

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



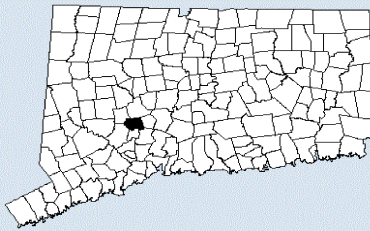
## Naugatuck School District

Ms. Sharon Locke, Superintendent • 203-720-5265 • <http://www.naugatuck.k12.ct.us/>

### District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	4,244
Per Pupil Expenditures <sup>1</sup>	\$15,316
Total Expenditures <sup>1</sup>	\$69,442,147

<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	2,004	47.2	48.4
Male	2,240	52.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	119	2.8	5.1
Black or African American	338	8.0	12.8
Hispanic or Latino	1,062	25.0	24.8
Pacific Islander	*	*	0.1
Two or More Races	227	5.3	3.3
White	2,484	58.5	53.6
English Learners	248	5.8	7.2
Eligible for Free or Reduced-Price Meals	2,069	48.8	36.7
Students with Disabilities <sup>1</sup>	684	16.1	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	240	12.2	103	5.1
Male	288	13.4	239	10.5
Black or African American	44	14.0	43	12.8
Hispanic or Latino	165	15.5	104	9.4
White	269	11.3	168	6.7
English Learners	32	12.0	11	4.1
Eligible for Free or Reduced-Price Meals	400	18.2	236	9.8
Students with Disabilities	139	20.1	99	12.8
District	528	12.8	342	7.9
State		10.7		6.8

**Number of students in 2016-17 qualified as truant under state statute: 512**

**Number of school-based arrests: 33**

<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

## Naugatuck School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	248.7
Paraprofessional Instructional Assistants	46.5
<b>Special Education</b>	
Teachers and Instructors	41.0
Paraprofessional Instructional Assistants	84.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	8.0
School Level	14.9
<b>Library/Media</b>	
Specialists (Certified)	7.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	15.0
Counselors, Social Workers and School Psychologists	31.6
School Nurses	15.0
Other Staff Providing Non-Instructional Services/Support	122.0

#### 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	0.5	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	5	1.4	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	361	98.1	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	9.0	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	17	60.7	10	34.5
Hispanic or Latino	32	47.1	28	41.8
White	116	62.0	109	58.0
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	83	55.0	62	38.8
Students with Disabilities	22	52.4	19	32.8
District	180	59.2	165	51.9
State		69.3		80.1

<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.

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

	Count	Rate (%)
Autism	43	58.1
Emotional Disturbance	*	*
Intellectual Disability	11	36.7
Learning Disability	255	93.4
Other Health Impairment	107	71.3
Other Disabilities	*	*
Speech/Language Impairment	53	84.1
District	483	76.5
State		68.6

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

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

## Naugatuck School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	82	1.9	1.8
Emotional Disturbance	27	0.6	1.1
Intellectual Disability	30	0.7	0.5
Learning Disability	275	6.3	5.2
Other Health Impairment	154	3.5	3.1
Other Disabilities	30	0.7	1.1
Speech/Language Impairment	75	1.7	1.8
All Disabilities	673	15.4	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	31	4.6	8.3
Private Schools or Other Settings	11	1.6	5.2

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

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

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	37,520,625	8,785	9,847
Instructional Supplies and Equipment	1,058,882	248	287
Improvement of Instruction and Educational Media Services	1,058,118	248	589
Student Support Services	5,742,232	1,344	1,120
Administration and Support Services	12,432,956	2,911	1,905
Plant Operation and Maintenance	5,833,796	1,366	1,648
Transportation	3,296,576	678	904
Costs of Students Tuitioned Out	1,791,101	N/A	N/A
Other	707,861	166	208
<b>Total</b>	<b>69,442,147</b>	<b>15,316</b>	<b>16,535</b>

#### Additional Expenditures

Land, Buildings, and Debt Service	1,897,615	444	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	6,439,376	46.6	33.8
Noncertified Personnel	2,020,691	14.6	14.5
Purchased Services	306,799	2.2	5.5
Tuition to Other Schools	1,552,149	11.2	23.4
Special Ed. Transportation	537,996	3.9	8.7
Other Expenditures	2,957,332	21.4	14.1
<b>Total Expenditures</b>	<b>13,814,343</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	53.1	51.8
State	43.9	45.1
Federal	2.9	2.9
Tuition & Other	0.2	0.2

<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

## Naugatuck 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	8	*	8	*
Asian	61	73.8	61	75.8
Black or African American	168	58.7	167	52.8
Hispanic or Latino	519	61.8	517	60.2
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	104	61.9	104	60.0
White	1243	67.7	1244	65.8
English Learners	161	55.5	161	56.8
Non-English Learners	1944	66.2	1942	63.9
Eligible for Free or Reduced-Price Meals	1107	61.3	1104	59.1
Not Eligible for Free or Reduced-Price Meals	998	69.9	999	68.1
Students with Disabilities	351	45.4	351	42.4
Students without Disabilities	1754	69.4	1752	67.6
High Needs	1267	59.9	1266	57.9
Non-High Needs	838	73.7	837	71.7
District	2105	65.4	2103	63.4

#### 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	86.6	87.7	84.1	81.5	1,184	85.2
Curl Up	87.3	78.7	96.9	88.4	1,184	87.8
Push Up	69.4	75.6	86.6	77.3	1,184	77.3
Mile Run/PACER	69.1	72.2	80.9	57.9	1,184	70.9
All Tests - District	52.1	59.3	72.2	32.6	1,184	55.7
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

