

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



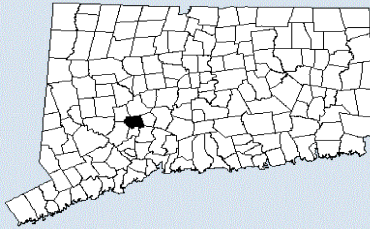
Naugatuck School District

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	4,320
Per Pupil Expenditures ¹	\$15,607
Total Expenditures ¹	\$70,683,391

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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Notes

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	2,069	47.9	48.4
Male	2,251	52.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	122	2.8	5.2
Black or African American	356	8.2	12.8
Hispanic or Latino of any race	1,151	26.6	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	237	5.5	3.6
White	2,441	56.5	52.4
English Learners	263	6.1	7.6
Eligible for Free or Reduced-Price Meals	2,320	53.7	42.1
Students with Disabilities ³	705	16.3	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	256	12.9	124	5.7
Male	351	15.9	274	11.4
Black or African American	58	16.5	49	12.6
Hispanic or Latino of any race	214	18.2	124	9.7
White	291	12.6	191	7.6
English Learners	49	15.8	16	5.0
Eligible for Free or Reduced-Price Meals	457	19.5	315	11.9
Students with Disabilities	163	22.1	140	16.5
District	607	14.5	398	8.7
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 741

Number of school-based arrests: 33

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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Naugatuck School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	242.1
Paraprofessional Instructional Assistants	51.0
Special Education	
Teachers and Instructors	42.0
Paraprofessional Instructional Assistants	86.5
Administrators, Coordinators and Department Chairs	
District Central Office	8.0
School Level	15.9
Library/Media	
Specialists (Certified)	7.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	18.9
Counselors, Social Workers and School Psychologists	33.6
School Nurses	14.0
Other Staff Providing Non-Instructional Services/Support	118.0

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	0	0.0	0.1
Asian	2	0.5	1.1
Black or African American	2	0.5	3.8
Hispanic or Latino of any race	7	1.9	3.8
Native Hawaiian or Other Pacific Islander	1	0.3	0.0
Two or More Races	1	0.3	0.1
White	355	96.5	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.6	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	16	57.1	21	67.7
Hispanic or Latino of any race	42	52.5	37	56.1
White	136	76.0	144	75.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	100	61.0	99	66.0
Students with Disabilities	36	63.2	36	66.7
District	214	68.2	221	71.3
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	37	44.0
Emotional Disturbance	22	61.1
Intellectual Disability	*	*
Learning Disability	235	89.0
Other Health Impairment	121	74.7
Other Disabilities	*	*
Speech/Language Impairment	53	93.0
District	480	73.2
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	93	2.1	1.9
Emotional Disturbance	38	0.9	1.1
Intellectual Disability	36	0.8	0.5
Learning Disability	264	6.0	5.5
Other Health Impairment	168	3.8	3.2
Other Disabilities	31	0.7	1.1
Speech/Language Impairment	68	1.5	1.8
All Disabilities	698	15.8	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	38	5.4	8.2
Private Schools or Other Settings	15	2.1	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	\$44,125,304	\$9,743	\$10,545
Support services - students	\$7,634,903	\$1,803	\$1,373
Support services - instruction	\$3,527,303	\$833	\$644
Support services - general administration	\$835,378	\$197	\$462
Support services - school based administration	\$1,888,817	\$446	\$1,007
Central and other support services	\$3,803,565	\$898	\$671
Operation and maintenance of plant	\$5,466,299	\$1,291	\$1,629
Student transportation services	\$3,401,821	\$1,097	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$70,683,391	\$15,607	\$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	\$6,621,843	42.8	29.7
Instructional Aide Salaries	\$1,907,291	12.3	9.6
Other Salaries	\$202,224	1.3	10.4
Employee Benefits	\$3,341,367	21.6	13.0
Purchased Services Other Than Transportation	\$425,692	2.8	5.5
Special Education Tuition	\$2,011,024	13.0	22.6
Supplies	\$204,173	1.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$762,031	4.9	8.0
Equipment	\$2,996	0.0	0.2
All Other Expenditures	\$200	0.0	0.1
Total	\$15,478,841	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.9	24.4

Expenditures by Revenue Source:⁴

2017-18	
	Percent of Total (%) Excluding School Construction
Local	50.6
State	44.2
Federal	4.7
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).

