

District Profile and Performance Report for School Year 2016-17

Naugatuck School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	249.9
Paraprofessional Instructional Assistants	18.5
Special Education	
Teachers and Instructors	41.0
Paraprofessional Instructional Assistants	82.0
Administrators, Coordinators and Department Chairs	
District Central Office	9.0
School Level	14.9
Library/Media	
Specialists (Certified)	5.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	9.0
Counselors, Social Workers and School Psychologists	33.1
School Nurses	15.0
Other Staff Providing Non-Instructional Services/Support	94.5

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	0.6	1.0
Black or African American	2	0.6	3.6
Hispanic or Latino	6	1.7	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	353	97.3	91.4

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.

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.9	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	8	30.8	14	43.8
Hispanic or Latino	19	28.4	30	47.6
White	70	38.5	93	47.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	35	25.5	58	43.0
Students with Disabilities	15	31.3	15	21.7
District	109	35.5	145	46.6
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	32	45.7
Emotional Disturbance	12	35.3
Intellectual Disability	*	*
Learning Disability	243	89.7
Other Health Impairment	119	75.3
Other Disabilities	*	*
Speech/Language Impairment	57	86.4
District	478	74.9
State		68.2

⁴Ages 6-21

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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	8	*	8	*	*	*
Asian	68	66.3	68	68.0	20	56.0
Black or African American	173	57.1	173	51.0	78	39.1
Hispanic or Latino	496	59.1	493	54.9	196	46.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	108	63.8	108	55.2	43	48.1
White	1301	65.9	1300	62.7	574	51.9
English Learners	164	53.5	162	55.2	60	44.0
Non-English Learners	1992	64.3	1990	60.1	854	50.0
Eligible for Free or Reduced-Price Meals	1015	58.8	1014	54.7	428	45.1
Not Eligible for Free or Reduced-Price Meals	1141	67.6	1138	64.1	486	53.5
Students with Disabilities	365	43.7	360	40.1	139	36.9
Students without Disabilities	1791	67.5	1792	63.6	775	51.8
High Needs	1210	57.0	1205	53.5	504	44.3
Non-High Needs	946	71.8	947	67.6	410	56.0
District	2156	63.5	2152	59.7	914	49.6

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

	NAEP 2015		NAEP 2013	
	Grade 4	Grade 8	Grade 4	Grade 8
READING				
Connecticut	43%	43%	50%	
National Public	35%	33%	36%	
MATH				
Connecticut	41%	36%	32%	
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	89.2	84.6	85.5	81.5	1,171	85.5
Curl Up	89.8	81.7	94.5	89.4	1,171	88.9
Push Up	78.0	72.7	80.9	70.4	1,171	76.0
Mile Run/PACER	75.2	73.3	75.2	61.6	1,171	72.2
All Tests - District	62.1	55.9	59.7	50.5	1,171	57.6
All Tests - State	52.8	51.4	51.4	50.6		51.6

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	22	90.9
Hispanic or Latino	58	77.6
English Learners	*	*
Eligible for Free or Reduced-Price Meals	167	77.8
Students with Disabilities	61	83.6
District	310	85.2
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.3	82	27.2
Male	93.1	72	22.7
Black or African American	96.6	*	*
Hispanic or Latino	94.6	18	13.8
White	94.4	118	31.4
English Learners	100.0	0	0.0
Eligible for Free or Reduced-Price Meals	94.9	44	16.2
Students with Disabilities	76.9	*	*
District	94.7	154	24.9
State	96.1		43.5

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
- Smarter Balanced - Level 3 or higher on both ELA and math

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 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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	74.0	82.9
Male	52.6	83.1
Black or African American	65.2	*
Hispanic or Latino	54.3	77.1
White	63.0	82.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	55.9	77.8
Students with Disabilities	39.3	*
District	62.2	83.0
State	72.0	88.5

