

# SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



## Naugatuck High School Naugatuck School District

203-720-5400 • <http://www.naugatuckhigh.naugatuck.k12.ct.us/>

### School Information

Grade Range **9-12**  
Enrollment **1,218**

### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

[College Enrollment, Persistence, and Graduation](#)  
(National Student Clearinghouse)

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### Notes

Unless otherwise noted, all data are for 2016-17 and include all grades offered by the school.

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).

For district totals, please see the district profile.

\* 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, 2016 Enrollment

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
Female	555	45.6	46.9
Male	663	54.4	53.1
American Indian or Alaska Native	*	*	*
Asian	39	3.2	2.8
Black or African American	103	8.5	7.9
Hispanic or Latino	275	22.6	23.6
Pacific Islander	*	*	*
Two or More Races	58	4.8	5.1
White	741	60.8	60.2
English Language Learners	37	3.0	4.9
Eligible for Free or Reduced-Price Meals	577	47.4	49.7
Students with Disabilities <sup>1</sup>	221	18.1	16.0

<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	92	16.8	66	11.9
Male	114	17.8	148	22.7
Black or African American	26	24.5	33	30.8
Hispanic or Latino	54	20.7	61	22.9
White	112	15.4	105	14.2
English Language Learners	*	*	6	17.6
Eligible for Free or Reduced-Price Meals	144	26.7	150	25.4
Students with Disabilities	55	26.3	60	26.4
School	206	17.3	214	17.7
District		11.3		8.7

**Number of students in 2015-16 qualified as truant under state statute: 271**

**Number of school-based arrests: 16**

<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.

# School Profile and Performance Report for School Year 2016-17

## Naugatuck High School

### Naugatuck School District

## Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	71.0
Paraprofessional Instructional Assistants	1.0
<b>Special Education</b>	
Teachers and Instructors	13.0
Paraprofessional Instructional Assistants	14.5
<b>Administrators, Coordinators and Department Chairs</b>	
School Level	3.8
<b>Library/Media</b>	
Specialists (Certified)	2.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	0.5
Counselors, Social Workers and School Psychologists	12.0
School Nurses	4.0
Other Staff Providing Non-Instructional Services/Support	31.5

<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.

### Educators by Race/Ethnicity

	School		District
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	2	1.9	0.6
Black or African American	0	0.0	0.6
Hispanic or Latino	0	0.0	0.0
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	99	96.1	97.3

### Classroom Teacher Attendance, 2015-16

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	11.4	11.9

## Instruction and Resources

### School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	964
Half/Extended Day Kindergarten	N/A

School Hours for Students	
Start Time	07:30 AM
End Time	02:00 PM

### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	8	32.0	14	45.2
Hispanic or Latino	19	28.8	30	47.6
White	69	38.8	93	47.9
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	35	26.1	57	42.5
Students with Disabilities	15	31.3	14	20.9
School	108	36.0	144	46.6
District		35.5		46.6

### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	20	64.5
Emotional Disturbance	6	*
Intellectual Disability	11	*
Learning Disability	81	81.8
Other Health Impairment	38	77.6
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	162	73.3
District		74.9

<sup>3</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP),International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

<sup>4</sup>Ages 6-21

# School Profile and Performance Report for School Year 2016-17

## Naugatuck High School

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## Performance and Accountability

### School Performance Index (SPI)

A School Performance Index (SPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The SPI ranges from 0-100. An SPI is reported for all students tested in a school and for students in each individual student group. Connecticut's ultimate target for an SPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	SPI	Count	SPI	Count	SPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	*	*	*	*	6	*
Black or African American	21	45.4	21	41.1	23	34.6
Hispanic or Latino	60	44.9	60	43.2	56	46.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	15	*	15	*	13	*
White	159	55.5	159	49.4	161	50.6
English Language Learners	17	*	17	*	9	*
Non-English Language Learners	252	53.4	252	48.1	250	48.5
Eligible for Free or Reduced-Price Meals	112	48.4	112	44.4	116	43.0
Not Eligible for Free or Reduced-Price Meals	157	54.8	157	49.4	143	52.5
Students with Disabilities	43	42.0	43	39.8	34	35.6
Students without Disabilities	226	54.0	226	48.7	225	50.2
High Needs	138	47.3	138	43.6	133	42.2
Non-High Needs	131	57.1	131	51.2	126	54.7
School	269	52.1	269	47.3	259	48.3

