

**STRATEGIC SCHOOL PROFILE 2005-06**

High School Edition

**Watertown High School  
Watertown School District**

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District Reference Group (DRG): D DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment.

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

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**STUDENT ENROLLMENT**

Total Enrollment: 995

5-Year Enrollment Change: 9.9%

**TYPE OF SCHOOL**

School Type: Traditional/Regular

School Grade Range: 9-12

**SCHOOL NEED**

Current and Past School Need	Year	School	DRG High Schools	State High Schools
% of Students Eligible for Free/Reduced-Price Meals	2005-06	10.1	8.2	22.4
	2002-03	6.5	N/A	17.6
% of K-12 Students with Non-English Home Language	2005-06	3.9	4.9	11.4
	2000-01	4.0	N/A	11.2
% of Juniors and Seniors Working More than 16 Hours Per Week	2005-06	28.1	22.6	21.7
	2000-01	38.3	N/A	31.7

Enrollment in Special Programs	Students in School	Percent in School	% in DRG High Schools	% in State High Schools
Bilingual Education and English as a Second Language Services (K-12)	12	1.2	1.2	3.4
Compensatory Education	21	2.1	1.5	7.4
Gifted and Talented Program	0	0.0	2.2	1.6
Special Education	108	10.9	10.6	11.0

## STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	9	0.9
Asian American	24	2.4
Black	17	1.7
Hispanic	25	2.5
White	920	92.5

**Total Minority 2005-06** 7.5%

**Total Minority 2000-01** 6.4%




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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through programs with other schools, distance learning, or other experiences. Below is the description submitted by this school of how it provides such experiences.

Students at Watertown High School continue to participate in academic, extra-curricular and school-wide activities that promote interaction with and understanding of diverse backgrounds. In English classes, students participate in the study of literature that fosters an understanding of diverse ethnicity, race and economic cultures. In math, a Malthus Project investigates correlations of population and economy growth. Science classes study genetics, biomes, disease and poverty, and natural resources and national economics. Social studies courses include studies of ethnicity, the Holocaust, Civil Rights Movement, Japanese Internment, and the Immigration Experience. Juniors took a field trip to New York City and Ellis Island. World languages courses incorporate cultural immersion activities. An exchange program with a school in Spain continued, with Watertown High School students visiting in Spain for two weeks in April 2005. Students in Spanish classes conducted e-mail correspondence with students in Spain as well as Foreign Service officers. Latin Day, International Café, Salsa Night and other cultural activities were well attended. Health classes included units of study in tolerance.

The Model U.N. Program was active this year, including a field trip to the United Nations in New York City. Through a grant, French students participated in a four-school program "Character Building – Building Character," provided by the Palace Theater in Waterbury, including drama workshops, discussions and community service. Continuing the tradition of past years, State Leadership and Goal Conferences were well attended by members of our D.E.C.A. (23 students) and F.B.L.A. (12 students) chapters.

In the area of health care, 30 Nurse Aide students work weekly with their peers from the inner city to complete clinical requirements at a city hospital. These students also completed clinical work at a local nursing home facility. During the holiday season, students in several clubs organized school-wide participation in food and warm clothing drives for Greater Waterbury residents. The Interact Club participated in the Relay For Life.

Outside of the school day, twenty-four students participated in the F.I.R.S.T. Robotics Program, both regionally (Hartford and Annapolis) and nationally (World Robotics Championship). These competitions required that students learn to work as a team with students from other parts of the country whom they had known for only a short time. The team received two design awards and placed in the top five percent in the world competition.

During the summer of 2006, in music and the arts, a student attended the Multicultural Arts Program at Wesleyan University. Music groups' members attended several musical performances, and a Broadway musical. As part of the school's annual Day of Remembrance, students viewed and discussed one-act productions by a multi-cultural troupe, on topics of making safe choices.

## SCHOOL RESOURCES

<b>Instructional Time*</b>	<b>School</b>	<b>DRG High Schools</b>	<b>State High Schools</b>
Total Hours of Instruction Per Year	976	996	1,002

\*State law requires at least 900 hours for grades 1 through 12.

### TECHNOLOGY



<b>% of Classrooms, Libraries, and Laboratories Wired for:</b>	<b>School</b>	<b>DRG High Schools</b>	<b>State High Schools</b>
Video	100.0	82.1	75.3
Voice	100.0	68.6	80.1
Internet Access	100.0	98.0	96.5
Multi-Room Network (LAN)	100.0	89.3	80.6

<b>Computers</b>	<b>School</b>	<b>DRG HS</b>	<b>State HS</b>
# of Students Per Academic Computer	3.7	3.4	3.1
% of Computers that are High or Moderate Power	100.0	91.3	86.1
% of Computers with Internet Access, All Speeds	100.0	99.0	97.6
% of Computers with High Speed Internet Access	100.0	98.7	97.6
% of Internet Computers with Filtering Software	100.0	100.0	98.8

This school does not have a functional satellite link.

