his.her school and.or program. Each administrator prioritizes requests and helps determine where reductions have the least impact.

Budget reports reflect school-based allocations of requested materials and resources, making it possible to identify the equity of resource allocations among schools in the district.