

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



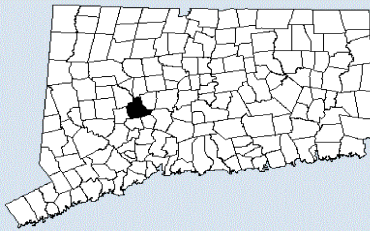
## Waterbury School District

Ms. Kathleen Ouellette, Superintendent • 203-574-8004 • www.waterbury.k12.ct.us

### District Information

Grade Range	PK-12
Number of Schools/Programs	59
Enrollment	19,007
Per Pupil Expenditures <sup>1</sup>	\$15,350
Total Expenditures <sup>1</sup>	\$292,499,309

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 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 ensure student confidentiality.  
 N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	9,150	48.1	48.4
Male	9,857	51.9	51.6
American Indian or Alaska Native	*	*	0.3
Asian	308	1.6	5.1
Black or African American	4,176	22.0	12.8
Hispanic or Latino	10,260	54.0	24.8
Pacific Islander	*	*	0.1
Two or More Races	670	3.5	3.3
White	3,463	18.2	53.6
English Learners	2,614	13.8	7.2
Eligible for Free or Reduced-Price Meals	13,649	71.8	36.7
Students with Disabilities <sup>1</sup>	3,520	18.5	14.8

<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	1,461	16.6	1,145	12.4
Male	1,842	19.7	2,111	21.0
Black or African American	769	19.0	974	22.8
Hispanic or Latino	1,980	20.1	1,805	17.1
White	386	12.2	348	10.3
English Learners	605	21.9	492	17.5
Eligible for Free or Reduced-Price Meals	3,059	20.1	2,908	18.1
Students with Disabilities	1,008	29.3	1,036	26.6
District	3,303	18.2	3,256	16.9
State		10.7		6.8

**Number of students in 2016-17 qualified as truant under state statute: 4,081**

**Number of school-based arrests: 216**

<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 2017-18

## Waterbury School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	1,168.0
Paraprofessional Instructional Assistants	83.6
<b>Special Education</b>	
Teachers and Instructors	214.8
Paraprofessional Instructional Assistants	333.5
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	26.0
School Level	79.6
<b>Library/Media</b>	
Specialists (Certified)	25.0
Support Staff	14.9
Instructional Specialists Who Support Teachers	68.4
Counselors, Social Workers and School Psychologists	100.6
School Nurses	29.4
Other Staff Providing Non-Instructional Services/Support	615.1

#### Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	2	0.1	0.1
Asian	20	1.2	1.1
Black or African American	70	4.2	3.7
Hispanic or Latino	126	7.5	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	5	0.3	0.1
White	1,461	86.8	91.0

<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.

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.1	10.5

### 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	122	40.4	202	64.1
Hispanic or Latino	237	40.9	355	61.6
White	113	48.5	153	67.7
English Learners	40	25.5	72	49.3
Eligible for Free or Reduced-Price Meals	380	42.8	594	63.5
Students with Disabilities	66	33.0	151	63.7
District	499	42.8	761	63.7
State		69.3		80.1

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	89	35.2
Emotional Disturbance	74	29.2
Intellectual Disability	14	12.2
Learning Disability	1,014	71.7
Other Health Impairment	389	59.3
Other Disabilities	23	19.5
Speech/Language Impairment	387	86.8
District	1,990	61.1
State		68.6

<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.

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Waterbury School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	260	1.4	1.8
Emotional Disturbance	255	1.4	1.1
Intellectual Disability	116	0.6	0.5
Learning Disability	1,415	7.9	5.2
Other Health Impairment	663	3.7	3.1
Other Disabilities	225	1.3	1.1
Speech/Language Impairment	462	2.6	1.8
All Disabilities	3,396	18.9	14.5

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

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

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	57	1.7	8.3
Private Schools or Other Settings	167	4.9	5.2

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

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	176,956,195	9,360	9,847
Instructional Supplies and Equipment	3,902,318	206	287
Improvement of Instruction and Educational Media Services	23,437,378	1,240	589
Student Support Services	9,394,046	497	1,120
Administration and Support Services	24,775,068	1,310	1,905
Plant Operation and Maintenance	20,891,697	1,105	1,648
Transportation	14,391,923	735	904
Costs of Students Tuitioned Out	7,907,238	N/A	N/A
Other	10,843,446	574	208
<b>Total</b>	<b>292,499,309</b>	<b>15,350</b>	<b>16,535</b>

#### Additional Expenditures

Land, Buildings, and Debt Service	11,769,899	623	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	20,598,011	30.0	33.8
Noncertified Personnel	12,923,289	18.8	14.5
Purchased Services	3,633,475	5.3	5.5
Tuition to Other Schools	7,666,189	11.2	23.4
Special Ed. Transportation	6,081,378	8.9	8.7
Other Expenditures	17,725,060	25.8	14.1
<b>Total Expenditures</b>	<b>68,627,402</b>	<b>100.0</b>	<b>100.0</b>

