

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



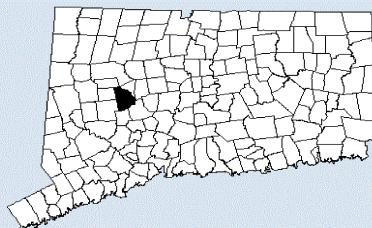
## Watertown School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	2,724
Per Pupil Expenditures <sup>1</sup>	\$16,446
Total Expenditures <sup>1</sup>	\$46,640,239

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,251	45.9	48.4
Male	1,473	54.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	44	1.6	5.2
Black or African American	85	3.1	12.7
Hispanic or Latino of any race	225	8.3	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	80	2.9	3.8
White	2,282	83.8	51.1
English Learners	123	4.5	8.3
Eligible for Free or Reduced-Price Meals	1,014	37.2	43.3
Students with Disabilities <sup>3</sup>	402	14.8	16.0

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	123	10.2	24	1.9
Male	148	10.3	92	6.1
Black or African American	*	*	*	*
Hispanic or Latino of any race	30	13.5	24	9.6
White	225	10.2	73	3.2
English Learners	11	8.5	0	0.0
Eligible for Free or Reduced-Price Meals	151	15.6	62	5.7
Students with Disabilities	88	22.6	44	10.0
District	271	10.3	116	4.2
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 267**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> A student is chronically absent if they miss 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>5</sup> This column displays 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 2019-20

## Watertown School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	173.5
Paraprofessional Instructional Assistants	24.6
<b>Special Education</b>	
Teachers and Instructors	31.0
Paraprofessional Instructional Assistants	74.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.0
School Level	8.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	10.0
Counselors, Social Workers and School Psychologists	17.5
School Nurses	6.5
Other Staff Providing Non-Instructional Services/Support	107.8

<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	1	0.4	0.1
Asian	0	0.0	1.2
Black or African American	3	1.2	4.0
Hispanic or Latino of any race	1	0.4	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	247	98.0	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.7	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	7	*	16	*
White	84	54.9	145	79.2
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	25	47.2	45	72.6
Students with Disabilities	9	42.9	36	75.0
District	97	54.5	173	78.3
State		75.8		84.8

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	27	52.9
Emotional Disturbance	27	65.9
Intellectual Disability	0	0
Learning Disability	121	84.0
Other Health Impairment	90	84.1
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	292	74.3
State		67.8

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2019-20

## Watertown School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	57	2.1	2.0
Emotional Disturbance	41	1.5	1.1
Intellectual Disability	12	0.4	0.5
Learning Disability	144	5.3	5.7
Other Health Impairment	109	4.0	3.3
Other Disabilities	21	0.8	1.1
Speech/Language Impairment	26	1.0	1.8
All Disabilities	410	15.0	15.6

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	15	3.7	8.2
Private Schools or Other Settings	33	8.0	5.0

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$30,435,611	\$10,732	\$10,923
Support services - students	\$1,697,916	\$619	\$1,277
Support services - instruction	\$438,321	\$160	\$682
Support services - general administration	\$1,670,133	\$609	\$467
Support services - school based administration	\$2,917,822	\$1,064	\$1,021
Central and other support services	\$1,018,171	\$371	\$679
Operation and maintenance of plant	\$5,875,951	\$2,143	\$1,718
Student transportation services	\$2,586,313	\$877	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$46,640,239	\$16,446	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,513,926	27.7	28.5
Instructional Aide Salaries	\$1,460,402	11.5	10.1
Other Salaries	\$678,856	5.4	11.1
Employee Benefits	\$2,425,695	19.1	13.0
Purchased Services Other Than Transportation	\$1,256,003	9.9	5.7
Special Education Tuition	\$2,166,903	17.1	22.5
Supplies	\$48,573	0.4	0.6
Property Services	\$7,709	0.1	0.3
Purchased Services For Transportation	\$1,112,215	8.8	8.0
Equipment	.	.	0.2
All Other Expenditures	\$510	0.0	0.1
Total	\$12,670,791	100.0	100.0
Percent of Total Expenditures Used for Special Education		27.2	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	70.0
State	27.0
Federal	2.1
Tuition & Other	0.8