### LIBRARY MATERIALS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library.

<b>Library Materials</b>	<b>School</b>	<b>DRG HS</b>	<b>State HS</b>
# of Print Volumes Per Student*	11.2	16.3	15.7
% of Print Volumes Purchased in the Last Three Years	0.9	7.5	11.7
# of Print Periodical Subscriptions	89	58.0	46.6
# of Non-Print Materials	1,231	681.9	811.0

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

### STAFFING RESOURCES



<b>Average Class Size</b>	<b>School</b>	<b>DRG</b>	<b>State</b>
Algebra I	22.4	20.8	20.0
Biology I	23.5	20.4	20.1
English, Grade 10	20.5	20.6	19.9
American History	19.3	21.8	21.1

<b>School Staff Count Full-Time Equivalent</b>	<b>2005-06</b>	<b>2004-05</b>
# of Certified Staff		
Teachers	66.1	66.9
Administrators	3.0	3.2
Department Chairs	0.0	0.2
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	4.8	4.8
Other Professionals	2.9	3.1
# of Non-Certified Instructional	10.5	10.5

<b>Professional Staff Race/Ethnicity</b>	<b>2005-06</b>	<b>2004-05</b>	<b>2000-01</b>
% Minority	2.4	3.6	1.2
<b>Professional Staff Experience and Training</b>	<b>School</b>	<b>DRG High School</b>	<b>State High School</b>
Average Number of Years Experience in CT	13.6	13.4	13.2
% with Master's Degree or Above	77.1	75.9	75.6
% Trained as Mentors, Assessors, or Cooperating Teachers	15.7	28.2	26.8

## SCHOOL PROCESSES

<b>Student and Teacher Statistics</b>	<b>School</b>	<b>DRG High Schools</b>	<b>State High Schools</b>
% of Students Retained in Grade after 2004-05 School Year	6.2	N/A	4.7
Teacher Attendance, 2004-05: Average # of Days Absent Due to Illness or Personal Time	8.5	7.9	8.3
% Certified Staff Assigned to Same School the Previous Year	83.1	87.2	86.0

<b>Types of Remedial Instructional Services Provided to Students Lacking Basic Skills</b>	<b>Available in Mathematics</b>	<b>Available in Language Arts</b>
Pull-out Instruction	No	No
In-Class Tutorial	No	No
After School Program	No	No
Summer School (2005)	No	No
Other	No	No

<b>% Juniors and Seniors Enrolled in a Course or Courses for College Credit</b>	<b>School</b>	<b>State High Schools</b>
During the 2004-05 School Year	26.7	25.5
During the 1999-2000 School Year	12.1	21.9

<b>Advanced Placement Courses</b>	<b>School</b>	<b>State High Schools</b>
Number of Courses for which Students were Tested	10	8.7
% of Grade 12 Students Tested	14.7	19.3
% of Exams Scored 3 or More*	70.1	71.7

\*A score of three or higher is generally required for earning college credit.

**Interactive Distance Learning:** This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions.



<b>Total Number of Credits Required for Graduation</b>	<b>School</b>	<b>DRG</b>	<b>State Requirement</b>
Required for Class of 2005	23.0	22.8	20.0

<b>% of Class of 2005 Graduates who Earned Credit in Selected Subjects</b>	<b>School</b>	<b>State High Schools</b>
Algebra I or Equivalent	95.3	91.1
Chemistry	70.5	70.2
4 or More Credits in Mathematics	79.5	63.3
3 or More Credits in Science	89.5	87.2
4 or More Credits in Social Studies	45.3	53.3
Credit for Level 3 or Higher in the Same World Language	70.5	57.6
2 or More Credits in Vocational Education	71.6	57.1
2 or More Credits in the Arts	35.8	41.5

## STUDENT PERFORMANCE

**Connecticut Academic Performance Test, Second Generation, % Meeting State Goal:** The state Goal was established with the advice and assistance of a cross section of Connecticut educators. Students receive certification of mastery for each area in which they meet or exceed the Goal. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.