District Profile and Performance Report for School Year 2018-19

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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	*	*	*	*	*	*
Asian	65	72.1	65	74.5	*	*
Black or African American	173	58.3	173	50.9	79	49.9
Hispanic or Latino of any race	570	62.7	569	57.2	256	52.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	103	63.4	103	58.2	40	59.4
White	1,244	68.8	1,245	65.3	519	60.8
English Learners	203	57.0	203	56.6	76	47.8
Non-English Learners	1,963	67.1	1,963	62.5	855	58.9
Eligible for Free or Reduced-Price Meals	1,174	62.2	1,173	57.2	506	53.3
Not Eligible for Free or Reduced-Price Meals	992	70.8	993	67.5	425	63.5
Students with Disabilities	392	46.8	392	40.7	163	44.2
Students without Disabilities	1,774	70.4	1,774	66.6	768	60.9
High Needs	1,353	60.9	1,352	56.0	571	53.0
Non-High Needs	813	74.8	814	71.8	360	65.8
District	2,166	66.1	2,166	61.9	931	57.9

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	85.5	97.5	79.7	78.1	1,245	85.4
Curl Up	83.6	89.0	92.7	84.7	1,245	87.6
Push Up	81.2	77.3	78.2	64.2	1,245	75.7
Mile Run/PACER	78.4	73.2	73.3	48.9	1,245	69.2
All Tests - District	61.4	63.7	57.9	38.3	1,245	56.0
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	26	80.8
Hispanic or Latino of any race	72	79.2
English Learners	16	*
Eligible for Free or Reduced-Price Meals	164	84.1
Students with Disabilities	49	79.6
District	316	86.1
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	96.3	67	24.9
Male	93.8	87	24.5
Black or African American	89.8	*	*
Hispanic or Latino of any race	95.9	25	17.1
White	95.1	106	28.6
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.5	56	17.8
Students with Disabilities	73.9	*	*
District	94.9	154	24.7
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.

Copyright © 2019 ACT, Inc. www.act.org

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	73.5	87.8
Male	54.7	75.0
Black or African American	77.3	*
Hispanic or Latino of any race	51.7	90.9
White	67.3	80.5
English Learners	40.0	*
Eligible for Free or Reduced-Price Meals	56.1	80.0
Students with Disabilities	40.8	*
District	64.4	82.0
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	66.1	75	44.1	50	88.2	67.7
	High Needs Students	60.9	75	40.6	50	81.2	58.1
Math Performance Index	All Students	61.9	75	41.3	50	82.6	63.1
	High Needs Students	56.0	75	37.3	50	74.7	52.7
Science Performance Index	All Students	57.9	75	38.6	50	77.3	63.8
	High Needs Students	53.0	75	35.3	50	70.7	54.2
ELA Academic Growth	All Students	62.5%	100%	62.5	100	62.5	59.9%
	High Needs Students	60.1%	100%	60.1	100	60.1	55.1%
Math Academic Growth	All Students	55.7%	100%	55.7	100	55.7	62.5%
	High Needs Students	51.3%	100%	51.3	100	51.3	55.2%
Progress Toward English Proficiency	Literacy	65.2%	100%	32.6	50	65.2	60.0%
	Oral	60.6%	100%	30.3	50	60.6	52.1%
Chronic Absenteeism	All Students	14.5%	<=5%	31.0	50	62.1	10.4%
	High Needs Students	19.0%	<=5%	22.1	50	44.2	16.1%
Preparation for CCR	% Taking Courses	69.7%	75%	46.5	50	92.9	80.0%
	% Passing Exams	24.7%	75%	16.5	50	32.9	42.6%
On-track to High School Graduation		84.0%	94%	44.7	50	89.3	88.0%
4-year Graduation All Students (2018 Cohort)		86.1%	94%	91.6	100	91.6	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		85.1%	94%	90.5	100	90.5	83.3%
Postsecondary Entrance (Class of 2018)		64.4%	75%	85.9	100	85.9	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.6% 56.0%	75%	37.3	50	74.6	96.4% 52.9%
Arts Access		45.9%	60%	38.3	50	76.6	51.9%
Accountability Index				1034.1	1450	71.3	

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	74.8	60.9	13.9	15.4	
Math Performance Index Gap	71.8	56.0	15.8	17.6	
Science Performance Index Gap	65.8	53.0	12.8	16.1	
Graduation Rate Gap	94.0%	85.1%	8.9%	11.1%	N

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	98.2
Math	All Students	98.7
	High Needs Students	98.1
Science	All Students	98.9
	High Needs Students	98.3

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: 48.1 State: 51.5

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Naugatuck School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Naugatuck Public Schools, together with the Board of Education, has a 3-year improvement framework and sets goals annually. There are three priorities for Naugatuck Public Schools:

1. A community that expects all learners to demonstrate competence, engage in deep and critical thinking, and apply their learning to help improve our world; .2. Schools that are safe, welcoming, happy and adaptable; and .3. Operational Systems that function in service of our schools.

The action plans to address these priorities are driven by data from student assessments and survey results. At the district level, the superintendent meets regularly with the Parent School Council. Each school engages with parent/teacher organizations in its improvement efforts.

Naugatuck also works closely with Naugatuck's Partnership for Children and Naugatuck Youth Services to provide comprehensive and coherent partnerships with families.

Efforts to Reduce Racial, Ethnic and Economic Isolation

By virtue of its student and family population, Naugatuck is a richly diverse district. The district has engaged in efforts to recruit and retain staff that is more reflective of our students. Additionally, our curriculum provides opportunities for students to experience multiple perspectives and collaborate with others as they develop into responsible and engaged community members.

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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 visit our website for more information.

https://www.naugatuck.k12.ct.us/apps/pages/index.jsp?uREC_ID=741343&type=d&pREC_ID=1186163