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	81.5	216	81.5
Curl Up	N/A	N/A	N/A	89.4	216	89.4
Push Up	N/A	N/A	N/A	70.4	216	70.4
Mile Run/PACER	N/A	N/A	N/A	61.6	216	61.6
All Tests - School	N/A	N/A	N/A	50.5	216	50.5
All Tests - District	62.1	55.9	59.7	50.5		57.6

<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.

# School Profile and Performance Report for School Year 2016-17

## Naugatuck High School

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

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

<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 2015-16 school year.

#### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>4</sup>

	Participation <sup>5</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.3	81	27.4
Male	93.3	72	23.0
Black or African American	98.2	*	*
Hispanic or Latino	94.6	18	14.0
White	94.4	117	31.5
English Language Learners	100.0	0	0.0
Eligible for Free or Reduced-Price Meals	94.8	44	16.4
Students with Disabilities	77.4	*	*
School	94.7	153	25.1
District	94.7		24.9

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark 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 2016	Class of 2015
	Entrance <sup>6</sup>	Persistence <sup>7</sup>
	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 Language Learners	*	*
Eligible for Free or Reduced-Price Meals	55.9	77.8
Students with Disabilities	39.3	*
School	62.2	83.0
District	62.2	83.0

<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

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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	52.1	75	69.5	100	69.5	67.1
	High Needs Students	47.3	75	63.1	100	63.1	55.9
Math Performance Index	All Students	47.3	75	63.1	100	63.1	62.2
	High Needs Students	43.6	75	58.2	100	58.2	50.5
Science Performance	All Students	48.3	75	64.4	100	64.4	55.3
	High Needs Students	42.2	75	56.3	100	56.3	45.2
ELA Academic Growth	All Students	N/A	100%	0.0	0	0.0	55.4%
	High Needs Students	N/A	100%	0.0	0	0.0	49.8%
Math Academic Growth	All Students	N/A	100%	0.0	0	0.0	61.7%
	High Needs Students	N/A	100%	0.0	0	0.0	53.7%
Chronic Absenteeism	All Students	17.3%	<=5%	25.3	50	50.7	9.9%
	High Needs Students	24.9%	<=5%	10.2	50	20.3	15.8%
Preparation for CCR	% Taking Courses	41.4%	75%	27.6	50	55.2	70.7%
	% Passing Exams	25.1%	75%	16.7	50	33.5	43.5%
On-track to High School Graduation		71.2%	94%	37.9	50	75.8	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)		79.9%	94%	85.0	100	85.0	82.0%
Postsecondary Entrance (Class of 2016)		62.2%	75%	82.9	100	82.9	72.0%
Physical Fitness (estimated part rate) and (fitness)		76.6%   50.5%	75%	16.8	50	33.6	92.0%   51.6%
Arts Access		39.4%	60%	32.8	50	65.6	50.5%
<b>Accountability Index</b>				<b>800.4</b>	<b>1250</b>	<b>64.0</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	57.1	47.3	9.8	16.6	
Math Performance Index Gap	51.2	43.6	7.6	18.5	
Science Performance Index Gap	54.7	42.2	12.4	16.5	
Graduation Rate Gap	92.0%	79.9%	12.1%	9.3%	Y

<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	92.6
	High Needs Students	90.7
Math	All Students	92.6
	High Needs Students	90.7
Science	All Students	96.8
	High Needs Students	95.4

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

<sup>3</sup>Minimum participation standard is 95%.