

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



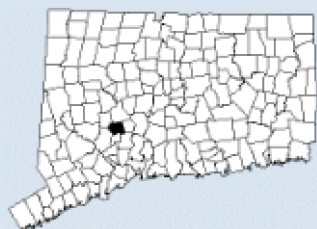
Naugatuck School District

Christopher Montini, Superintendent • 203-720-5265 • <http://www.naugatuck.k12.ct.us/>

District Information

Grade Range	PK-12
Number of Schools/Programs	13
Enrollment	4,095
Per Pupil Expenditures	\$17,922
Total Expenditures	\$83,820,135

Expenditure data reflect the 2023-24 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>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2024-25 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://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	2,129	52.0	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	88	2.1	5.2
Black or African American	532	13.0	12.4
Hispanic or Latino of any race	1,685	41.1	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	200	4.9	4.8
White	1,577	38.5	45.1
English Learners/Multilingual Learners	560	13.7	11.3
Eligible for Free or Reduced-Price Meals	2,385	58.2	44.8
Students with Disabilities	818	20.0	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	*	*	126	6.1
Male	380	18.9	265	11.9
Non-Binary	*	*	0	*
Black or African American	91	18.5	85	14.9
Hispanic or Latino of any race	375	23.0	169	9.4
White	243	16.1	112	6.8
English Learners/Multilingual Learners	101	17.4	28	4.5
Eligible for Free or Reduced-Price Meals	529	24.3	284	10.8
Students with Disabilities	184	24.1	114	12.3
All Students - District	758	19.3	391	9.1
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 848
Number of school-based arrests: 7

District Profile and Performance Report for School Year 2024-25

Naugatuck School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	253.4
General Education Paraprofessionals	59.0
Special Education Teachers and Instructors	46.5
Special Education Paraprofessionals	89.5
District Central Office Administrators	9.0
School Level Administrators	19.0
Library/Media Specialists (Certified)	4.0
Library/Media Support Staff	1.5
Instructional Specialists Who Support Teachers	17.5
Counselors, Social Workers and School Psychologists	34.9
School Nurses	14.0
Other Staff Providing Non-Instructional Services/Support	193.0

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: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	13.9
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	0.8	1.4
Black or African American	9	2.3	4.9
Hispanic or Latino of any race	19	4.9	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	356	92.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	47	12.1	6.8
Teachers	33	10.8	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	38	86.4	43	86.0
Hispanic or Latino of any race	116	87.9	123	94.6
White	93	94.9	144	98.0
English Learners/Multilingual Learners	22	71.0	16	*
Eligible for Free or Reduced-Price Meals	147	89.1	156	94.0
Students with Disabilities	49	94.2	81	96.4
All Students - District	272	90.1	331	95.1
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	70	41.9
Emotional Disability	22	53.7
Intellectual Disability	*	*
Learning Disability	233	87.6
Other Health Impairment	118	81.4
Other Disabilities	*	*
Speech/Language Impairment	79	95.2
All Disabilities - District	529	69.5
All Disabilities - State		68.0

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).

District Profile and Performance Report for School Year 2024-25

Naugatuck School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	180	4.1	2.9
Emotional Disability	41	0.9	1.1
Intellectual Disability	50	1.1	0.6
Learning Disability	267	6.1	6.5
Other Health Impairment	146	3.3	3.6
Other Disabilities	25	0.6	1.1
Speech/Language Impairment	95	2.2	2.0
All Disabilities	804	18.4	17.8

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 District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	63	7.8	8.2
Private Schools or Other Settings	22	2.7	4.5

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 Expenditures: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$51,945,923	\$11,107	\$13,471
Support services - students	\$5,864,962	\$1,393	\$1,826
Support services - instruction	\$705,619	\$168	\$972
Support services - general administration	\$6,321,405	\$1,501	\$568
Support services - school based administration	\$6,078,677	\$1,444	\$1,274
Central and other support services	\$2,097,805	\$498	\$761
Operation and maintenance of plant	\$5,783,914	\$1,374	\$2,125
Student transportation services	\$5,021,831	\$1,104	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$83,820,135	\$17,922	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$6,392,587	29.1	26.4
Instructional Aide Salaries	\$2,668,006	12.2	10.1
Other Salaries	\$1,112,651	5.1	10.5
Employee Benefits	\$3,638,939	16.6	13.3
Purchased Services Other Than Transportation	\$896,233	4.1	6.8
Special Education Tuition	\$4,839,522	22.0	22.8
Supplies	\$65,173	0.3	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$2,309,641	10.5	8.7
Equipment	\$30,858	0.1	0.2
All Other Expenditures	.	.	0.1
Total	\$21,953,612	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	26.2
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	48.4
State	44.0
Federal	6.8
Tuition & Other	0.8

