

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



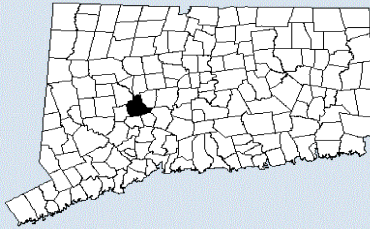
Waterbury School District

Dr. Verna Ruffin, Superintendent • 203-574-8004 • www.waterbury.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools/Programs	59
Enrollment	18,847
Per Pupil Expenditures ¹	\$15,423
Total Expenditures ¹	\$295,237,894

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	9,087	48.2	48.4
Male	9,760	51.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	303	1.6	5.2
Black or African American	4,059	21.5	12.8
Hispanic or Latino of any race	10,541	55.9	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	679	3.6	3.6
White	3,147	16.7	52.4
English Learners	2,820	15.0	7.6
Eligible for Free or Reduced-Price Meals	13,741	72.9	42.1
Students with Disabilities ³	3,583	19.0	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	1,281	14.7	1,026	10.6
Male	1,509	16.4	1,899	18.3
Black or African American	662	16.7	882	20.2
Hispanic or Latino of any race	1,679	16.8	1,663	14.8
White	314	10.8	249	7.6
English Learners	510	18.0	401	13.0
Eligible for Free or Reduced-Price Meals	2,580	16.9	2,689	16.1
Students with Disabilities	883	25.7	955	23.2
District	2,790	15.6	2,925	14.6
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 4,134

Number of school-based arrests: 287

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	1,171.2
Paraprofessional Instructional Assistants	205.0
Special Education	
Teachers and Instructors	210.0
Paraprofessional Instructional Assistants	390.0
Administrators, Coordinators and Department Chairs	
District Central Office	24.0
School Level	80.4
Library/Media	
Specialists (Certified)	22.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	64.6
Counselors, Social Workers and School Psychologists	97.2
School Nurses	28.0
Other Staff Providing Non-Instructional Services/Support	640.4

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	2	0.1	0.1
Asian	21	1.3	1.1
Black or African American	74	4.4	3.8
Hispanic or Latino of any race	135	8.1	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	10	0.6	0.1
White	1,428	85.5	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	13.3	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	156	55.1	218	70.1
Hispanic or Latino of any race	272	47.1	385	67.3
White	131	56.7	165	72.4
English Learners	48	32.9	71	49.7
Eligible for Free or Reduced-Price Meals	496	51.9	647	69.7
Students with Disabilities	105	47.3	155	66.5
District	592	51.7	805	69.3
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	95	32.0
Emotional Disturbance	72	27.8
Intellectual Disability	24	22.0
Learning Disability	1,035	70.6
Other Health Impairment	392	59.8
Other Disabilities	23	20.0
Speech/Language Impairment	358	85.6
District	1,999	60.2
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	302	1.7	1.9
Emotional Disturbance	261	1.5	1.1
Intellectual Disability	109	0.6	0.5
Learning Disability	1,470	8.2	5.5
Other Health Impairment	659	3.7	3.2
Other Disabilities	248	1.4	1.1
Speech/Language Impairment	435	2.4	1.8
All Disabilities	3,484	19.4	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	66	1.9	8.2
Private Schools or Other Settings	155	4.4	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	\$191,530,379	\$10,005	\$10,545
Support services - students	\$9,700,784	\$513	\$1,373
Support services - instruction	\$23,985,360	\$1,268	\$644
Support services - general administration	\$7,806,715	\$413	\$462
Support services - school based administration	\$14,915,868	\$789	\$1,007
Central and other support services	\$1,139,026	\$60	\$671
Operation and maintenance of plant	\$20,078,071	\$1,062	\$1,629
Student transportation services	\$14,838,117	\$947	\$1,231
Food services	.	.	\$13
Enterprise operations	\$11,243,575	\$594	\$157
Minor school construction	.	.	\$65
Total	\$295,237,894	\$15,423	\$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	\$21,455,035	30.9	29.7
Instructional Aide Salaries	\$476,531	0.7	9.6
Other Salaries	\$12,385,851	17.9	10.4
Employee Benefits	\$17,138,773	24.7	13.0
Purchased Services Other Than Transportation	\$4,138,437	6.0	5.5
Special Education Tuition	\$7,420,878	10.7	22.6
Supplies	\$275,853	0.4	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$6,088,433	8.8	8.0
Equipment	\$4,321	0.0	0.2
All Other Expenditures	.	.	0.1
Total	\$69,384,112	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.5	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	35.7
State	57.0
Federal	6.9
Tuition & Other	0.5

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).

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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	*	*	*	*	25	53.1
Asian	138	66.5	138	64.3	70	63.3
Black or African American	2,021	53.9	2,014	45.5	817	47.3
Hispanic or Latino of any race	4,998	53.7	4,992	46.9	2,037	49.9
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	337	56.7	338	49.6	113	53.8
White	1,501	62.7	1,499	56.4	657	58.2
English Learners	1,544	46.4	1,542	41.9	633	45.0
Non-English Learners	7,520	57.5	7,508	50.0	3,086	52.4
Eligible for Free or Reduced-Price Meals	7,958	54.3	7,944	47.3	3,261	50.3
Not Eligible for Free or Reduced-Price Meals	1,106	64.8	1,106	58.0	458	57.5
Students with Disabilities	1,819	39.6	1,820	32.6	747	38.5
Students without Disabilities	7,245	59.6	7,230	52.6	2,972	54.3
High Needs	8,149	54.1	8,136	47.1	3,336	50.0
Non-High Needs	915	69.0	914	61.7	383	60.9
District	9,064	55.6	9,050	48.6	3,719	51.2

