

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



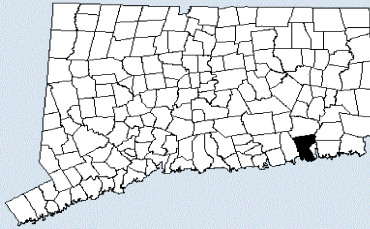
Waterford School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	10
Enrollment	2,469
Per Pupil Expenditures ¹	\$18,889
Total Expenditures ¹	\$51,132,245

¹ Expenditure data reflect the 2018-19 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2019-20 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit <https://edsight.ct.gov>

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

Students

October 1, 2019 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	1,237	50.1	51.6
American Indian or Alaska Native	7	0.3	0.3
Asian	117	4.7	5.2
Black or African American	70	2.8	12.7
Hispanic or Latino of any race	285	11.5	26.9
Native Hawaiian or Other Pacific Islander	7	0.3	0.1
Two or More Races	115	4.7	3.8
White	1,868	75.7	51.1
English Learners	75	3.0	8.3
Eligible for Free or Reduced-Price Meals	769	31.1	43.3
Students with Disabilities ³	426	17.3	16.0

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

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

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

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	131	10.8	20	1.6
Male	90	7.4	48	3.8
Black or African American	*	*	*	*
Hispanic or Latino of any race	39	13.8	17	5.6
White	161	8.8	46	2.4
English Learners	10	12.8	*	*
Eligible for Free or Reduced-Price Meals	122	15.9	40	4.6
Students with Disabilities	68	17.1	28	6.0
District	221	9.1	68	2.7
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 144

Number of school-based arrests: 13

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

⁴ A student is chronically absent if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

⁵ This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2019-20

Waterford School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	174.6
Paraprofessional Instructional Assistants	7.0
Special Education	
Teachers and Instructors	31.4
Paraprofessional Instructional Assistants	84.0
Administrators, Coordinators and Department Chairs	
District Central Office	4.5
School Level	11.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	5.0
Instructional Specialists Who Support Teachers	13.0
Counselors, Social Workers and School Psychologists	18.8
School Nurses	5.0
Other Staff Providing Non-Instructional Services/Support	100.3

¹ 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.4	1.2
Black or African American	2	0.8	4.0
Hispanic or Latino of any race	6	2.3	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	249	96.5	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.3	10.4

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	6	*	*	*
Hispanic or Latino of any race	19	73.1	25	96.2
White	135	82.3	161	94.7
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	44	75.9	48	90.6
Students with Disabilities	22	66.7	38	82.6
District	174	80.2	207	93.7
State		75.8		84.8

² 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 Peers³

	Count	Rate (%)
Autism	38	67.9
Emotional Disturbance	16	47.1
Intellectual Disability	*	*
Learning Disability	149	94.3
Other Health Impairment	75	85.2
Other Disabilities	*	*
Speech/Language Impairment	28	93.3
District	316	79.0
State		67.8

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

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	60	2.4	2.0
Emotional Disturbance	34	1.3	1.1
Intellectual Disability	12	0.5	0.5
Learning Disability	158	6.2	5.7
Other Health Impairment	88	3.5	3.3
Other Disabilities	33	1.3	1.1
Speech/Language Impairment	39	1.5	1.8
All Disabilities	424	16.7	15.6

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

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	25	5.9	8.2
Private Schools or Other Settings	28	6.6	5.0

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

Overall Expenditures³: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$32,649,273	\$12,061	\$10,923
Support services - students	\$3,170,106	\$1,269	\$1,277
Support services - instruction	\$2,650,123	\$1,060	\$682
Support services - general administration	\$2,224,712	\$890	\$467
Support services - school based administration	\$2,152,818	\$861	\$1,021
Central and other support services	\$702,109	\$281	\$679
Operation and maintenance of plant	\$4,046,962	\$1,619	\$1,718
Student transportation services	\$2,641,856	\$1,046	\$1,288
Food services	\$43,696	\$17	\$12
Enterprise operations	\$850,590	\$340	\$163
Minor school construction	.	.	\$59
Total	\$51,132,245	\$18,889	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,812,175	37.5	28.5
Instructional Aide Salaries	\$1,679,979	13.1	10.1
Other Salaries	\$639,027	5.0	11.1
Employee Benefits	\$1,865,918	14.5	13.0
Purchased Services Other Than Transportation	\$618,642	4.8	5.7
Special Education Tuition	\$2,386,573	18.6	22.5
Supplies	\$105,199	0.8	0.6
Property Services	\$10,823	0.1	0.3
Purchased Services For Transportation	\$638,475	5.0	8.0
Equipment	\$19,002	0.1	0.2
All Other Expenditures	\$54,850	0.4	0.1
Total	\$12,830,663	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.1	24.6

Expenditures by Revenue Source⁴:

2018-19

	Percent of Total (%) Excluding School Construction
Local	96.2
State	1.9
Federal	1.7
Tuition & Other	0.1

⁴ Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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

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

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	25

¹ NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

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

District Profile and Performance Report for School Year 2019-20

Waterford School District

Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	19	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	48	87.5
Students with Disabilities	33	84.8
District	201	94.5
State		88.5

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2018-19 school year.

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

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

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³ Rate (%)	Persistence ⁴ Rate (%)
Female	84.9	95.3
Male	69.9	85.9
Black or African American	*	*
Hispanic or Latino of any race	71.4	*
White	77.9	92.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	64.4	77.8
Students with Disabilities	61.8	*
District	77.0	91.3
State	71.8	87.6

³ 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.

⁴ 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

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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.

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

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

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	67.3%	100%	60.4%
	Oral	71.4%	100%	57.6%
Chronic Absenteeism	All Students	9.1%	<=5%	12.2%
	High Needs Students	14.6%	<=5%	18.0%
Preparation for CCR	% Taking Courses	87.0%	75%	80.4%
On-track to High School Graduation		94.6%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		94.5%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		85.0%	94%	84.5%
Postsecondary Entrance (Class of 2019)		76.5%	75%	71.5%
Arts Access		54.3%	60%	51.8%

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

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	85.0%	9.0%	10.9%	N

¹ 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.

² If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

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

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

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

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

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

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

District Profile and Performance Report for School Year 2019-20

Waterford School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Waterford is in its third year of Strategic Coherence Plan, school growth plans for each school with goals on academics 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 skill based 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. We offer Explorers programs at each level which provide individualized programming for students with highly specialized needs. 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 the most meaningful ways possible with 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.

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 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 the following schools, the Agricultural Science and Technology program at Ledyard High School, Grasso Technical High School and Norwich Regional Technical High School. The quality of programs that Waterford has created over the year

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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 schools in the district according to a technology plan approved by the State of Connecticut. Each of our elementary schools 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.

Note: The Profile and Performance Reports(PPRs) were reprinted on 5/26/2022 to reflect updated data for school-based arrests and college enrollment/persistence.