## Naugatuck School District

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

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	32	84.4
Hispanic or Latino	73	82.2
English Learners	10	*
Eligible for Free or Reduced-Price Meals	191	80.1
Students with Disabilities	74	78.4
District	329	84.8
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	95.2	85	28.9
Male	93.6	83	25.3
Black or African American	89.5	*	*
Hispanic or Latino	94.8	25	18.5
White	94.7	121	32.3
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	94.2	60	19.3
Students with Disabilities	70.0	*	*
District	94.4	168	27.0
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	70.5	88.2
Male	51.3	77.1
Black or African American	58.6	*
Hispanic or Latino	50.0	85.2
White	65.0	83.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	48.2	72.8
Students with Disabilities	30.2	66.7
District	60.3	83.0
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

## Naugatuck 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	65.4	75	43.6	50	87.2	67.6
	High Needs Students	59.9	75	39.9	50	79.9	57.5
Math Performance Index	All Students	63.4	75	42.3	50	84.5	62.7
	High Needs Students	57.9	75	38.6	50	77.2	52.0
ELA Academic Growth	All Students	63.6%	100%	63.6	100	63.6	60.7%
	High Needs Students	62.2%	100%	62.2	100	62.2	55.6%
Math Academic Growth	All Students	71.8%	100%	71.8	100	71.8	61.9%
	High Needs Students	69.8%	100%	69.8	100	69.8	55.4%
Chronic Absenteeism	All Students	12.8%	<=5%	34.4	50	68.7	10.7%
	High Needs Students	17.3%	<=5%	25.4	50	50.9	16.6%
Preparation for CCR	% Taking Courses	55.5%	75%	37.0	50	74.0	74.8%
	% Passing Exams	27.0%	75%	18.0	50	36.0	44.8%
On-track to High School Graduation		76.4%	94%	40.6	50	81.3	87.5%
4-year Graduation All Students (2017 Cohort)		84.8%	94%	90.2	100	90.2	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		85.5%	94%	90.9	100	90.9	81.8%
Postsecondary Entrance (Class of 2017)		60.3%	75%	80.4	100	80.4	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		91.7%   55.7%	75%	37.1	50	74.2	96.6%   50.1%
Arts Access		37.2%	60%	31.0	50	62.1	51.2%
<b>Accountability Index</b>				<b>916.8</b>	<b>1250</b>	<b>73.3</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	73.7	59.9	13.8	15.9	
Math Performance Index Gap	71.7	57.9	13.8	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	85.5%	8.5%	12.7%	N

<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	98.4
	High Needs Students	97.9
Math	All Students	98.3
	High Needs Students	97.8
Science	All Students	96.0
	High Needs Students	95.5

<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: 50.5**

**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

## Naugatuck School District

### Narratives

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#### 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:

**Priority 1: A Community that Expects all Learners to Demonstrate Competence, Engage in Deep and Critical Thinking, and Apply their Learning to Contribute to Improving our World.**

**Rationale:** If we cultivate a collaborative culture relentlessly focused on the competence and growth of every student, every teacher and every leader; then every student will demonstrate competence as they become the Vision of the Graduate.

**STRATEGIES:**.1. Create, Revise, and Communicate NPS Competencies and Scoring Guides and Instructional Frameworks that Establish High Expectations for Every Learner in our District .2. Design High Quality Learning Experiences that Engage Every Learner in Tasks that Challenge them to Explore, Make Meaning, Create and Apply their Learning to the Real World.3. Create Accountability Systems for Monitoring Learning and Individualizing Experiences so that Every Learner Develops and Demonstrates Competence

**Priority 2: Naugatuck School District and Every School is a Safe, Welcoming, Happy and Adaptable Community.**

**Rationale:** If we promote authentic relationships and a shared commitment to the wellness and sociocultural and emotional learning of each and every member of our community; then our district and school climates will enable each and every learner to comfortably explore and develop themselves as learners and valued community members.

**STRATEGIES:**.1. NPS will partner with the CSDE, DCF, Naugatuck Youth Services, and Naugatuck's Partnership for Children to Implement project AWARE (Advancing Wellness and Resiliency in Education).2. Create a Culture of Shared Responsibility for Safety and Security in our Schools.3. Incorporate Student Perspective, Voice and Feedback into our Everyday and Annual Improvement Practices.

**Priority 3: Naugatuck School District Operational Systems Function in Service of Our Schools.**

**Rationale:** If our operational systems keep the work of our schools as "the customer "as we strive to improve our services; then every school in the district will have the resources to support every learner as they become the Vision of the Graduate.

**STRATEGIES:**.1. Develop and Implement NPS Financial Processes to Ensure Real Time Financial Information in order to Maximize Resources and Strategic Decision Making;.2. Create a High Functioning Facility Team with a Commitment to Implement NPS Processes and Measures that Consistently Maintain an Environment of and for Learning .3. Design technology systems and NPS IT Processes to Enable Every Community Member to Access and Utilize Information that is Accurate, Timely and Meaningful to Their Role .4. Develop and Implement NPS Human Resource Support Systems and Processes that Attract and Retain the Highest Quality Employees at Every Level of the Organization

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

Naugatuck Public Schools is proud of our diverse student population. The NPS Mission empowers a community of Responsible Citizens who engage in solving problems in their community, accepts responsibility for personal decisions and choices, acts ethically, recognizes and respects diversity, demonstrates civic literacy, and acts with empathy and kindness. Our leaders, teachers and students engage in learning every day that fosters these characteristics.

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

## 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.