Connecticut State Department of Education

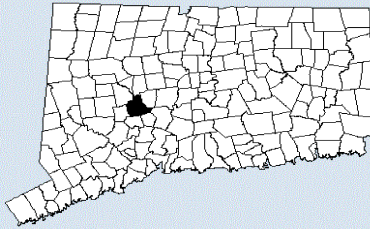# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14

CSDE
CONNECTICUT STATE DEPARTMENT OF EDUCATION

Waterbury School District

Ms. Kathleen Ouellette, Superintendent • 203-574-8004 • www.waterbury.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools	50
Enrollment	18,706
Per Pupil Expenditures[1]	$14,349
Total Expenditures[1]	$265,204,400

[1]*Expenditure data reflect the 2012-13 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 2014)
(2014® The College Board)

Contents

Notes

Unless otherwise noted, all data are for 2013-14 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.

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	9,118	48.7	48.3
Male	9,588	51.3	51.6
American Indian	81	0.4	0.2
Asian	290	1.6	4.6
Black or African American	4,472	23.9	12.9
Hispanic or Latino	9,258	49.5	21.2
Pacific Islander	12	0.1	0.0
White	3,983	21.3	58.4
Two or More Races	610	3.3	2.3
English Language Learners	2,121	11.3	5.7
Eligible for Free or Reduced-Price Meals	15,440	82.5	37.3
Students with Disabilities[1]	3,190	17.1	12.8

[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	1,754	20.0	1,363	14.7
Male	1,950	21.2	2,345	23.9
Black or African American	898	20.6	1,279	28.1
Hispanic or Latino	2,105	23.6	1,846	19.5
White	545	14.6	444	11.1
English Language Learners	559	25.4	482	21.6
Eligible for Free or Reduced-Price Meals	3,371	23.0	3,358	21.0
Students with Disabilities	989	31.5	1,056	29.6
District	3,704	20.6	3,708	19.4
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 2,905

[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	1,164.4
Paraprofessional Instructional Assistants	94.9
Special Education	
Teachers and Instructors	212.1
Paraprofessional Instructional Assistants	329.1
Administrators, Coordinators and Department Chairs	
District Central Office	25.1
School Level	89.7
Library/Media	
Specialists (Certified)	23.0
Support Staff	16.3
Instructional Specialists Who Support Teachers	78.5
Counselors, Social Workers and School Psychologists	90.9
School Nurses	26.8
Other Staff Providing Non-Instructional Services/Support	721.4

[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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Asian	13	0.8	1.0
Black or African American	68	4.0	3.5
Hispanic	122	7.2	3.6
Native American	2	0.1	0.1
White	1,482	87.8	91.7

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	99.3
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

[2]Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.1	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School[3]

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	7	2.2	19	5.8
Hispanic or Latino	9	1.7	27	5.9
White	12	4.7	57	20.4
English Language Learners	*	*	0	0
Eligible for Free or Reduced-Price Meals	19	2.2	60	7.6
Students with Disabilities	*	*	*	*
District	30	2.6	111	10.0
State		14.2		26.8

[3]Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[4]

	Count	Rate (%)
Autism	80	40.8
Emotional Disturbance	82	33.7
Intellectual Disability	27	26.2
Learning Disability	753	73.2
Other Health Impairment	452	68.1
Other Disabilities	35	28.0
Speech/Language Impairment	465	81.0
District	1,894	64.6
State		69.2

[4]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	201	1.1	1.4
Emotional Disturbance	243	1.4	1.0
Intellectual Disability	103	0.6	0.4
Learning Disability	1,029	5.9	4.2
Other Health Impairment	669	3.8	2.5
Other Disabilities	259	1.5	1.0
Speech/Language Impairment	589	3.4	1.9
All Disabilities	3,093	17.6	12.4

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	7	0.2	2.8
Private Schools or Other Settings	173	5.5	8.1

[2]Grades K-12

Overall Expenditures:[3] 2012-13

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	145,929,734	7,935	8,769
Instructional Supplies and Equipment	4,253,390	231	275
Improvement of Instruction and Educational Media Services	29,678,902	1,614	487
Student Support Services	13,585,891	739	965
Administration and Support Services	23,645,400	1,286	1,600
Plant Operation and Maintenance	20,815,821	1,132	1,472
Transportation	11,572,023	621	786
Costs of Students Tuitioned Out	5,856,362	N/A	N/A
Other	9,866,877	537	178
Total	265,204,400	14,349	14,642
Additional Expenditures			
Land, Buildings, and Debt Service	64,966,804	3,533	1,434