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	38.0	37.7
State	55.8	56.2
Federal	5.6	5.5
Tuition & Other	0.6	0.7

<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 2017-18

## Waterbury 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	65	54.3	65	51.2
Asian	139	64.9	139	59.7
Black or African American	2102	51.6	2095	44.1
Hispanic or Latino	4869	52.1	4859	46.1
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	323	57.3	323	51.9
White	1603	60.8	1599	55.8
English Learners	1440	44.8	1439	40.6
Non-English Learners	7662	55.6	7642	49.1
Eligible for Free or Reduced-Price Meals	7658	52.4	7641	46.2
Not Eligible for Free or Reduced-Price Meals	1444	62.1	1440	56.0
Students with Disabilities	1790	38.3	1780	32.0
Students without Disabilities	7312	57.7	7301	51.6
High Needs	7902	52.1	7885	46.0
Non-High Needs	1200	65.9	1196	59.4
District	9102	53.9	9081	47.8

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

	NAEP 2017		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
<b>READING</b>				
Connecticut	43%	44%	50%	
National Public	35%	35%	36%	
<b>MATH</b>				
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	91.6	83.5	86.1	70.0	5,702	83.5
Curl Up	90.5	84.3	82.9	70.2	5,702	82.7
Push Up	83.6	70.3	70.9	57.7	5,702	71.3
Mile Run/PACER	86.4	71.1	63.7	33.9	5,702	65.5
All Tests - District	75.1	54.6	50.1	25.9	5,702	52.8
All Tests - State	53.2	51.4	50.5	45.6		50.1

<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 2017-18

## Waterbury School District

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

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	339	79.9
Hispanic or Latino	670	69.6
English Learners	176	59.1
Eligible for Free or Reduced-Price Meals	1,291	76.6
Students with Disabilities	291	56.7
District	1,317	75.6
State		87.9

<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 2016-17 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	95.8	196	16.6
Male	93.9	134	11.3
Black or African American	94.8	66	10.7
Hispanic or Latino	94.5	123	10.6
White	95.0	111	24.2
English Learners	90.4	15	5.0
Eligible for Free or Reduced-Price Meals	94.1	200	11.0
Students with Disabilities	79.4	*	*
District	94.8	330	14.0
State	96.3		44.8

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

<sup>4</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 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	64.6	78.2
Male	50.4	69.8
Black or African American	62.6	80.2
Hispanic or Latino	52.9	64.4
White	59.0	84.7
English Learners	42.7	63.0
Eligible for Free or Reduced-Price Meals	58.1	70.3
Students with Disabilities	32.5	61.5
District	57.7	74.7
State	70.9	88.3

<sup>5</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>6</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 2017-18

## Waterbury 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	53.9	75	35.9	50	71.9	67.6
	High Needs Students	52.1	75	34.7	50	69.5	57.5
Math Performance Index	All Students	47.8	75	31.9	50	63.7	62.7
	High Needs Students	46.0	75	30.7	50	61.4	52.0
ELA Academic Growth	All Students	50.8%	100%	50.8	100	50.8	60.7%
	High Needs Students	49.9%	100%	49.9	100	49.9	55.6%
Math Academic Growth	All Students	50.9%	100%	50.9	100	50.9	61.9%
	High Needs Students	50.1%	100%	50.1	100	50.1	55.4%
Chronic Absenteeism	All Students	18.2%	<=5%	23.6	50	47.2	10.7%
	High Needs Students	19.9%	<=5%	20.2	50	40.3	16.6%
Preparation for CCR	% Taking Courses	53.4%	75%	35.6	50	71.2	74.8%
	% Passing Exams	14.0%	75%	9.3	50	18.6	44.8%
On-track to High School Graduation		77.9%	94%	41.5	50	82.9	87.5%
4-year Graduation All Students (2017 Cohort)		75.6%	94%	80.4	100	80.4	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		71.1%	94%	75.6	100	75.6	81.8%
Postsecondary Entrance (Class of 2017)		57.8%	75%	77.1	100	77.1	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		103.2%   52.8%	75%	35.2	50	70.4	96.6%   50.1%
Arts Access		40.4%	60%	33.7	50	67.4	51.2%
<b>Accountability Index</b>				<b>767.0</b>	<b>1250</b>	<b>61.4</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	65.9	52.1	13.8	15.9	
Math Performance Index Gap	59.4	46.0	13.3	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	90.7%	71.1%	19.6%	12.7%	Y

<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.

Subject/Subgroup	Participation Rate (%) <sup>3</sup>	
ELA	All Students	98.6
	High Needs Students	98.6
Math	All Students	98.4
	High Needs Students	98.4
Science	All Students	98.2
	High Needs Students	98.1

<sup>3</sup>Minimum participation standard is 95%.

