

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



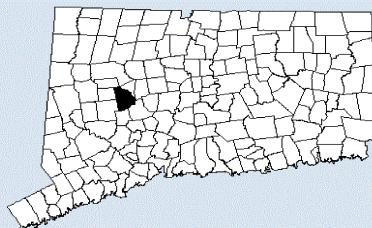
## Watertown School District

Dr. Bridget Carnemolla, Superintendent • 860-945-4800 • <http://www.watertownps.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,782
Per Pupil Expenditures <sup>1</sup>	\$14,814
Total Expenditures <sup>1</sup>	\$41,865,702

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,300	46.7	48.4
Male	1,482	53.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.1
Black or African American	57	2.0	12.9
Hispanic or Latino	205	7.4	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	75	2.7	2.9
White	2,386	85.8	54.8
English Learners	80	2.9	6.8
Eligible for Free or Reduced-Price Meals	716	25.7	35.9
Students with Disabilities <sup>1</sup>	371	13.3	14.3

<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	80	6.3	34	2.6
Male	93	6.4	139	9.3
Black or African American	6	10.0	*	*
Hispanic or Latino	12	5.7	17	7.9
White	140	6.0	140	5.8
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	83	12.2	81	10.8
Students with Disabilities	46	12.7	58	13.9
District	173	6.3	173	6.1
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 198

Number of school-based arrests: Fewer than 6

<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 2016-17

## Watertown School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	179.7
Paraprofessional Instructional Assistants	26.2
<b>Special Education</b>	
Teachers and Instructors	29.0
Paraprofessional Instructional Assistants	68.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	9.6
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	7.0
Counselors, Social Workers and School Psychologists	14.8
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	108.7

<sup>1</sup>In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	1	0.4	3.6
Hispanic or Latino	1	0.4	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	247	99.2	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	9.6

### 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	*	*	*	*
Hispanic or Latino	*	*	12	*
White	71	38.0	132	74.6
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	6	13.0	28	63.6
Students with Disabilities	*	*	11	42.3
District	76	35.2	156	72.6
State		63.6		77.5

<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	23	50.0
Emotional Disturbance	18	62.1
Intellectual Disability	*	*
Learning Disability	92	88.5
Other Health Impairment	92	86.8
Other Disabilities	*	*
Speech/Language Impairment	32	91.4
District	262	76.2
State		68.2

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

# District Profile and Performance Report for School Year 2016-17

## Watertown School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	50	1.8	1.7
Emotional Disturbance	29	1.0	1.0
Intellectual Disability	15	0.5	0.5
Learning Disability	104	3.8	4.9
Other Health Impairment	106	3.8	2.9
Other Disabilities	18	0.7	1.1
Speech/Language Impairment	36	1.3	1.8
All Disabilities	358	12.9	13.9

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

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	22,458,366	8,007	9,663
Instructional Supplies and Equipment	449,208	160	321
Improvement of Instruction and Educational Media Services	2,654,187	946	578
Student Support Services	1,447,373	516	1,103
Administration and Support Services	5,214,592	1,859	1,861
Plant Operation and Maintenance	5,034,887	1,795	1,637
Transportation	2,467,604	806	877
Costs of Students Tuitioned Out	2,085,949	N/A	N/A
Other	53,536	19	201
Total	41,865,702	14,814	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	5,449,238	1,943	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,327,142	34.6	34.6
Noncertified Personnel	1,232,352	12.8	14.6
Purchased Services	897,694	9.3	5.8
Tuition to Other Schools	1,874,442	19.5	21.8
Special Ed. Transportation	873,265	9.1	8.5
Other Expenditures	1,403,524	14.6	14.7
Total Expenditures	9,608,419	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	68.5	65.9
State	29.2	31.4
Federal	1.9	2.2
Tuition & Other	0.5	0.5

<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 2016-17

## Watertown 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	26	81.6	26	72.3	13	*
Black or African American	32	60.1	32	51.1	7	*
Hispanic or Latino	102	69.6	102	61.4	48	54.5
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	38	69.0	38	60.8	13	*
White	1249	71.2	1245	63.8	539	60.0
English Learners	75	67.2	75	62.0	22	58.7
Non-English Learners	1374	71.2	1370	63.5	599	59.2
Eligible for Free or Reduced-Price Meals	368	65.8	367	58.3	143	54.0
Not Eligible for Free or Reduced-Price Meals	1081	72.7	1078	65.2	478	60.8
Students with Disabilities	186	52.9	185	45.0	87	44.7
Students without Disabilities	1263	73.6	1260	66.1	534	61.6
High Needs	512	63.7	511	56.4	205	52.2
Non-High Needs	937	74.9	934	67.3	416	62.7
District	1449	71.0	1445	63.4	621	59.2

