

STRATEGIC SCHOOL PROFILE 2007-08**Watertown School District**

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Location: 10 Deforest Street
Watertown,
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: Litchfield	Per Capita Income in 2000: \$26,044
Town Population in 2000: 21,661	Percent of Adults without a High School Diploma in 2000*: 16.3%
1990-2000 Population Growth: 5.9%	Percent of Adults Who Were Not Fluent in English in 2000*: 2%
Number of Public Schools: 6	District Enrollment as % of Estimated. Student Population: 85.0%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2007 3,398
5-Year Enrollment Change -4.4%

DISTRICT GRADE RANGE

Grade Range PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	405	11.9	10.5	28.7
K-12 Students Who Are Not Fluent in English	71	2.1	2.4	5.4
Students Identified as Gifted and/or Talented*	280	8.2	4.5	4.0
PK-12 Students Receiving Special Education Services in District	365	10.7	10.9	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	178	82.0	84.1	79.2
Homeless	1	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	103	28.1	22.2	20.2

*0.0% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	28	0.8
Asian American	74	2.2
Black	59	1.7
Hispanic	119	3.5
White	3,118	91.8
Total Minority	280	8.2

Percent of Minority Professional Staff: 0.7%

Non-English Home Language: 5.3% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 23.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Watertown continues its positive efforts to reduce racial, ethnic, and economic isolation through a range of programs at all grade levels, resulting in an increased awareness of diversity. Schools utilize the district Equity Within Diversity Guide in designing and implementing activities. Professional Development activities assist staff in developing and implementing strategies to effectively interact with students of varied abilities. Textbook selection process includes an analysis of content to ensure cultural diversity.

At Watertown High School, Language Arts and Social Studies courses engage students in literature studies that explore cultural differences. World Languages classes have cultural immersion activities, pen pals with students in other nations and multi-cultural activities. A six-year exchange program with students from Valladolid has continued. Through Virtual High School, WHS students connected with students and teachers from around the country. The Model United Nations Program, D.E.C.A., F.B.L.A., and the F.I.R.S.T. Robotics Team offered students interactions with other students from around the nation.

The Swift Middle School continues to offer interdisciplinary lessons that highlight diverse cultural backgrounds. Students participating in Project Poetry Live! interact with peers from other districts, as well as professional artists and writers. Many school clubs reinforce cultural diversity in their activities. World Cultures activities support efforts to bridge the cultures of the world through understanding. The Peace Pals student group emphasizes conflict resolution through discussion and mediation. The mentor program between Heminway Park School and the Siemon Company is in its sixth year. An interdisciplinary project with music and social studies provides students the opportunity to study African rhythms. Canstruction Club participates in a statewide competition that offers students the opportunity to interact with students from other school districts.

At the elementary schools, diversity and tolerance are emphasized in numerous ways. Second Step is a program that facilitates conflict resolution, which, coupled with Character Counts activities, emphasizes good citizenship. Through curricula and school assemblies, tolerance and caring for others are emphasized. A variety of cultural celebrations, such as Cinco de Mayo, allow students to appreciate holidays of other cultures. Students conduct numerous fundraisers to support people in need. An interdisciplinary program involving music, art, physical education, and classroom teachers has numerous topics, including Women in History, Native Americans, Black History, Holiday Celebrations Around the World, and Women Artists. The Preschool Program classes are integrated in a reverse mainstream model, with typical and special needs students learning together in a developmentally appropriate setting.

The Watertown School District continues its efforts to provide students and staff opportunities to interact with diverse people.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	51.6	52.0	35.6
Writing	61.5	63.4	27.6
Mathematics	63.9	60.0	45.4
Grade 4 Reading	67.0	55.9	61.4
Writing	77.8	62.9	74.8
Mathematics	61.1	60.3	39.0
Grade 5 Reading	66.3	62.2	40.1
Writing	80.6	64.5	74.7
Mathematics	65.3	65.9	35.2
Science	59.5	54.9	35.8
Grade 6 Reading	75.5	66.3	54.2
Writing	82.8	61.9	88.7
Mathematics	61.8	66.4	25.0
Grade 7 Reading	84.9	71.1	69.0
Writing	81.3	62.0	83.2
Mathematics	63.9	63.0	36.1
Grade 8 Reading	79.3	64.8	68.6
Writing	82.5	63.4	79.2
Mathematics	62.9	60.8	35.8
Science	70.9	58.6	47.2

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	46.7	45.5	43.1
Writing Across the Disciplines	59.6	57.9	37.7
Mathematics	49.1	50.1	34.6
Science	41.9	46.3	33.1

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	38.5	36.1	52.4

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		80.6	77.6	
Average Score	Mathematics	493	504	33.1
	Critical Reading	499	502	40.8
	Writing	503	503	45.4

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	94.7	92.6	38.5
Cumulative Four-Year Dropout Rate for Class of 2007	4.8	6.2	32.3
2006-07 Annual Dropout Rate for Grade 9 through 12	1.0	1.7	52.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	86.2	83.4
% Employed (Civilian Employment and in Armed Services)	12.9	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	197.10
Paraprofessional Instructional Assistants	12.40
Special Education	
Teachers and Instructors	30.07
Paraprofessional Instructional Assistants	61.10
Library/Media Specialists and Assistants	5.20
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.05
School Level	10.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	13.60
School Nurses	7.00
Other Staff Providing Non-Instructional Services and Support	143.52

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	15.9	14.1	13.6
% with Master's Degree or Above	82.1	74.9	75.6

