

**STRATEGIC SCHOOL PROFILE 2009-10****Waterford School District**

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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](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: New London

Town Population in 2000: 19,152

1990-2000 Population Growth: 6.8%

Number of Public Schools: 5

Per Capita Income in 2000: \$26,807

Percent of Adults without a High School Diploma in 2000\*: 13.0%

Percent of Adults Who Were Not Fluent in English in 2000\*: 0.9%

District Enrollment as % of Estimated. Student Population: 96.0%

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\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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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.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2009

2,866

5-Year Enrollment Change

-8.0%

**DISTRICT GRADE RANGE**

Grade Range

K - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	363	13.3	13.4	32.6
K-12 Students Who Are Not Fluent in English	27	0.9	2.3	5.4
Students Identified as Gifted and/or Talented*	140	4.8	4.8	4.1
PK-12 Students Receiving Special Education Services in District	305	10.4	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	110	85.3	85.6	80.5
Homeless	26	0.9	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	67	16.9	15.5	13.6

\*92.9 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	27	0.9
Asian American	174	5.9
Black	129	5.0
Hispanic	183	6.6
White	2,353	81.5
Total Minority	513	17.9

**Percent of Minority Professional Staff:** 2.9%

**Open Choice:**

8 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:**

4.4% 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 24.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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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.

Waterford has made a concerted and organized effort to provide educational opportunities for its students to interact with their counterparts from diverse racial, ethnic, and economic backgrounds. This year, over 300 elementary students participated in activities with surrounding districts. Our schools hosted many speakers with the main focus being respect and diversity and our high school again took part in an art show in collaboration with New London Public Schools to showcase various forms of art created by our students. The Friendship School, our early childhood magnet school, operated by LEARN, in cooperation with New London Public Schools, entered its fourth year. More than 500 pre-kindergartner and kindergarten students attend and the state of the art building provides an inclusive program for all of the district's preschoolers identified as in need of special education. The Dual Language Arts Academy for grades 6-8, a collaboration with New London Public Schools and the Child and Family Agency of Southeastern Connecticut, provides an enrichment program dedicated to building a student body that is bilingual, biliterate, and multicultural. This is achieved by immersing students in the languages of Spanish and English through the overarching thematic umbrella of the arts. Waterford offers our students the opportunity to attend the Science and Technology Magnet High School in New London, the Agricultural Science and Technology program at Ledyard High School, Grasso Technical High School in Groton, Norwich Regional Technical High School in Norwich, the Regional Multicultural Magnet School (grades K-5) in New London, and we continue to be part of the planning process for a new Marine Science High School with LEARN. The quality of programs that Waterford has created over the years has greatly improved. We are always looking to add more activities through our budget process and through funding from our local education foundation, as well as funding through grants provided by the State and our area RESC.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % 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	64.7	57.0	48.5
Writing	66.5	58.3	56.4
Mathematics	71.8	62.4	54.0
Grade 4 Reading	73.9	59.9	64.2
Writing	71.8	63.6	51.3
Mathematics	75.5	67.0	54.7
Grade 5 Reading	72.7	61.8	57.6
Writing	80.3	68.2	65.7
Mathematics	78.2	72.4	48.8
Science	73.5	59.4	57.2
Grade 6 Reading	85.1	74.9	60.1
Writing	76.9	65.9	61.6
Mathematics	81.0	70.7	58.9
Grade 7 Reading	89.3	77.4	66.2
Writing	69.7	61.2	49.4
Mathematics	74.1	68.5	43.5
Grade 8 Reading	86.5	73.3	72.0
Writing	79.5	62.6	76.4
Mathematics	82.9	67.3	70.7
Science	81.8	62.8	75.8

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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 scorable 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	49.6	45.9	50.8
Writing Across the Disciplines	61.8	59.6	43.6
Mathematics	50.4	48.7	45.5
Science	53.1	45.3	56.1

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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
	49.8	50.7	46.1

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		75.5	68.5	
Average Score	Mathematics	528	508	61.2
	Critical Reading	534	503	76.7
	Writing	526	506	65.1

**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 2009	95.1	91.3	55.4
2008-09 Annual Dropout Rate for Grade 9 through 12	0.4	3.0	84.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	89.7	84.5
% Employed (Civilian Employment and in Armed Services)	7.3	10.4

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	197.17
Paraprofessional Instructional Assistants	4.00
Special Education	
Teachers and Instructors	25.99
Paraprofessional Instructional Assistants	52.62
Library/Media Specialists and/or Assistants	8.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	11.80
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	4.00
Counselors, Social Workers, and School Psychologists	15.90
School Nurses	5.00
Other Staff Providing Non-Instructional Services and Support	155.35

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	14.0	14.4	13.8
% with Master's Degree or Above	71.3	77.1	77.8