### 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: 43.9**

**State: 51.5**

#### 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 2017-18

## Waterbury School District

### Narratives

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

Until a new strategic plan is approved, the district continues to implement the Waterbury Blueprint for Change (2012-2017) which sets out goals to achieve urban school reform and improved student performance. The district continues to adopt and implement curriculum aligned with CT Core and National Standards in all areas after a curriculum audit. The district offered job-embedded professional development for school administrators, and recruited high quality educators. In 2017-18 the Special Education Advisory Council (SPEAC) was formed to improve special education practices and to respond to parent concerns. SPEAC areas of focus this school year included: bullying, middle school transitions, improving communication in the IEP process. A Special Education Team Leader position was created to support Planning and Placement Teams. The Supervisor of Special Education job description was updated to require a special education or pupil personnel certificate in addition to the 092. The district contracted for Nurses to support medically fragile students, and for Registered Behavior Technicians to support students with Autism and others. The hiring process for paraprofessionals was revised to fill vacancies more quickly. Over 350 paraprofessionals participated in training on student mental health issues. The district's interagency relationship with DCF continues to provide students with stability in educational programs. Each school has a Chronic Absenteeism Team comprised of attendance counselors, guidance staff, and school administrators. These teams monitor chronic absenteeism data and implement attendance improvement strategies accordingly using a tiered system of interventions that includes universal (Tier 1), moderate (Tier 2), intensive (Tier 3), and medical situation strategies. District data shows a one year reduction of 3.3% in chronic absenteeism for 2017-18 from the prior year. The Family and Community Engagement Center (F.A.C.E.) offers assistance. The district 1) conducted four parent workshops called "What are the learning expectations for my child?" in the community at flexible times to share practical ideas to support student learning; 2) presented "Learning in the 21st Century" to School Governance Councils (SGC) - open to parents and stakeholders; and 3) held a Parent and Community Leadership Conference-"Parent and Community Engagement: What's In It For Me?" Conference workshops addressed Foundations, College Admissions, Math & Science, Technology, and Special Education. Training was provided to SGCs at four schools. The district will expand from 19 SGCs in 2017-18 to 28 in 2018-19, and plans to increase the number of PTA-PTO organizations in 2018-19. The election process for the nine new SGCs and added PTA-PTOs will result in many more parents actively involved in the planning and improvement of Waterbury schools. The Annual District Parent Advisory Council (DPAC) Title I Meeting included presentations on Social Emotional Learning, ESSA, Bilingual Education, Parent CafA Conversation with Math & Science Supervisors, and table displays. Take home folders and books were provided. Bi-monthly DPAC meetings addressed Power School, Next Generation Science Standards, and Nutrition. School level Title I meetings were held to discuss ESSA, and for Reading and Math Coaches to show parents activities to work on at home.

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

District students and staff represent many racial, ethnic, and cultural backgrounds. Students from diverse backgrounds interact with each other at all schools. In addition, the district and the schools host activities such as Hispanic Heritage events; Black History Month activities; and Multi-Cultural Celebrations reflecting Waterbury's diverse population. School productions and events promote awareness of diversity and reduce racial and ethnic isolation. Additionally, 889 students from Waterbury's schools participated in "The Gathering," a City-sponsored celebration of Waterbury's diversity. Students and families drew flags of countries related to their family heritage and returned them to City Hall for display. Students and parents marched in "The Gathering" Parade and participated in additional "Gathering" activities at Library Park. Some schools participated in interdistrict cooperative grant projects led by non-profit organizations that partner with the district; Waterbury students learn side by side students of various racial, ethnic, and economic backgrounds from other districts. The district has three interdistrict magnet schools; one with a multicultural and science theme (Maloney Elementary), and two with an Arts theme (Rotella Elementary and Waterbury Arts Magnet-gr 6-12). Each magnet school draws at least 30% of its students from neighboring suburbs, and the rest from Waterbury. In this way racial, ethnic, and economic isolation are diminished. Maloney Magnet has an exemplary Japanese language and culture program and implements a multicultural curriculum. Rotella Arts Magnet celebrates different cultures through frequent student and family multicultural activities, including an end of year pot luck family night highlighting music, food, and traditions. The Waterbury Arts Magnet School has numerous multicultural activities throughout the year including performances and exhibits, and college-financial aid nights. The district five year hiring plan projected 5% annual increases in minority hires. In fact, minority hiring has markedly increased from 16.9% minority teacher hires in 2015-16, to 24% in 2016-17, and to 39.05% in 2017-18. The overall faculty minority population 2017-18 is 13.9%, up from 8.6% in 2016-17, and 8.3% in 2015-16.

# District Profile and Performance Report for School Year 2017-18

## Waterbury School District

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

To allocate resources, district officials carefully weigh school and student needs against available funding, including state and federal entitlement grants. Principals have an opportunity to present budget requests for schools; not every school has the same needs. Instructional Leadership Directors and Subject Supervisors present budget requests for curriculum development or program enhancement. Some funds are allocated with district wide impact, others are related to specific school needs and enrollment. High poverty schools or schools with special programs may need additional support, older buildings may require updates, and some schools may experience changes in student enrollment. Some schools, such as magnet schools, have access to additional funding through the State. All schools have access to additional support through competitive grants and educational partnerships. Through careful consideration of all aspects of the budget, the district is able to provide an equitable allocation of resources to all schools, and all students.