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

Special Education Expenditures: 2012-13

	District		State
	Total ($)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	20,539,067	32.5	35.6
Noncertified Personnel	11,326,878	17.9	14.5
Purchased Services	3,765,545	6.0	5.0
Tuition to Other Schools	5,856,362	9.3	21.4
Special Ed. Transportation	5,185,928	8.2	8.5
Other Expenditures	16,467,037	26.1	14.9
Total Expenditures	63,140,817	100.0	100.0
PK-12 Expenditures Used for Special Education		23.8	21.9

Expenditures by Revenue Source:[4] 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	28.1	33.6
State	64.5	57.2
Federal	7.2	8.9
Tuition & Other	0.2	0.3

[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

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14			
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved
Black or African American	58.3	58.8	59.0	55.6	.	.	.	
Hispanic or Latino	55.1	56.6	58.3	55.0	.	.	.	
English Language Learners	40.5	39.6	39.5	36.5	.	.	.	
Eligible for Free or Reduced-Price Meals	57.5	58.7	59.6	56.4	.	.	.	
Students with Disabilities	37.7	36.9	37.9	31.3	.	.	.	
High Needs	57.2	58.3	59.2	56.0	.	.	.	
District	60.9	62.0	62.9	60.0	.	.	.	

Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.

CAPT	DPI				2013-14			
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved
Black or African American	44.5	45.9	43.7	44.4	.	.	.	
Hispanic or Latino	42.9	45.6	42.1	41.6	.	.	.	
English Language Learners	28.9	29.7	25.5	24.5	.	.	.	
Eligible for Free or Reduced-Price Meals	45.2	47.1	43.7	43.9	.	.	.	
Students with Disabilities	24.8	29.0	26.1	25.5	.	.	.	
High Needs	44.3	46.6	43.2	43.2	.	.	.	
District	49.0	50.6	48.3	48.1	.	.	.	

Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

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	85.6	77.6	83.4	66.5	4,077	81.1
Curl Up	83.1	79.0	75.9	64.2	4,077	78.4
Push Up	64.2	68.3	65.4	61.7	4,077	65.6
Mile Run/PACER	76.8	68.2	49.5	52.2	4,077	64.5
All Tests - District	46.2	42.0	35.2	44.0	4,077	41.6
All Tests - State	50.2	50.7	50.3	53.9		51.1

[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]

	2012-13				2013-14
	Cohort Count[2]	Rate (%)	Target[3] (%)	Target Achieved	Target[3] (%)
Black or African American	373	66	74.4	No	76.3
Hispanic or Latino	587	60.3	61.2	No	64.5
English Language Learners	165	59.4	52.2	Yes	56.4
Eligible for Free or Reduced-Price Meals	1,096	64.1	67.2	No	69.9
Students with Disabilities	221	46.2	57.5	No	61.2
District	1,300	66.5	70.4	No	72.7
State[4]		85.5			

[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. Statewide, district and school results for cohorts of 2010 through 2013 are available online.

[2]Cohort count includes all students in the cohort as of the end of the 2012-13 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	69.9	131	11.9
Male	53.0	83	7.1
Black or African American	60.1	30	4.7
Hispanic or Latino	55.5	61	6.2
White	68.8	111	20.7
English Language Learners	43.3	*	*
Eligible for Free or Reduced-Price Meals	57.8	91	5.5
Students with Disabilities	24.7	0	0.0
District	61.2	214	9.5
State	72.9		37.6

[5]College readiness exams and benchmark scores are as follows:
- SAT® - composite score of 1550 or higher
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam

[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.