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

	NAEP 2019		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
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	89.0	88.8	88.2	77.8	5,781	86.3
Curl Up	86.8	85.3	85.1	66.5	5,779	81.5
Push Up	78.4	74.7	71.1	54.9	5,779	70.4
Mile Run/PACER	82.4	72.8	59.1	48.4	5,779	66.4
All Tests - District	70.3	57.8	50.8	24.7	5,779	52.0
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	358	75.7
Hispanic or Latino of any race	667	72.4
English Learners	170	67.6
Eligible for Free or Reduced-Price Meals	1,039	75.8
Students with Disabilities	234	48.3
District	1,343	76.7
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	95.8	163	13.6
Male	93.8	112	10.1
Black or African American	94.6	42	7.1
Hispanic or Latino of any race	94.7	102	8.9
White	95.6	112	24.4
English Learners	90.3	13	4.5
Eligible for Free or Reduced-Price Meals	95.1	181	9.6
Students with Disabilities	80.0	*	*
District	94.8	275	11.9
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	71.5	76.2
Male	58.5	69.3
Black or African American	66.9	71.8
Hispanic or Latino of any race	60.1	65.4
White	71.1	88.8
English Learners	44.1	57.4
Eligible for Free or Reduced-Price Meals	65.5	73.3
Students with Disabilities	36.8	44.3
District	65.1	73.3
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	55.6	75	37.1	50	74.1	67.7
	High Needs Students	54.1	75	36.1	50	72.1	58.1
Math Performance Index	All Students	48.6	75	32.4	50	64.8	63.1
	High Needs Students	47.1	75	31.4	50	62.8	52.7
Science Performance Index	All Students	51.2	75	34.1	50	68.2	63.8
	High Needs Students	50.0	75	33.4	50	66.7	54.2
ELA Academic Growth	All Students	57.8%	100%	57.8	100	57.8	59.9%
	High Needs Students	57.0%	100%	57.0	100	57.0	55.1%
Math Academic Growth	All Students	53.8%	100%	53.8	100	53.8	62.5%
	High Needs Students	53.3%	100%	53.3	100	53.3	55.2%
Progress Toward English Proficiency	Literacy	50.5%	100%	25.3	50	50.5	60.0%
	Oral	44.5%	100%	22.3	50	44.5	52.1%
Chronic Absenteeism	All Students	15.6%	<=5%	28.8	50	57.6	10.4%
	High Needs Students	16.9%	<=5%	26.3	50	52.6	16.1%
Preparation for CCR	% Taking Courses	60.6%	75%	40.4	50	80.8	80.0%
	% Passing Exams	11.9%	75%	8.0	50	15.9	42.6%
On-track to High School Graduation		80.9%	94%	43.0	50	86.0	88.0%
4-year Graduation All Students (2018 Cohort)		76.7%	94%	81.6	100	81.6	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		75.1%	94%	79.9	100	79.9	83.3%
Postsecondary Entrance (Class of 2018)		65.1%	75%	86.8	100	86.8	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		103.3% 51.9%	75%	34.6	50	69.3	96.4% 52.9%
Arts Access		39.8%	60%	33.2	50	66.4	51.9%
Accountability Index				936.4	1450	64.6	

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	69.0	54.1	14.9	15.4	
Math Performance Index Gap	61.7	47.1	14.5	17.6	
Science Performance Index Gap	60.9	50.0	10.8	16.1	
Graduation Rate Gap	88.9%	75.1%	13.8%	11.1%	Y

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	98.7
	High Needs Students	98.6
Math	All Students	98.7
	High Needs Students	98.6
Science	All Students	98.5
	High Needs Students	98.4

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: 46.1 State: 51.5

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Narratives

School District Improvement Plans and Parental Outreach Activities

The district is undergoing a planning session for a new strategic operating plan to set direction for the next five years in Waterbury Public Schools. The district has adopted a plan to create a Portrait of the Graduate (PoG). There have been over a dozen parent and community forums that have conducted throughout the year and across the district to gather input from various stakeholders on what Waterbury students should know, be able to do and what qualities of mind and character are needed to meet the rapidly changing world and workforce. Administrators, teachers and students have also been a part of the planning process and provided the PoG team with valuable feedback on current status of schools and direction. Innovative Design Teams have been formed to develop strategy for college and career pathways for students in grades 6-12. This will align with Perkins V requirements and offer additional opportunities for student to earn credentials and certificates during their high school experience. The Pathways will be based on local markets, student interest, community feedback and teacher certification. In addition to pathways, the district is planning on creating an Academic Academy for students in grades 4-8.

The district is currently in the process of securing a firm to audit all special education programs in the district to provide independent feedback and evaluation on the district's approach to special education. Programs have been expanded to support student need, specifically in the area of autism and early childhood education. Special education teachers and paraprofessionals continued to participate in training on student mental health issues and restorative practices/school climate. In addition, professional development has been expanded to provide choice for teachers in accordance with adult learning theory. 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. In addition, the district has hired an Assistant Superintendent of Pupil Personnel who is leading the work in addressing chronic absenteeism. The district has collaborated with Attendance Works on providing principals ongoing training throughout the year.

The Family and Community Engagement Center (F.A.C.E.), offers assistance. The district has expanded to 28 in 2018-19 and the election process for the nine new School Governance Councils 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 Cafe Conversation with Math & Science Supervisors, and table displays on current topics. Take home folders, educational materials and books were provided. 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. As such, all new curriculum and curricular materials are vetted to ensure cultural responsiveness. In addition, students from diverse backgrounds interact with each other at all schools. 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, over 900 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 inter-district 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 inter-district 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. Finally, the district as drafted an equity policy and equity actionable plan that will be presented to the Board of Education.

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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 through their Assistant Superintendents. The district recognizes that not every school has the same needs. The Chief Academic Officer and Content 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.