

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



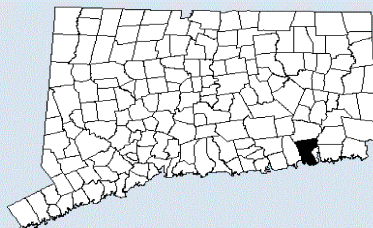
## Waterford School District

Mr. Jerome Belair III, Superintendent • 860-444-5801 • [www.waterfordschools.org](http://www.waterfordschools.org)

### District Information

Grade Range	K-12
Number of Schools/Programs	8
Enrollment	2,552
Per Pupil Expenditures <sup>1</sup>	\$15,878
Total Expenditures <sup>1</sup>	\$46,840,014

<sup>1</sup>Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)

(2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,252	49.1	48.3
Male	1,300	50.9	51.6
American Indian or Alaska Native	*	*	0.2
Asian	125	4.9	4.7
Black or African American	99	3.9	12.9
Hispanic or Latino	226	8.9	22.1
Pacific Islander	*	*	0.0
Two or More Races	77	3.0	2.5
White	2,002	78.4	57.2
English Language Learners	49	1.9	6.3
Eligible for Free or Reduced-Price Meals	461	18.1	37.6
Students with Disabilities <sup>1</sup>	366	14.3	13.3

<sup>1</sup>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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	89	7.0	43	3.3
Male	63	4.8	119	9.0
Black or African American	*	*	13	12.6
Hispanic or Latino	22	9.7	30	13.1
White	113	5.6	106	5.2
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	56	11.9	65	12.3
Students with Disabilities	52	13.3	60	14.7
District	152	5.9	162	6.2
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 5**

<sup>2</sup>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.

<sup>3</sup>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 2014-15

## Waterford School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	178.3
Paraprofessional Instructional Assistants	7.0
<b>Special Education</b>	
Teachers and Instructors	28.8
Paraprofessional Instructional Assistants	50.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.5
School Level	11.0
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	13.6
Counselors, Social Workers and School Psychologists	17.4
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	150.5

<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	0	0.0	0.1
Asian	2	0.8	1.0
Black or African American	2	0.8	3.5
Hispanic or Latino	6	2.3	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	251	96.2	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.0	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	6	*	7	*
Hispanic or Latino	11	55.0	9	*
White	101	69.7	143	80.8
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	15	50.0	16	76.2
Students with Disabilities	21	55.3	23	60.5
District	134	68.7	172	77.8
State		58.4		73.8

<sup>3</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>4</sup>

	Count	Rate (%)
Autism	35	72.9
Emotional Disturbance	14	42.4
Intellectual Disability	*	*
Learning Disability	115	96.6
Other Health Impairment	95	83.3
Other Disabilities	*	*
Speech/Language Impairment	30	85.7
District	307	81.2
State		69.7

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2014-15

## Waterford School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	51	1.9	1.5
Emotional Disturbance	33	1.2	1.0
Intellectual Disability	15	0.6	0.5
Learning Disability	119	4.4	4.4
Other Health Impairment	117	4.3	2.6
Other Disabilities	14	0.5	1.0
Speech/Language Impairment	43	1.6	1.9
All Disabilities	392	14.4	13.0

<sup>1</sup>Grades K-12

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

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	31	7.9	8.1
Private Schools or Other Settings	29	7.4	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	27,299,171	10,722	9,134
Instructional Supplies and Equipment	776,052	305	334
Improvement of Instruction and Educational Media Services	491,311	193	498
Student Support Services	2,995,522	1,177	1,001
Administration and Support Services	4,469,517	1,756	1,694
Plant Operation and Maintenance	4,693,251	1,843	1,572
Transportation	2,515,731	848	813
Costs of Students Tuitioned Out	2,714,313	N/A	N/A
Other	885,146	348	186
Total	46,840,014	15,878	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	10,714,400	4,208	1,272
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<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: 2013-14

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	4,044,529	35.4	35.1
Noncertified Personnel	1,547,363	13.5	14.2
Purchased Services	829,871	7.3	5.2
Tuition to Other Schools	2,162,073	18.9	22.0
Special Ed. Transportation	762,171	6.7	8.6
Other Expenditures	2,094,510	18.3	14.9
Total Expenditures	11,440,517	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	90.1	92.7
State	8.2	5.1
Federal	1.5	1.9
Tuition & Other	0.2	0.3

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2014-15

## Waterford 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	14	*	13	*	*	*
Asian	67	80.0	67	72.7	39	63.8
Black or African American	50	64.7	50	53.1	25	54.9
Hispanic or Latino	137	67.6	137	55.2	60	54.1
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	32	66.5	32	56.4	*	*
White	1085	73.5	1082	63.0	484	63.0
English Language Learners	34	58.6	34	49.7	16	*
Non-English Language Learners	1351	73.0	1347	62.5	607	62.1
Eligible for Free or Reduced-Price Meals	238	64.2	236	53.4	109	54.3
Not Eligible for Free or Reduced-Price Meals	1147	74.4	1145	64.0	514	63.3
Students with Disabilities	250	52.5	249	43.1	111	49.9
Students without Disabilities	1135	77.1	1132	66.4	512	64.3
High Needs	431	59.7	429	49.5	193	53.2
Non-High Needs	954	78.5	952	67.9	430	65.6
District	1385	72.7	1381	62.2	623	61.7

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	91.3	67.9	77.6	79.1	800	78.5
Curl Up	91.8	63.7	68.2	79.6	800	75.3
Push Up	77.0	54.9	69.7	85.6	800	71.4
Mile Run/PACER	82.5	66.5	71.6	71.6	800	72.8
All Tests - District	66.7	35.8	46.8	64.2	800	52.8
All Tests - State	50.8	51.0	50.3	51.9		51.0

<sup>2</sup>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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2014-15

## Waterford School District

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

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	20	80.0	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	34	76.5	.		.
Students with Disabilities	23	65.2	.		.
District	203	92.1	91.8	Yes	92.1
State <sup>4</sup>		87.0			

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	75.6	100	46.9
Male	64.0	78	38.4
Black or African American	50.0	*	*
Hispanic or Latino	48.6	8	22.9
White	73.3	147	45.7
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	47.1	13	25.5
Students with Disabilities	27.3	*	*
District	70.0	178	42.8
State	67.2		37.3

<sup>5</sup>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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>6</sup>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.

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 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	84.3	84.1
Male	81.2	82.3
Black or African American	*	*
Hispanic or Latino	*	*
White	81.0	87.0
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	68.9	71.9
Students with Disabilities	47.6	*
District	82.6	83.2
State	72.6	88.8

<sup>7</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>8</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 2014-15

## Waterford School District

### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	72.7	75	96.9	100	96.9	67.9
	High Needs Students	59.7	75	79.7	100	79.7	56.7
Math Performance Index	All Students	62.2	75	82.9	100	82.9	59.3
	High Needs Students	49.5	75	66.0	100	66.0	47.8
Science Performance Index	All Students	61.7	75	82.3	100	82.3	56.5
	High Needs Students	53.2	75	71.0	100	71.0	45.9
Chronic Absenteeism	All Students	5.9%	<=5%	48.2	50	96.3	10.6%
	High Needs Students	11.0%	<=5%	37.9	50	75.9	17.3%
Preparation for CCR	% Taking Courses	73.6%	75%	49.0	50	98.1	66.1%
	% Passing Exams	42.8%	75%	28.5	50	57.1	37.3%
On-track to High School Graduation		96.6%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		92.1%	94%	98.0	100	98.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		83.8%	94%	89.2	100	89.2	77.6%
Postsecondary Entrance (Class of 2014)		82.6%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		94.2%   52.8%	75%	35.2	50	70.3	87.6%   51.0%
Arts Access		42.7%	60%	35.6	50	71.2	45.7%
<b>Accountability Index</b>				<b>1050.4</b>	<b>1250</b>	<b>84.0</b>	