#### 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>			
Grade 4			
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	91.6	84.7	74.6	83.8	743	83.6
Curl Up	97.4	75.6	72.1	96.5	743	84.3
Push Up	89.0	71.3	71.6	78.2	743	77.3
Mile Run/PACER	70.2	71.3	71.6	71.1	743	71.1
All Tests - District	66.5	44.5	48.3	55.6	743	53.3
All Tests - State	52.8	51.4	51.4	50.6		51.6

<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 2016-17

## Watertown School District

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

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	72	93.1
Students with Disabilities	26	88.5
District	227	96.0
State		87.4

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

### 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	96.8	87	39.4
Male	93.3	79	37.6
Black or African American	*	*	*
Hispanic or Latino	100.0	7	23.3
White	94.8	148	40.7
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	91.1	20	22.2
Students with Disabilities	75.0	*	*
District	95.1	166	38.5
State	96.1		43.5

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	79.2	93.8
Male	72.5	89.4
Black or African American	*	*
Hispanic or Latino	*	*
White	80.2	91.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	69.6	95.8
Students with Disabilities	37.9	*
District	75.7	91.8
State	72.0	88.5

<sup>5</sup>College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

<sup>6</sup>College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

# District Profile and Performance Report for School Year 2016-17

## Watertown 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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.0	75	47.3	50	94.6	67.1
	High Needs Students	63.7	75	42.5	50	85.0	55.9
Math Performance Index	All Students	63.4	75	42.3	50	84.6	62.2
	High Needs Students	56.4	75	37.6	50	75.2	50.5
Science Performance	All Students	59.2	75	39.5	50	79.0	55.3
	High Needs Students	52.2	75	34.8	50	69.6	45.2
ELA Academic Growth	All Students	61.1%	100%	61.1	100	61.1	55.4%
	High Needs Students	58.7%	100%	58.7	100	58.7	49.8%
Math Academic Growth	All Students	67.2%	100%	67.2	100	67.2	61.7%
	High Needs Students	66.1%	100%	66.1	100	66.1	53.7%
Chronic Absenteeism	All Students	6.3%	<=5%	47.3	50	94.7	9.9%
	High Needs Students	11.4%	<=5%	37.1	50	74.2	15.8%
Preparation for CCR	% Taking Courses	53.8%	75%	35.9	50	71.8	70.7%
	% Passing Exams	38.5%	75%	25.7	50	51.4	43.5%
On-track to High School Graduation		92.5%	94%	49.2	50	98.4	87.8%
4-year Graduation All Students (2016 Cohort)		96.0%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		85.7%	94%	91.2	100	91.2	82.0%
Postsecondary Entrance (Class of 2016)		75.7%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		83.2%   53.3%	75%	17.8	50	35.5	92.0%   51.6%
Arts Access		61.4%	60%	50.0	50	100.0	50.5%
<b>Accountability Index</b>				<b>1051.2</b>	<b>1350</b>	<b>77.9</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	74.9	63.7	11.2	16.7	
Math Performance Index Gap	67.3	56.4	10.9	18.7	
Science Performance Index Gap	62.7	52.2	10.5	16.6	
Graduation Rate Gap	94.0%	85.7%	8.3%	12.0%	N

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

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

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.3
	High Needs Students	97.3
Math	All Students	98.1
	High Needs Students	97.1
Science	All Students	97.1
	High Needs Students	95.1

<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: \***      **State: 50.2**

#### 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 2016-17

## Watertown School District

### Narratives

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#### **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.

Like all district programs, programs for Special Education are analyzed through the lens of continuous improvement throughout the year. Special education teachers receive specific professional learning in service delivery in grades pre-Kindergarten-12. We have increased the use of valid data in monitoring students' progress, and we have identified priority standards in grades K-12 so that IEPs are written in alignment with the standards. We have added an off-site transition program for students who are ages 18-21 that provides the students with real-world work experiences and interactions.

#### **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.

# District Profile and Performance Report for School Year 2016-17

## Watertown School District

### **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.