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 2024-25

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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	43	65.2	43	65.2	20	52.2
Black or African American	241	55.2	241	46.7	101	51.3
Hispanic or Latino of any race	871	56.8	871	50.6	375	51.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	101	58.9	100	53.0	44	53.6
White	773	65.2	773	59.4	337	61.2
English Learners/Multilingual Learners	313	50.4	313	47.0	121	46.6
Non-English Learners/Non-Multilingual Learners	1,723	61.8	1,722	55.2	760	56.5
Eligible for Free or Reduced-Price Meals	1,132	57.0	1,131	49.9	469	51.9
Not Eligible for Free or Reduced-Price Meals	904	63.9	904	59.0	412	58.7
Students with Disabilities	403	41.7	402	35.6	155	39.9
Students without Disabilities	1,633	64.6	1,633	58.4	726	58.4
High Needs	1,367	55.3	1,366	48.7	568	50.7
Non-High Needs	669	69.8	669	64.5	313	63.2
All Students - District	2,036	60.1	2,035	53.9	881	55.1

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	90.2	96.1	90.1	85.4	1,110	90.8
Curl Up	84.3	85.2	86.6	88.5	1,111	86.0
Push Up	78.4	80.6	67.9	72.7	1,115	74.9
Mile Run/PACER	83.6	71.5	65.6	46.2	1,107	68.7
All Tests - District	70.8	66.9	56.4	41.9	1,094	60.7
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

District Profile and Performance Report for School Year 2024-25

Naugatuck School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	43	95.3
Hispanic or Latino of any race	108	83.3
White	167	89.8
English Learners/Multilingual Learners	26	76.9
Eligible for Free or Reduced-Price Meals	213	83.1
Students with Disabilities	72	73.6
All Students - District	345	87.5
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	142	47.2
Male	105	30.2
Non-Binary	0	*
Black or African American	33	35.1
Hispanic or Latino of any race	80	30.5
White	114	46.5
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	100	30.2
Students with Disabilities	8	5.9
All Students - District	247	38.0
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	68.0	80.7
Male	51.2	*
Non-Binary	*	*
Black or African American	54.5	81.8
Hispanic or Latino of any race	48.9	69.0
White	66.2	85.2
English Learners/ Multilingual Learners	52.4	*
Eligible for Free or Reduced-Price Meals	54.7	73.6
Students with Disabilities	30.0	*
All Students - District	59.2	78.0
All Students - State	67.0	88.2

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.

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 2024-25

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.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	60.1	75	40.0	50	80.1	64.7
ELA Performance Index	High Needs Students	55.3	75	36.9	50	73.8	54.9
Math Performance Index	All Students	53.9	75	35.9	50	71.9	61.1
Math Performance Index	High Needs Students	48.7	75	32.5	50	65.0	50.6
Science Performance Index	All Students	55.1	75	36.7	50	73.5	62.6
Science Performance Index	High Needs Students	50.7	75	33.8	50	67.5	52.1
ELA Academic Growth	All Students	61.1%	100%	61.1	100	61.1	60.6%
ELA Academic Growth	High Needs Students	59.6%	100%	59.6	100	59.6	55.7%
Math Academic Growth	All Students	54.4%	100%	54.4	100	54.4	62.3%
Math Academic Growth	High Needs Students	52.4%	100%	52.4	100	52.4	55.9%
Progress Toward English Proficiency	Literacy	55.3%	100%	27.6	50	55.3	58.7%
Progress Toward English Proficiency	Oral	54.3%	100%	27.2	50	54.3	55.7%
Chronic Absenteeism	All Students	19.3%	<=5%	21.4	50	42.7	17.2%
Chronic Absenteeism	High Needs Students	23.3%	<=5%	13.5	50	27.0	24.8%
% Taking CCR Courses	All Students	92.8%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	38.0%	75%	25.3	50	50.7	47.2%
On-track to High School Graduation	All Students	88.0%	94%	46.8	50	93.6	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	87.5%	94%	93.1	100	93.1	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	90.7%	94%	96.5	100	96.5	87.3%
Postsecondary Entrance (Class of 2024)	All Students	59.2%	75%	78.9	100	78.9	67.0%
Physical Fitness % Meeting Health Standard	All Students	60.7%	75%	20.2	50	40.5	49.0%
Arts Access	All Students	65.2%	60%	50.0	50	100.0	55.1%
Accountability Index				994.0	1450	68.6	

