

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



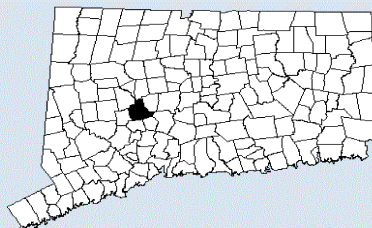
Waterbury School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	62
Enrollment	19,001
Per Pupil Expenditures ¹	\$15,248
Total Expenditures ¹	\$288,389,434

¹Expenditure 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.

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	9,250	48.7	48.4
Male	9,751	51.3	51.6
American Indian or Alaska Native	122	0.6	0.3
Asian	311	1.6	5.1
Black or African American	4,286	22.6	12.9
Hispanic or Latino	10,218	53.8	24.0
Pacific Islander	7	0.0	0.1
Two or More Races	635	3.3	2.9
White	3,422	18.0	54.8
English Learners	2,553	13.4	6.8
Eligible for Free or Reduced-Price Meals	12,972	68.3	35.9
Students with Disabilities ¹	3,460	18.2	14.3

¹Students 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	1,304	14.8	1,236	13.3
Male	1,583	17.1	2,169	21.7
Black or African American	691	16.6	1,107	25.2
Hispanic or Latino	1,749	18.1	1,843	17.7
White	326	10.3	322	9.4
English Learners	506	19.3	479	17.9
Eligible for Free or Reduced-Price Meals	2,330	16.8	3,355	17.7
Students with Disabilities	934	27.7	1,084	28.2
District	2,887	16.0	3,405	17.6
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 5,014

Number of school-based arrests: 190

²A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	1,184.1
Paraprofessional Instructional Assistants	128.8
Special Education	
Teachers and Instructors	216.3
Paraprofessional Instructional Assistants	368.5
Administrators, Coordinators and Department Chairs	
District Central Office	24.0
School Level	80.6
Library/Media	
Specialists (Certified)	25.0
Support Staff	14.6
Instructional Specialists Who Support Teachers	68.1
Counselors, Social Workers and School Psychologists	105.6
School Nurses	27.8
Other Staff Providing Non-Instructional Services/Support	618.1

¹In 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	21	1.2	1.0
Black or African American	67	3.9	3.6
Hispanic or Latino	116	6.8	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	4	0.2	0.1
White	1,494	87.7	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	12.3	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	125	37.7	174	56.5
Hispanic or Latino	234	39.0	302	54.9
White	94	46.1	132	56.7
English Learners	48	33.6	58	47.9
Eligible for Free or Reduced-Price Meals	373	44.5	465	60.3
Students with Disabilities	95	44.6	147	57.0
District	489	40.2	651	56.7
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	91	38.9
Emotional Disturbance	65	26.0
Intellectual Disability	13	11.8
Learning Disability	940	71.5
Other Health Impairment	423	61.8
Other Disabilities	32	27.6
Speech/Language Impairment	404	81.8
District	1,968	61.4
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	236	1.3	1.7
Emotional Disturbance	250	1.4	1.0
Intellectual Disability	110	0.6	0.5
Learning Disability	1,323	7.4	4.9
Other Health Impairment	687	3.8	2.9
Other Disabilities	229	1.3	1.1
Speech/Language Impairment	510	2.8	1.8
All Disabilities	3,345	18.6	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	175,619,311	9,360	9,663
Instructional Supplies and Equipment	4,297,538	229	321
Improvement of Instruction and Educational Media Services	21,505,533	1,146	578
Student Support Services	9,019,889	481	1,103
Administration and Support Services	24,388,508	1,300	1,861
Plant Operation and Maintenance	21,616,936	1,152	1,637
Transportation	13,728,740	711	877
Costs of Students Tuitioned Out	7,498,850	N/A	N/A
Other	10,714,129	571	201
Total	288,389,434	15,248	16,236

Additional Expenditures

Land, Buildings, and Debt Service	8,919,454	475	1,749
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³Expenditures 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		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	20,356,749	30.2	34.6
Noncertified Personnel	13,047,149	19.3	14.6
Purchased Services	4,033,103	6.0	5.8
Tuition to Other Schools	7,313,584	10.8	21.8
Special Ed. Transportation	5,498,816	8.2	8.5
Other Expenditures	17,193,864	25.5	14.7
Total Expenditures	67,443,265	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	37.1	36.7
State	56.5	56.8
Federal	5.9	6.0
Tuition & Other	0.5	0.5

⁴Revenue 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).