Conn. Academic Performance Test % Grade 10 Meeting State Goal in:	School	State	Of All Schools in State	
			Lowest %	Highest %
Reading Across the Disciplines	43.6	46.5	0.0	83.9
Writing Across the Disciplines	43.0	52.4	0.0	91.3
Mathematics	39.7	46.3	0.0	83.3
Science	44.6	44.6	0.0	85.3



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

SAT <sup>®</sup> I: Reasoning Test	Class of 2000	Class of 2005	
	School	School	State
% of Graduates Tested	88.6	77.9	74.9
Mathematics: Average Score	483	496	512
Mathematics: % Scoring 600 or More	12.4	15.5	24.6
Verbal: Average Score	493	514	510
Verbal: % Scoring 600 or More	17.4	23.0	22.7

Student Attendance	School	State High School
% on October 1, 2005	96.4	93.9

Physical Fitness, Grade 10 	School	State
% Passing All 4 Tests	28.4	39.1

Dropout Rates	School	State
Cumulative Four-Year Rate for Class of 2005	7.8	7.4
2004-05 Annual Rate for Grade 9 through 12	1.4	1.7
1999-2000 Annual Rate for Gr. 9 through 12	3.6	3.1

Class of 2005: Number of National Merit Scholarship Semi-Finalists: 0



Activities of Graduates	Class of	School	State
% Attending Two- or Four-Year Colleges	2005	75.8	78.3
	2000	78.6	75.4
% Employed or in Military	2005	16.3	13.9
	2000	17.9	17.6

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### **EVIDENCE OF SUSTAINED IMPROVEMENT IN STUDENT ACCOMPLISHMENTS**

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Below is a summary, submitted by this school, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

**Student Performance:** Students continue to score well on all 4 areas of CAPT, with 82% scoring at or above the Proficiency Level in Mathematics, 91% in Science, 87% in Reading and 82% in Writing Across the Disciplines. Advanced Placement Exams have been taken in a greater number of test areas, tripling in 3 years. In 2006, 60 students took AP tests in 10 areas, with 45 qualifying for college credit. National Honor Society membership: 75 members; National Art Honor Society: 6 students; World Language Honor Societies: 48 students. Of the 30 students tested on the National Latin Exam and Medusa Mythology Exam, 4 earned medals and others earned cum laude and laude recognition. Ninety-four students maintained a yearlong average of 90 or higher.

**Student Accomplishments:** A student was runner-up in the Cooper Fellows Statewide Essay Contest, sponsored by Connecticut Bar Foundation, the second year of recognition for Watertown High School students in this competitive contest. Students on the F.I.R.S.T. Robotics Team received 2 design awards for their robot and placed among the top teams in the Mid-Atlantic Regional Competition and performed in the top 5% at the World Championship. A Watertown High School student was the first woman to be recognized as a scholar-athlete by the New Haven Chapter of the National Football Foundation and Collegiate Hall of Fame. For the second consecutive year, 1 student was identified as an Academic All-American by the Interscholastic Swimming Coaches Association of America. A student participated in the National Youth Leadership Forum. Another student was a keynote speaker at the Congressional Youth Leadership Council. One student was a National Merit Commended Scholar, and another received a corporate scholarship through the National Merit Scholarship Program. One student was recognized for excellence in world languages by C.O.L.T. Four music students were chosen to perform in the Northern Regional Music Festival, 1 was an All-State Music Festival participant, and 2 performed at the All-New England Festival.

**Needs and Improvement Plans:** We continue to implement differentiated instructional techniques to allow all students to meet high standards in mathematics, science, reading and writing. All students are required to meet graduation performance requirements in mathematics, writing, technology and community involvement. An Advisor-Advisee Pilot Program was instituted in 2005-06, with program refinements planned for 2006-07.

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### **SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile. For instance, character education or programs designed to improve school climate may be described.

During the 2005-06 school year, the faculty continued in its effort to set high standards for all students. School-wide rubrics are in place to measure student progress in meeting our Academic Expectations for Student Learning. Uniform quarterly assessments have been developed for all courses, with rubric scoring posted on student grade reports. Freshman and sophomore classes are heterogeneously grouped with teachers trained in differentiated instructional techniques. Honors classes are available to all students. Students have also been provided opportunities for Independent Study internships in the larger community. To improve school climate and personalize the school setting, faculty became advisors for small groups of 10-12 students throughout their high school years. For 2006-07, the ninth grade transition program will be enhanced significantly with the implementation of Link Crew, led by several volunteer faculty and upper grade students.

With community funding, faculty direction, set construction, parent costuming, student stage management and a student/faculty pit orchestra, the school community, students, faculty and parents, joined together to produce the musical "South Pacific."

On Election Day, over 100 students volunteered in the community, raking leaves and performing other tasks for senior citizens.

The digital broadcast studio opened in November 2005, utilized by students, staff and the community. A new computer lab was opened in February 2006, with a focus on the writing process. In the summer of 2006, four other labs will be upgraded with new computers. With an enhanced network, teachers completed grading and attendance on the computer. In 2006-07, each teacher's web site will be actively maintained.

Strategic School Profiles may be viewed on the internet at <a href="http://www.state.ct.us/sde">www.state.ct.us/sde</a> . A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.
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For the school/district website, see <a href="http://watertownctschools.org/whs/index.html">watertownctschools.org/whs/index.html</a>
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