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Watertown School District

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

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	23	73.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	80	76.3
Students with Disabilities	44	54.5
District	219	86.8
State		88.5

<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 2018-19 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	81.5	90.1
Male	61.6	75.4
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	73.1	85.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	66.2	73.2
Students with Disabilities	42.4	*
District	72.0	84.0
State	71.5	87.5

<sup>3</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>4</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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	81.0%	100%	60.4%
	Oral	58.7%	100%	57.6%
Chronic Absenteeism	All Students	10.3%	<=5%	12.2%
	High Needs Students	15.7%	<=5%	18.0%
Preparation for CCR	% Taking Courses	67.7%	75%	80.4%
On-track to High School Graduation		92.2%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		86.8%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		88.2%	94%	84.5%
Postsecondary Entrance (Class of 2019)		71.9%	75%	71.5%
Arts Access		58.9%	60%	51.8%

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.*

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>
Graduation Rate Gap	94.0%	88.2%	5.8%	10.9%	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.

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.*

### Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Watertown School District

### Narratives

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#### School District Improvement Plans and Parental Outreach Activities

Watertown Public Schools is currently in Year Two of the implementation of our three-year District Improvement Plan. This plan boasts specific goals increasing the effectiveness of the instructional core, implementing student-centered learning and seamlessly integrating social and emotional learning throughout the school day. School success plans, and in-turn, teachers' individual professional growth plans are fully aligned with the district plan. All contain specific and measurable action steps and outcomes with respect to improving educational programs and services for all students, but in particular our neediest populations, meeting students' individual needs through increased personalized learning opportunities and by providing safe and nurturing spaces, in order to maximize student engagement and attendance. Watertown is focusing on data driven decision making through the implementation of Professional Learning Communities and a revised and aligned Response to Intervention Process to meet students' individual academic and social and emotional needs.

As a result of drilling down to student needs specifically in Watertown, Watertown strives to continuously improve special education programs and services. For example, we have an off-site transition program (Watertown Transition Academy) for students who are ages 18-21 that provides the students with real-world work experiences. Additionally, we offer a highly supportive program for students who may struggle socially, emotionally or behaviorally, at our PreK-2, 3-5, and 6-8 schools. This program is specifically designed to provide more individualized academic and behavioral support services throughout the day, with the goal of full inclusion into the classroom.

Through our District Improvement Plan, specific efforts have been made to fully partner and engage with our community and families. For example, by June 2022, Watertown Public Schools plans to have a Family Resource Center established in each school to provide opportunities for families to connect and build networks; promote parental self-efficacy and deepen parents' ability to support their children's academic, social and emotional development; and increase ongoing two-way communication between schools and families. This is in addition to the countless ways we strive to partner with and support families, including frequent communication from the district, school and teacher level via school websites, Twitter and our district Thrillshare parent communication platform, which provides families with alerts about weather-related closings and delays, as well as reminders of school events, through both phone and email.

#### Efforts to Reduce Racial, Ethnic and Economic Isolation

Building strong relationships is a key component of developing an appreciation of cultural diversity. 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 Social Studies curriculum at the high school has been reviewed and revised to include African American and Latinx studies. 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. Swift's developmental guidance and health curriculum programs emphasize a strong anti-bullying message and encourage respect and kindness. Watertown High School and Swift Middle School held "Becoming An Ally" workshops, in partnership with the Anti-Defamation League of Connecticut. These workshops demonstrated tools of advocacy that can be used in a wide variety of interactions with peers. At the elementary schools, diversity and tolerance are emphasized in numerous ways including through direct teaching, specific activities and fundraisers and integration in the cultural norms of the school.

# District Profile and Performance Report for School Year 2019-20

## 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 or 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.