Physical Fitness Estimated Participation Rate - District: 89.6% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	69.8	55.3	14.4	16.9	N
Math Performance Index Gap	64.5	48.7	15.7	18.4	N
Science Performance Index Gap	63.2	50.7	12.6	18.2	N
Graduation Rate Gap	94.0%	90.7%	3.3%	8.6%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.8
ELA	High Needs Students	98.6
Math	All Students	98.7
Math	High Needs Students	98.5
Science	All Students	97.8
Science	High Needs Students	97.1

Minimum 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: 49.5

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

District Profile and Performance Report for School Year 2024-25

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 to support the district vision, mission, and NPS Vision of the Graduate. There are four priorities for Naugatuck Public Schools:

Priority 1: Academic Excellence - 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.

Priority 2: Culture and Climate - A Positive and Inclusive Culture of Learning and Support in all Schools and in the Community.

Priority 3: Systems for Student Success - Naugatuck School District Operational Systems Function in Service of our Students.

Priority 4: Talent Development - Human Resource Support Systems and Processes that Develop Our Talented Faculty and Staff.

The action plans to address these priorities are driven by academic, behavioral, and attendance data as well as stakeholder survey results. We believe that all students should have access to high quality, grade-level learning experiences. We believe that strong partnerships with families are the foundation to successful student outcomes. We believe that all staff have ownership and responsibility for the success of all students. We believe that special education is a service, not a place.

At the district level, the superintendent meets regularly with the Parent School Council and hosts ongoing community conversations. Each school develops school-based strategic plans and 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.

Both district and school attendance teams implement research-based absence prevention strategies and practices to promote school attendance while supporting students and families through a layered continuum of interventions.

Naugatuck Public Schools values its partnerships with families in the education of their children. We seek to collaborate and inform families about success criteria at every grade level so that families have a clear understanding of not only what children need to know, be, and be able to do at each grade level, but also how to assist in the learning process so that children can successfully grow and achieve the Naugatuck Public School Competencies.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Our culture for equitable learning is the foundation of Naugatuck Public Schools. It is the very essence of who we are and who we strive to become. Together, we create safe, engaging, and joyful school communities where every child is supported in becoming the Vision of the Graduate.

By virtue of its student and family population, Naugatuck is a richly diverse district. The district developed and implements a staff recruitment and retention plan that recognizes the need to provide students with an opportunity to interact with a diverse staff representative of the population of which they are a part. We believe that it is the right of every student to have an equitable educational experience within the Naugatuck Public School District and equity is a fundamental value necessary for a high-quality education. NPS is committed to recruiting, hiring, and retaining multilingual and BIPOC educators (Black, Indigenous and people of color), including Latino, Asian and Black educators, a staff who reflects the racial, cultural, and linguistic diversity of our schools and the greater community. Additionally, our curriculum provides opportunities for students to experience multiple perspectives and collaborate with others as they develop into responsible and engaged community members.

Our philosophy is that every learner in Naugatuck is empowered through active, equitable, meaningful and culturally relevant educational experiences that nurture an excitement and capacity for learning. These experiences are developed through a responsive, collaborative, ongoing process of instructional practices that value student voice, high expectations, and innovation. We have a collaborative culture relentlessly focused on the competence and growth of every student, every teacher, and every leader, so that all students will demonstrate academic, cultural, and social-emotional competence. Together, we ensure that our schools are safe, engaging, and happy communities where each and every child develops into the Vision of the Graduate.

District Profile and Performance Report for School Year 2024-25

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 district prioritizes equitable distribution of human, fiscal, and capital resources that work in service of students, student learning, and student needs. The process of allocating resources, both local and grant funds, is directly tied to student needs. Please visit our website for more information at <https://www.naugatuck.k12.ct.us/>.

District Profile and Performance Report for School Year 2024-25

Naugatuck School District

Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	2.7	2.2
Personal Reasons	2	5.4	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	26	70.3	32.0
Retired	4	10.8	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	4	10.8	2.3
TOTAL	37		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.