Average Class Size	District	DRG	State
Grade K	15.9	17.2	18.5
Grade 2	18.0	18.9	19.7
Grade 5	21.4	20.9	21.1
Grade 7	23.3	20.3	20.8
High School	19.1	19.6	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	1,016	985	992
Middle School	1,053	1,025	1,018
High School	1,035	1,000	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*	2.4	3.5	3.2
Middle School	1.9	2.8	2.5
High School	3.1	2.8	2.3

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$23,429	\$8,138	\$7,819	\$7,408	\$7,829
Instructional Supplies and Equipment	\$1,579	\$549	\$274	\$280	\$279
Improvement of Instruction and Educational Media Services	\$483	\$168	\$474	\$389	\$459
Student Support Services	\$2,653	\$922	\$863	\$800	\$859
Administration and Support Services	\$3,678	\$1,278	\$1,405	\$1,309	\$1,426
Plant Operation and Maintenance	\$4,412	\$1,533	\$1,469	\$1,377	\$1,462
Transportation	\$2,388	\$736	\$701	\$641	\$694
Costs for Students Tuitioned Out	\$2,375	N/A	N/A	N/A	N/A
Other	\$810	\$281	\$163	\$169	\$162
<b>Total</b>	<b>\$41,808</b>	<b>\$12,916</b>	<b>\$13,458</b>	<b>\$12,685</b>	<b>\$13,386</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$8,789	\$3,053	\$1,864	\$1,136	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$9,662,502	23.1	20.9	20.7

**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	80.1	18.1	1.6	0.2
Excluding School Construction	90.7	7.1	1.9	0.3

## 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.

Waterford has three elementary schools and it is the policy of the Board of Education and the practice of the school system that resources are allocated equally among the schools. Similarly, the middle school and high school are considered for equity purposes. All elementary schools teach the same curriculum and use the same adopted texts and resources. Each school budget is developed through a formula based on the number of classes and students in the school. Technology resources are distributed equally among the school in the district according to a technology plan approved by the State of Connecticut. During our building renovations, each elementary school has been designed the same, with each school having the same number of interactive whiteboards, computers, and computer labs. The elementary schools have just about equal populations due to Waterford's redistricting from five to three elementary schools, which was done to achieve more equity across the schools. Each principal oversees the distribution of resources in their school. The Business Manager and the Assistant Superintendent also look at each school and the district as a whole to ensure resources are allocated equally.

## SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	352
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.5%

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	24	0.8	1.1	1.0
Learning Disability	79	2.6	3.4	3.9
Intellectual Disability	17	0.6	0.4	0.5
Emotional Disturbance	40	1.3	0.9	1.0
Speech Impairment	73	2.4	2.4	2.2
Other Health Impairment*	96	3.1	2.2	2.1
Other Disabilities**	23	0.8	0.9	0.9
<b>Total</b>	<b>352</b>	<b>11.5</b>	<b>11.4</b>	<b>11.6</b>

\*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 2008-09 with a Standard Diploma	100.0	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	0.0	4.1

## 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	36.2	31.6	78.9	67.5
	Writing	21.7	19.6	74.2	63.3
	Mathematics	37.1	32.9	77.3	68.1
	Science	37.8	23.7	77.6	61.1
CAPT	Reading Across the Disciplines	7.4	13.8	49.6	45.9
	Writing Across the Disciplines	13.3	16.8	61.8	59.6
	Mathematics	10.3	16.7	50.4	48.7
	Science	17.2	13.0	53.1	45.3

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	7.0
	% With Accommodations	93.0
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		6.0

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	17	4.8
Private Schools or Other Settings	29	8.2

### 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	300	85.2	76.7	73.4
40.1 to 79.0 Percent of Time	19	5.4	13.8	15.3
0.0 to 40.0 Percent of Time	33	9.4	9.5	11.3

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

Waterford continues to execute the Professional Learning Community (PLC) program with our staff. The PLC program requires that staff work in grade level or discipline area teams to discuss and analyze student data from common district or State assessments. Curriculum leaders and department heads continue to work with their groups on common goals and instructional strategies. By meeting regularly, these groups have an opportunity to discuss what works or what doesn't and improve upon it. Waterford continues to have great leaders within its schools. Special Education services are delivered through cooperatively taught classes as well as specialized inclusive classes at Waterford High School and Clark Lane Middle School. Our elementary schools continue to provide integrated Special Education services, with a focus on the provision of related services in the general education settings as well. Our Special Education staff has focused on reading and literacy, with an emphasis on training in research-based programs. These include Wilson Language, Read Naturally, EdMark Reading Program, and Fast ForWord. Waterford provides extensive professional development to teams working with our young children diagnosed with Autism Spectrum Disorders, particularly in the implementation of the SCERTS Model.

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