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	63.5	75	42.3	50	84.6	67.1
	High Needs Students	57.0	75	38.0	50	76.0	55.9
Math Performance Index	All Students	59.7	75	39.8	50	79.6	62.2
	High Needs Students	53.5	75	35.7	50	71.3	50.5
Science Performance	All Students	49.6	75	33.0	50	66.1	55.3
	High Needs Students	44.3	75	29.5	50	59.1	45.2
ELA Academic Growth	All Students	53.2%	100%	53.2	100	53.2	55.4%
	High Needs Students	48.9%	100%	48.9	100	48.9	49.8%
Math Academic Growth	All Students	64.5%	100%	64.5	100	64.5	61.7%
	High Needs Students	60.6%	100%	60.6	100	60.6	53.7%
Chronic Absenteeism	All Students	11.3%	<=5%	37.4	50	74.8	9.9%
	High Needs Students	15.6%	<=5%	28.9	50	57.7	15.8%
Preparation for CCR	% Taking Courses	41.1%	75%	27.4	50	54.8	70.7%
	% Passing Exams	24.9%	75%	16.6	50	33.2	43.5%
On-track to High School Graduation		72.3%	94%	38.5	50	76.9	87.8%
4-year Graduation All Students (2016 Cohort)		85.2%	94%	90.6	100	90.6	87.4%
6-year Graduation - High Needs Students (2014)		79.7%	94%	84.8	100	84.8	82.0%
Postsecondary Entrance (Class of 2016)		62.2%	75%	82.9	100	82.9	72.0%
Physical Fitness (estimated part rate) and (fitness)		92.7% 57.6%	75%	38.4	50	76.9	92.0% 51.6%
Arts Access		39.1%	60%	32.5	50	65.1	50.5%
Accountability Index				923.6	1350	68.4	

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	71.8	57.0	14.8	16.7	
Math Performance Index Gap	67.6	53.5	14.1	18.7	
Science Performance Index Gap	56.0	44.3	11.7	16.6	
Graduation Rate Gap	92.0%	79.7%	12.3%	12.0%	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.

Subject/Subgroup	Participation Rate (%) ³	
ELA	All Students	98.5
	High Needs Students	98.2
Math	All Students	98.2
	High Needs Students	97.8
Science	All Students	98.6
	High Needs Students	98.2

³Minimum 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: 44.6

State: 50.2

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

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Naugatuck School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Naugatuck Public Schools (NPS) has a district strategic plan focused on the growth and competence of every student as they become the NPS Vision of the Graduate. Our mission is to empower learners who are: Responsible Citizens, Researchers, Innovators, Informed Thinkers, Communicators, and Problem Solvers. The strategic plan articulates three priorities: .1. Sharing the responsibility for creating expectations and experiences that will ensure that all students become the NPS Vision of the Graduate.

Our theory of action is that if we engage our school and broader communities in a shared understanding and commitment to the Vision of the Graduate, then all citizens will be equipped to nurture and support our students as they develop competencies to become the Vision of the Graduate.

In order to realize this goal, each of our schools develops a strategic plan aligned with the district's plan. Each school engages its parent and partner communities to actively interact with our students in real world problem solving. This year, the Board of Education will host a town-wide art exhibit organized by art competencies that will facilitate conversations between student artist and community members.

2. Empowering every learner, in every class, every day, to think deeply, demonstrate understanding, and engage in their own growth.

Our theory of action is that if we cultivate a collaborative culture relentlessly focused on the growth of every leader, teacher and students through intentional design of high quality learning experiences, then every student will develop and demonstrate competence as they become the Vision of the Graduate.

In order to accomplish this goal, we pursue and develop trusting relationships through our everyday actions that demonstrate our belief and expectations that every learner will continue to grow at astonishing rates. We have developed competencies and indicators of success for leaders, teachers and students. We work together to design learning experiences that engage every learner in deep and meaningful tasks that challenge them to explore, argue, reason, create, and communicate their thinking. We have created systems for monitoring and supporting growth so every learner makes progress and develops confidence in themselves as a learner as they realize the Vision of the Graduate.

3. Refining, constructing and operationalizing systems that support our schools as they work to ensure that every student is becoming the Vision of the graduate.

In order to make this happen, we keep learning and growth at the forefront of our operations. We believe that if we make tasks and processes customer-centric, collaborative, strategic, and efficient, then every school will have the resources it needs to grow every student into the Vision of the Graduate.

Our Business Department ensures real time financial information to maximize decision making. Our Facilities Department maintains and creates environments of and for collaborative learning. Our Information Technology Department ensures that every community member can access and utilize information that is timely and meaningful to their role. And our Human Resource Department attracts and retains employees who have the beliefs and talents that will ensure that all students will become the Vision of the Graduate.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Naugatuck Public Schools is proud of our diverse student population. Our mission is to empower a community of Responsible Citizens who engage in solving problems in their community, accept responsibility for personal decisions and choices, act ethically, recognize and respect diversity, demonstrate civic literacy, and act with empathy and kindness. Our leaders, teachers and students engage in learning every day that fosters these characteristics.

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Naugatuck School District

Equitable Allocation of Resources among District Schools

The Naugatuck annual Board of education budget is constructed based on the needs of the students, schools and circumstances. The process of allocating resources, both local and grant funds, is directly tied to student needs. Please refer to our annual budget on our website for more details at www.naugy.net.