Average Class Size	District	DRG	State
Grade K	18.2	17.4	18.1
Grade 2	24.1	19.1	19.3
Grade 5	24.2	20.6	20.9
Grade 7	23.6	21.0	20.5
High School	19.0	20.2	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	945	987	987
Middle School	959	1,023	1,017
High School	976	1,001	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.2	3.7	3.4
Middle School	3.1	3.0	2.7
High School	3.9	3.1	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$19,110	\$5,455	\$7,153	\$6,689	\$7,159
Instructional Supplies and Equipment	\$515	\$147	\$262	\$257	\$266
Improvement of Instruction and Educational Media Services	\$571	\$163	\$443	\$364	\$429
Student Support Services	\$1,278	\$365	\$764	\$705	\$761
Administration and Support Services	\$4,187	\$1,195	\$1,256	\$1,201	\$1,271
Plant Operation and Maintenance	\$4,118	\$1,176	\$1,329	\$1,202	\$1,322
Transportation	\$1,663	\$462	\$605	\$552	\$601
Costs for Students Tuitioned Out	\$892	N/A	N/A	N/A	N/A
Other	\$39	\$11	\$147	\$139	\$145
Total	\$32,373	\$9,255	\$12,203	\$11,370	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$11,780	\$3,363	\$1,875	\$1,149	\$1,882

Special Education Expenditures	
Total Expenditures	\$5,705,789
Percent of Total PK-12 Expenditures Used for Special Education	17.6%

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	51.1	46.4	1.9	0.5
Excluding School Construction	63.4	33.3	2.6	0.7

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The budget process in Watertown ensures equitable resources being 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.

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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	375
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.1%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	29	0.9	0.8	0.7
Learning Disability	146	4.3	3.3	4.0
Intellectual Disability	18	0.5	0.4	0.5
Emotional Disturbance	26	0.8	0.9	1.0
Speech Impairment	44	1.3	2.5	2.4
Other Health Impairment*	83	2.5	2.2	2.1
Other Disabilities**	29	0.9	0.8	0.9
Total	375	11.1	10.9	11.5

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	81.8	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	0.9	2.8

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	27.1	20.4	71.6	62.1
	Writing	26.4	19.3	78.1	63.0
	Mathematics	14.4	22.6	63.2	62.7
	Science	22.8	22.2	65.4	56.8
CAPT	Reading Across the Disciplines	10.3	11.4	46.7	45.5
	Writing Across the Disciplines	11.1	16.3	59.6	57.9
	Mathematics	13.8	14.7	49.1	50.1
	Science	13.8	14.4	41.9	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	30.5
	% With Accommodations	69.5
CAPT	% Without Accommodations	14.7
	% With Accommodations	85.3
% Assessed Using Skills Checklist		13.9

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	21	5.6

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	266	70.9	73.4	71.6
40.1 to 79.0 Percent of Time	89	23.7	16.6	16.6
0.0 to 40.0 Percent of Time	20	5.3	10.0	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Watertown Public School District strives for continual improvement, witnessed in numerous areas. The inclusion of special education students in mainstream classes continues to expand, with all students, with or without disability, spending a majority of their time together. For students with special needs, this ensures their educational program being in the "least restrictive environment." Special Education teachers spend the majority of their teaching day in mainstream classes as well. All teachers continue to receive professional development training in differentiated instruction strategies. A co-teaching model is utilized at all grade levels, with special education teachers and regular education teachers receiving training in team teaching strategies. The Best Buddies Program at the high school provides opportunities for regular education and cognitively challenged students to participate together in a variety of activities. Less formal buddy programs are established at other schools, accomplishing the same goal.

In an effort to improve student performance on standardized tests, each district school has developed an extensive CMT/CAPT Improvement Plan. Educators identified test strands on which improvement was needed and developed strategies to improve student understanding within the context of curricular work.

Protocols are used to examine student work. The Board of Education has supported six half-day schedules to provide opportunity for teachers to examine students' authentic work and identify improvement strategies.

Data Teams have been started at each school. After training team leaders, with support of our RESC, data teams met regularly. The data teams are working on CMT/CAPT strands in need of improvement.

School renovation projects are ongoing. Swift Middle School renovations are completed after a three-year expansion and remodeling. The expansion provides space for the sixth grade programs. Extensive planning has been completed to create a three-grade middle school model with a comprehensive unified arts program in addition to a rigorous core curriculum. Extensive renovations to Judson and Polk Schools as well as the high school will commence in July 2008. At the conclusion of these renovations, all school facilities will be upgraded.

Emphasizing literacy, the John Trumbull Primary School (PK-2) read over 2000 books as part of the Governor's Summer Reading Challenge. As well, promoting literacy at early grade levels has been reinforced with the opening of the Watertown Family Resource Center. Reading Nights, Parent Nights, and Literacy Bags (family oriented reading activities) have been initiated by the FRC.

Vertical Teams, comprised of teachers and administrators, meet annually for all curricular areas, providing opportunity for curriculum articulation across all grades (K-12). From these discussions, adjustments have been made that provide improved sequencing of the curricula. The Health Curriculum is being reviewed. A new Language Arts/Reading program has been introduced in grades Kindergarten through two; StoryTown is a comprehensive program that integrates reading and writing. The high school has developed a three-year curriculum plan that updates and expands all curriculum areas. This has been integrated into a ten-year District Curriculum Review Cycle. In the first five years of the cycle, the K-8 and high school curricula will be reviewed independently so as to allow the high school program expansion. The second five-year cycle will provide a K-12 curriculum review.