College Entrance and Persistence

	Class of 2013	Class of 2012
	Entrance[7]	Persistence[8]
	Rate (%)	Rate (%)
Female	59.5	81.4
Male	49.3	74.4
Black or African American	53.5	71.5
Hispanic or Latino	46.2	74.4
White	69.0	87.5
English Language Learners	45.5	89.1
Eligible for Free or Reduced-Price Meals	52.1	76.1
Students with Disabilities	30.4	61.3
District	54.5	78.3
State	72.7	88.5

[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

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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Narratives

School District Improvement Plans and Parental Outreach Activities

In 2012, the district announced the Waterbury Blueprint for Change (hereinafter "Blueprint"), a comprehensive roadmap for reform of all district schools to improve student achievement. The Blueprint is a multi-year plan that focuses school improvement efforts around four goals: quality school principals and teachers who deliver rigorous and effective instruction; equal access to quality curriculum aligned to Common Core State Standards; a safe and positive school climate that welcomes and actively engages all families; and ensuring that all students who enter ninth grade are prepared to enter colleges or careers of their choice by graduation. The district continued its Central Office Transformation, distinguished by the redesign of the district leadership structure to better support principals and teachers. Central Office leaders work with principals individually and in learning networks to strengthen the principals' instructional leadership skills so that principals may promote high quality teaching in every classroom. The district provided embedded professional development for teachers and administrators, and a new evaluation system aligned with the SEED model was implemented. High quality teachers and administrators were recruited. The district applied for and was granted Turnaround School status for Crosby High School and Walsh Elementary School; and Bucks Hill Elementary School was named a Focus School.

The district developed and implemented an evening secondary alternative credit recovery program, effective with high school students struggling during the traditional daytime program. The Naviance web-based program was used for student college and career planning. Participation in the Gear UP program with Naugatuck Valley Community College continued. The district expanded its use of technology to include a district dashboard that helps all staff monitor student academic progress, absenteeism, and staff evaluations. Chronic absenteeism was targeted with outside agencies and with Attendance Counselors or Truancy Prevention Specialists at each school. Staff training around truancy prevention was provided, student attendance incentives were put in place, and several schools housed Truancy Clinics run by the probate judge.

The district sustained its focus on Parental Engagement. A comprehensive school climate inventory was utilized to help gather feedback from staff, students, and parents. Additional student support staff was hired, including behavioral interventionists and hall monitors. The district offered staff training about the welcoming school model. All schools have a Parent Liaison, either full-time or part-time. Parent Liaisons participated in training around working with students and families to improve attendance. The Liaisons, and other district staff, provided parent workshops to increase parents' knowledge base and engagement in their child's education. Family Math and Reading nights were held, and information about special education was shared with parents. Several schools have implemented volunteer school, family, community partnerships, and nineteen schools now have formal School Governance Councils (SCGs), with a goal of having all schools develop SGCs by 2017. The structure of the open house parent conference format was revised. And a Parent Leadership Academy was implemented with funding from the state

Efforts to Reduce Racial, Ethnic and Economic Isolation

The district is wonderfully diverse; students and staff represent many racial, ethnic, and cultural backgrounds. In addition to natural peer-to-peer interaction for students, the district and the schools host many activities that help to reduce racial, ethnic and economic isolation. Examples include: hosting an annual district-wide Hispanic heritage event, in addition to individual school activities related to Hispanic heritage; school-based Black History Month activities that bring Black History to life in the classroom; and cultural heritage events where students or parents are invited to teach others about their culture and traditions. School drama and musical productions, intergenerational STEM and fitness activities, celebrations, and sister schools events all promote awareness of diversity. Many schools also participate in interdistrict cooperative grant projects led by non-profit organizations. There are 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. There is one Charter School in Waterbury with a diverse cross-section of students from the city. Two particularly exciting sister school projects involve Maloney Interdistrict Magnet School and Carrington Elementary School. Since its inception as an interdistrict magnet school in 1996, Maloney has had an exemplary Japanese language program; teachers spend a year here from Japan and Maloney students visit that country. More recently, Carrington School has developed a sister school relationship with a school in China, due to the efforts of Carrington's principal. Chinese students have come here to visit, and plans are to have Carrington students visit China in the near future. Groups of students from district high schools have explored other countries and cultures as well through spring trips, including trips to Europe. Other schools have met and exchanged information with students from other countries through formal online exchange programs. The district continues to aggressively recruit staff of all backgrounds, especially minorities, with the goal of providing students with the best possible education, and with racially and culturally diverse positive role models.

Equitable Allocation of Resources among District Schools

To allocate resources, each year district officials carefully weigh school and student needs against available funding, including state and federal entitlement grants. Principals have an opportunity to present budget requests for schools; not every school has the same needs. Instructional Leadership Directors and Subject Supervisors present budget requests related to such items as curriculum development or program enhancement. Some funds are allocated with district wide impact, others are related to specific school needs and student enrollment. 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.