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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	66	55.2	66	50.0	32	39.0
Asian	169	61.8	169	57.5	57	47.1
Black or African American	2167	51.0	2165	43.4	966	40.0
Hispanic or Latino	4981	51.4	4977	45.1	2027	39.8
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	*	*
Two or More Races	306	57.7	306	51.0	115	43.7
White	1656	60.8	1652	54.9	706	47.7
English Learners	1641	43.0	1642	38.9	669	33.6
Non-English Learners	7704	55.6	7693	48.6	3235	43.1
Eligible for Free or Reduced-Price Meals	7505	52.2	7497	45.5	3010	40.3
Not Eligible for Free or Reduced-Price Meals	1840	58.5	1838	52.3	894	45.2
Students with Disabilities	1808	37.8	1803	31.4	766	31.0
Students without Disabilities	7537	57.2	7532	50.6	3138	44.0
High Needs	7935	51.5	7926	45.1	3226	39.8
Non-High Needs	1410	63.9	1409	56.8	678	49.5
District	9345	53.4	9335	46.9	3904	41.5

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	89.3	85.8	81.6	66.6	4,987	82.3
Curl Up	85.9	86.5	80.7	65.5	4,987	81.0
Push Up	78.0	74.9	68.3	57.3	4,987	70.9
Mile Run/PACER	82.6	73.5	56.9	43.6	4,987	66.4
All Tests - District	67.4	55.6	45.2	29.7	4,987	51.6
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The 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.

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

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	360	76.9
Hispanic or Latino	626	68.1
English Learners	180	63.9
Eligible for Free or Reduced-Price Meals	1,048	70.6
Students with Disabilities	215	48.4
District	1,282	73.3
State		87.4

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

²Cohort 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 Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.0	198	17.0
Male	93.8	129	10.7
Black or African American	95.3	55	8.6
Hispanic or Latino	94.4	122	10.6
White	95.0	116	26.5
English Learners	89.8	10	3.8
Eligible for Free or Reduced-Price Meals	95.6	186	11.6
Students with Disabilities	79.4	*	*
District	94.9	327	13.8
State	96.1		43.5

³College 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

⁴Participation 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 ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	62.7	78.8
Male	50.8	68.3
Black or African American	54.9	72.2
Hispanic or Latino	52.9	64.8
White	65.6	86.7
English Learners	38.7	62.9
Eligible for Free or Reduced-Price Meals	54.9	70.5
Students with Disabilities	26.9	66.7
District	57.0	74.5
State	72.0	88.5

⁵College 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.

⁶College 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

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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	53.4	75	35.6	50	71.2	67.1
	High Needs Students	51.5	75	34.4	50	68.7	55.9
Math Performance Index	All Students	46.9	75	31.2	50	62.5	62.2
	High Needs Students	45.1	75	30.1	50	60.1	50.5
Science Performance	All Students	41.5	75	27.6	50	55.3	55.3
	High Needs Students	39.8	75	26.5	50	53.0	45.2
ELA Academic Growth	All Students	47.7%	100%	47.7	100	47.7	55.4%
	High Needs Students	47.0%	100%	47.0	100	47.0	49.8%
Math Academic Growth	All Students	51.8%	100%	51.8	100	51.8	61.7%
	High Needs Students	51.0%	100%	51.0	100	51.0	53.7%
Chronic Absenteeism	All Students	16.0%	<=5%	28.0	50	56.0	9.9%
	High Needs Students	17.1%	<=5%	25.7	50	51.5	15.8%
Preparation for CCR	% Taking Courses	48.2%	75%	32.1	50	64.3	70.7%
	% Passing Exams	13.8%	75%	9.2	50	18.4	43.5%
On-track to High School Graduation		77.2%	94%	41.0	50	82.1	87.8%
4-year Graduation All Students (2016 Cohort)		73.3%	94%	78.0	100	78.0	87.4%
6-year Graduation - High Needs Students (2014)		70.3%	94%	74.8	100	74.8	82.0%
Postsecondary Entrance (Class of 2016)		57.0%	75%	76.1	100	76.1	72.0%
Physical Fitness (estimated part rate) and (fitness)		89.3% 51.6%	75%	17.2	50	34.4	92.0% 51.6%
Arts Access		35.2%	60%	29.4	50	58.7	50.5%
Accountability Index				794.5	1350	58.9	

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	63.9	51.5	12.3	16.7	
Math Performance Index Gap	56.8	45.1	11.8	18.7	
Science Performance Index Gap	49.5	39.8	9.7	16.6	
Graduation Rate Gap	86.0%	70.3%	15.7%	12.0%	Y

¹If 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.

²If 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	98.9
	High Needs Students	98.9
Math	All Students	98.8
	High Needs Students	98.8
Science	All Students	98.6
	High Needs Students	98.5

³Minimum 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: 42.9

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

Waterbury School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools