

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



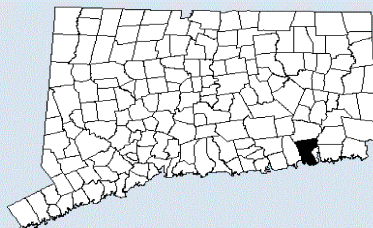
Waterford School District

Mr. Thomas Giard III, Superintendent • 860-444-5801 • www.waterfordschools.org

District Information

Grade Range	PK-12
Number of Schools/Programs	10
Enrollment	2,519
Per Pupil Expenditures ¹	\$17,978
Total Expenditures ¹	\$49,889,862

¹Expenditure data reflect the 2017-18 school year.



Community Information

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

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Unless otherwise noted, all data are for 2018-19 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 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, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	1,260	50.0	51.6
American Indian or Alaska Native	7	0.3	0.3
Asian	129	5.1	5.2
Black or African American	61	2.4	12.8
Hispanic or Latino of any race	268	10.6	25.8
Native Hawaiian or Other Pacific Islander	8	0.3	0.1
Two or More Races	98	3.9	3.6
White	1,948	77.3	52.4
English Learners	62	2.5	7.6
Eligible for Free or Reduced-Price Meals	734	29.1	42.1
Students with Disabilities ³	413	16.4	15.4

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

³Students 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.

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	76	6.2	36	2.8
Male	74	6.0	89	6.9
Black or African American	*	*	*	*
Hispanic or Latino of any race	23	8.7	23	8.2
White	109	5.8	89	4.5
English Learners	8	11.0	*	*
Eligible for Free or Reduced-Price Meals	85	11.7	62	7.7
Students with Disabilities	58	14.3	48	10.1
District	150	6.1	125	4.9
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 119

Number of school-based arrests: 11

⁴A 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.

⁵This column displays the 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	169.2
Paraprofessional Instructional Assistants	7.0
Special Education	
Teachers and Instructors	31.4
Paraprofessional Instructional Assistants	74.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.5
School Level	10.8
Library/Media	
Specialists (Certified)	1.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	14.0
Counselors, Social Workers and School Psychologists	17.8
School Nurses	5.2
Other Staff Providing Non-Instructional Services/Support	101.3

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	0	0.0	0.1
Asian	2	0.8	1.1
Black or African American	2	0.8	3.8
Hispanic or Latino of any race	5	2.0	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	242	96.4	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.9	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	22	91.7	19	82.6
White	143	86.1	152	95.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	40	78.4	38	95.0
Students with Disabilities	28	75.7	30	83.3
District	182	85.0	196	93.8
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	36	66.7
Emotional Disturbance	27	57.4
Intellectual Disability	7	*
Learning Disability	131	92.9
Other Health Impairment	78	86.7
Other Disabilities	6	*
Speech/Language Impairment	32	91.4
District	317	79.8
State		67.6

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

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	56	2.1	1.9
Emotional Disturbance	47	1.8	1.1
Intellectual Disability	12	0.5	0.5
Learning Disability	141	5.4	5.5
Other Health Impairment	92	3.5	3.2
Other Disabilities	26	1.0	1.1
Speech/Language Impairment	41	1.6	1.8
All Disabilities	415	15.9	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	23	5.5	8.2
Private Schools or Other Settings	28	6.7	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$31,841,930	\$11,475	\$10,545
Support services - students	\$3,953,193	\$1,570	\$1,373
Support services - instruction	\$2,371,213	\$942	\$644
Support services - general administration	\$1,974,455	\$784	\$462
Support services - school based administration	\$1,676,393	\$666	\$1,007
Central and other support services	\$536,980	\$213	\$671
Operation and maintenance of plant	\$4,163,710	\$1,654	\$1,629
Student transportation services	\$2,514,860	\$973	\$1,231
Food services	\$42,008	\$17	\$13
Enterprise operations	\$791,958	\$315	\$157
Minor school construction	\$23,162	\$9	\$65
Total	\$49,889,862	\$17,978	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,613,184	38.2	29.7
Instructional Aide Salaries	\$1,187,279	9.8	9.6
Other Salaries	\$987,096	8.2	10.4
Employee Benefits	\$1,813,841	15.0	13.0
Purchased Services Other Than Transportation	\$862,519	7.1	5.5
Special Education Tuition	\$1,951,902	16.2	22.6
Supplies	\$98,289	0.8	0.6
Property Services	\$11,608	0.1	0.4
Purchased Services For Transportation	\$473,279	3.9	8.0
Equipment	\$31,548	0.3	0.2
All Other Expenditures	\$38,764	0.3	0.1
Total	\$12,069,308	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.2	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	96.2
State	1.8
Federal	1.9
Tuition & Other	0.1

⁴Revenue 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 2018-19

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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	*	*	*	*	*	*
Asian	66	80.4	66	82.3	23	76.7
Black or African American	36	66.0	36	61.5	11	*
Hispanic or Latino of any race	126	65.7	126	61.4	57	60.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	60	73.8	60	67.6	30	67.6
White	1,019	73.8	1,018	71.0	466	68.4
English Learners	54	66.0	54	65.7	21	56.4
Non-English Learners	1,262	73.4	1,261	70.4	570	68.0
Eligible for Free or Reduced-Price Meals	383	64.9	382	61.1	162	60.4
Not Eligible for Free or Reduced-Price Meals	933	76.5	933	73.9	429	70.3
Students with Disabilities	226	52.3	225	47.4	104	49.7
Students without Disabilities	1,090	77.5	1,090	74.9	487	71.5
High Needs	514	63.2	513	59.2	226	58.2
Non-High Needs	802	79.5	802	77.2	365	73.5
District	1,316	73.1	1,315	70.2	591	67.6

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

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

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	88.6	85.7	84.9	88.3	751	86.8
Curl Up	90.4	88.2	91.9	91.3	751	90.4
Push Up	82.6	75.4	75.1	84.2	751	79.2
Mile Run/PACER	86.8	72.4	62.2	79.1	751	74.8
All Tests - District	62.3	57.6	51.9	73.0	751	61.3
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	9	*
Hispanic or Latino of any race	13	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	46	80.4
Students with Disabilities	28	64.3
District	208	91.3
State		88.3

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 2017-18 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.4	99	51.0
Male	92.5	105	46.1
Black or African American	*	*	*
Hispanic or Latino of any race	89.4	13	27.7
White	94.8	165	50.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.7	20	22.0
Students with Disabilities	72.6	*	*
District	94.6	204	48.2
State	95.9		42.6

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

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 percentage.

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 2018	Class of 2017
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	86.0	92.6
Male	68.8	80.7
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	79.2	89.1
English Learners	*	*
Eligible for Free or Reduced-Price Meals	64.3	71.9
Students with Disabilities	46.4	*
District	77.7	86.6
State	71.0	87.8

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	73.1	75	48.8	50	97.5	67.7
	High Needs Students	63.2	75	42.1	50	84.2	58.1
Math Performance Index	All Students	70.2	75	46.8	50	93.6	63.1
	High Needs Students	59.2	75	39.5	50	79.0	52.7
Science Performance Index	All Students	67.6	75	45.1	50	90.2	63.8
	High Needs Students	58.2	75	38.8	50	77.6	54.2
ELA Academic Growth	All Students	64.3%	100%	64.3	100	64.3	59.9%
	High Needs Students	57.9%	100%	57.9	100	57.9	55.1%
Math Academic Growth	All Students	74.8%	100%	74.8	100	74.8	62.5%
	High Needs Students	73.1%	100%	73.1	100	73.1	55.2%
Progress Toward English Proficiency	Literacy	64.2%	100%	32.1	50	64.2	60.0%
	Oral	54.5%	100%	27.3	50	54.5	52.1%
Chronic Absenteeism	All Students	6.1%	<=5%	47.8	50	95.6	10.4%
	High Needs Students	11.4%	<=5%	37.3	50	74.6	16.1%
Preparation for CCR	% Taking Courses	89.4%	75%	50.0	50	100.0	80.0%
	% Passing Exams	48.2%	75%	32.2	50	64.3	42.6%
On-track to High School Graduation		93.7%	94%	49.8	50	99.7	88.0%
4-year Graduation All Students (2018 Cohort)		91.3%	94%	97.2	100	97.2	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		92.2%	94%	98.1	100	98.1	83.3%
Postsecondary Entrance (Class of 2018)		77.7%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		94.0% 61.3%	75%	40.8	50	81.7	96.4% 52.9%
Arts Access		47.4%	60%	39.5	50	79.1	51.9%
Accountability Index				1183.1	1450	81.6	

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 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	75.0	63.2	11.8	15.4	
Math Performance Index Gap	75.0	59.2	15.8	17.6	
Science Performance Index Gap	73.5	58.2	15.3	16.1	
Graduation Rate Gap	94.0%	92.2%	1.8%	11.1%	N

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.

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.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	99.5
	High Needs Students	99.1
Math	All Students	99.4
	High Needs Students	98.9
Science	All Students	98.7
	High Needs Students	97.1

³Minimum participation standard is 95%.

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.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 56.3 State: 51.5

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Waterford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Waterford is in its second year of Strategic Coherence Plan, school growth plans for each school with goals on academic and social-emotional learning. 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.

.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.

.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.

.Special Education services are delivered through cooperatively taught classes as well as some self-contained specialized skills classes a 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, Orton-Gillingham, Read Naturally and the EdMark Reading Program.

.Parental outreach has grown in our district over the past year. Each school has specific social media handles for their schools so parents are able to see day by day what is happening at each school. Our district website lists all community and school activities, and ways for parents to become involved. We also host a Parent Advisory Council each month at the Board of Education and invite parents from all five schools to participate and give feedback about areas of strength and opportunity at their child's school.

Additionally, on the district level, we have developed a new user friendly website this year and launched a new mobile app. Also, a new district calendar that collates events from across the district into one calendar has been created.

The district is continually looking for ways to engage families in their children's learning. At the school level, several programs were established. Waterford High School hosted STEAM Night and the school counseling department began hosting monthly Coffee With the Counselors. At Clark Lane, parents attended French and Spanish Honors Society night where students were honored for their efforts in World Language learning. At the elementary schools, Family Math Night was established to bridge mathematical practices from the classroom to the home. .

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. Waterford initiated an outreach across the region to K-8 districts this year and one of the benefits that could result is increased diversity specifically at the High School. Waterford High School's School Climate Committee meets monthly to address any challenges or opportunities, as well as their Adolescent Learning and Leadership Institute. Great Neck Elementary school has adopted the practice of holding a daily morning meeting with students where classroom teachers discuss topics aimed at social/emotional well-being, inclusiveness and being accepting of differences. All students in a classroom community are provided with opportunities to share. Oswegatchie Elementary has a resident artist program work with 5th grade students on a unit on immigration. Students wrote songs and created art work on the topic of immigration, in addition to their Chinese Cultural Club that focuses on East Asian cultures. Quaker Hill Elementary school hosted a diversity project where they teamed up three classrooms with three urban classrooms from Uncas School in Norwich and those classrooms traveled to each other's schools and participated in STEM labs and worked together to solve STEM challenges.

.Clark Lane Middle School has made great efforts to make students more culturally aware, and reduce racial isolation and bias in a number of ways. In grade 6, students explore the topic of the Holocaust, and present projects dealing with the progression from stereotyping to the horrors of genocide. Students in grade 7 experience a variety of guest speakers such as visitors from South Africa, Ghana, Israel and Jordan. Students have attended classes devoted to Heifer International and a variety of other charities and causes, both international and local.

Waterford offers our students the opportunity to attend various high schools in the region. Transportation is provided to many area teach and magnet schools.

The quality of programs that Waterford has created over the years has greatly improved

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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.