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>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	59.7	15.3	17.3	
Math Performance Index Gap	67.9	49.5	18.4	19.6	
Science Performance Index Gap	65.6	53.2	12.3	17.2	
Graduation Rate Gap	94.0%	83.8%	10.2%	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	99.3
	High Needs Students	98.0
Math	All Students	99.2
	High Needs Students	98.3
Science	All Students	99.8
	High Needs Students	99.5

### 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: 48.6      State: 50.1**

#### 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 2014-15

## Waterford School District

### Narratives

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

Waterford continues to execute the Professional Learning Community (PLC) program with our staff. The PLC program requires that staff work in grade level or subject area teams to discuss and analyze student data from common district or State assessments.

Each school conducts Instructional Rounds which involves a team of school and district teachers and administrators observing classrooms while focusing upon a defined Problem of Instructional Practice (POIP) and suggesting steps to assist in supporting improvement. The POIP is specific to the school and is derived from analysis during PLC and faculty meetings and focuses on important instructional areas.

A district Theory of Action (TOA) was developed and is comprised of a set of strategic actions that will be purposefully and intentionally used to continually improve the teaching and learning process in Waterford. The statements contained in the TOA are intended to describe intentional organizational coherence and alignment to best practices that will help facilitate improvement efforts.

There is a Professional Learning and Evaluation Committee comprised of teachers that helps refine our evaluation plan and assists in setting the direction of professional learning.

Curriculum Leaders, Department Chairs, and Instructional Coaches in Literacy, Numeracy and Technology continue to work with their groups on common goals and instructional strategies centered on implementing the Common Core State Standards. 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!

The district has made an effort to assist those students who are not identified as special education, but are also not at the proficient level. We have Literacy and Mathematics Support Teachers in each of our elementary schools and our middle school that focus on reading and math. Waterford High School offers support classes in reading, mathematics and writing for those students that need assistance.

The district follows all state guidelines for reporting student truancy. The district works with the courts to manage lower level truanies in the local Juvenile Review Board. Administrators, social workers and school psychologists conduct home visits as part of our attempt to reduce truancy.

Special Education services are delivered primarily through cooperatively taught classes as well as some self-contained specialized skills classes at Waterford High School and Clark Lane Middle School. Waterford High School works collaboratively with Clark Lane Middle School to develop transition plans for students with special needs. 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 which include Wilson Language, Read Naturally and the EdMark Reading Program. 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.

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

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. Our students regularly participate in activities with students from surrounding urban districts facilitated by LEARN. Each school often hosts speakers with the main focus being respect and diversity and students frequently work on projects celebrating their personal heritage. Waterford 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 tenth year. More than 500 pre-kindergarten 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.

Waterford offers our students the opportunity to attend various high schools in the region including the Science and Technology Magnet High School, Marine Science Magnet High School, the Agricultural Science and Technology program at Ledyard High School, Grasso Technical High School, Norwich Regional Technical High School, and Middle College High School. Additionally, Waterford transports many resident elementary and middle school students to magnet and charter schools such as Winthrop STEM Elementary Magnet School, Nathan Hale Arts Magnet School, Regional Multicultural Magnet School (RMMS), Interdistrict School for Arts & Communication (ISAAC), Dual Language & Arts Magnet Middle School, and the STEM Magnet Middle School.

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, school parent teacher organizations, and through grants provided by the State and our area RESC.

# District Profile and Performance Report for School Year 2014-15

## Waterford School District

### **Equitable Allocation of Resources among District Schools**

It is the policy of the Board of Education and the practice of the school system that resources are allocated equally among all schools. Each elementary school teaches the same curriculum and uses 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. Each of our 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 Director of Finance & Operations and the Assistant Superintendent also look at each school and the district as a whole to ensure resources are allocated equally. Class sizes are monitored and adjusted at the district level, ensuring equality across grades and schools.