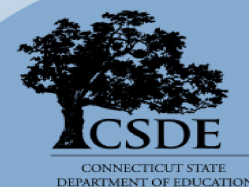


Connecticut State Department of Education

SCHOOL PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2021–22



Naugatuck High School Naugatuck School District

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

School Information

Grade Range	9-12
Enrollment	1,284
Per Pupil Expenditures ¹	\$15,317
Total Expenditures ¹	\$19,590,930

¹ Expenditure data reflect the 2020-21 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.....	3

Notes

Unless otherwise noted, all data are for 2021-22 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 <https://edsight.ct.gov>

For district totals, please see the district profile.

* 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. 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, 2021 Enrollment

	Count	School Percent of Total (%)	District Percent of Total (%)
Female	*	*	*
Male	675	52.6	52.1
Non-Binary	*	*	*
American Indian or Alaska Native	*	*	*
Asian	43	3.3	2.8
Black or African American	138	10.7	10.8
Hispanic or Latino of any race	423	32.9	35.2
Native Hawaiian or Other Pacific Islander	*	*	*
Two or More Races	52	4.0	5.2
White	620	48.3	45.6
English Learners/Multilingual Learners	65	5.1	8.4
Eligible for Free or Reduced-Price Meals	654	50.9	55.0
Students with Disabilities ²	232	18.1	18.3

² Students 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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ³		Suspension/Expulsion ⁴	
	Count	Rate (%)	Count	Rate (%)
Female	163	26.5	64	9.9
Male	*	*	138	19.5
Non-Binary	*	*	0	*
Black or African American	37	24.0	36	22.2
Hispanic or Latino of any race	130	30.5	79	17.2
White	134	22.3	72	11.4
English Learners/Multilingual Learners	22	28.9	10	11.9
Eligible for Free or Reduced-Price Meals	232	34.8	140	19.4
Students with Disabilities	77	33.5	59	23.6
School	320	24.9	202	14.9
District		26.6		8.6

Number of students qualified as truant under state statute: 319

Number of school-based arrests: 17

³ 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.

⁴ This column displays 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 2021-22

Naugatuck High School

Naugatuck School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	67.0
Paraprofessional Instructional Assistants	5.5
Special Education	
Teachers and Instructors	14.0
Paraprofessional Instructional Assistants	17.0
Administrators, Coordinators and Department Chairs	
School Level	7.9
Library/Media	
Specialists (Certified)	2.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	10.0
School Nurses	2.0
Other Staff Providing Non-Instructional Services/Support	33.0

¹ 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

	Count	School Percent of Total (%)	District Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.0
Asian	2	1.9	0.5
Black or African American	1	1.0	0.5
Hispanic or Latino of any race	8	7.6	3.4
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	94	89.5	95.5

Classroom Teacher Attendance, 2020-21

	School	District
Average # of FTE Days Absent Due to Illness or Personal Time	6.7	7.5

Instruction and Resources

School-Level Expenditures²: 2020-21

	Total (\$)	Per Pupil (\$)
Instruction	\$12,826,018	\$10,028
Support Services - Students	\$1,742,582	\$1,362
Improvement of Instruction	\$12,463	\$10
Library and Media Services	\$204,844	\$160
Support Services - Instruction	\$155,149	\$121
Support Services - School-Based	\$2,229,670	\$1,743
Operation and Maintenance of Plant	\$2,420,205	\$1,892
Transportation Other Than to/From	.	.
Enterprise Operations	.	.
Total	\$19,590,930	\$15,317

Total per pupil expenditures (PPE) including share of district central expenditures is \$18,226.

² Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	11	45.8
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	86	89.6
Other Health Impairment	44	69.8
Other Disabilities	*	*
Speech/Language Impairment	*	*
School	154	66.4
District		68.1

³ This table includes students ages 6-21 with an IEP or services plan.

11th and 12th Graders Enrolled in

College-and-Career-Readiness Courses during High School⁴

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	26	60.5	30	76.9
Hispanic or Latino of any race	71	60.7	58	60.4
White	108	82.4	128	85.3
English Learners/Multilingual Learners	7	30.4	*	*
Eligible for Free or Reduced-Price Meals	113	69.3	106	72.6
Students with Disabilities	33	66.0	31	59.6
School	224	71.6	248	77.3
District		70.8		74.8

⁴ College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

School Schedule

Days of Instruction	180
Hours of Instruction Per Year	
Grades 1-12 and Full-Day Kindergarten	1009
Half/Extended Day Kindergarten	N/A

School Profile and Performance Report for School Year 2021-22

Naugatuck High School

Naugatuck School District

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	0	N/A	0	N/A
Asian	13	*	13	*	13	*
Black or African American	30	44.8	30	38.4	34	45.7
Hispanic or Latino of any race	82	43.7	82	39.0	103	43.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	7	*	7	*	9	*
White	115	54.6	115	47.7	122	56.6
English Learners/Multilingual Learners	19	*	19	*	25	35.8
Non-English Learners/Non-Multilingual Learners	228	50.6	228	44.5	256	52.7
Eligible for Free or Reduced-Price Meals	121	46.6	121	41.7	146	46.6
Not Eligible for Free or Reduced-Price Meals	126	53.1	126	46.7	135	56.2
Students with Disabilities	29	35.1	29	32.8	41	39.5
Students without Disabilities	218	51.9	218	45.8	240	53.2
High Needs	139	45.5	139	40.8	167	45.1
Non-High Needs	108	55.5	108	48.7	114	60.1
School	247	49.9	247	44.3	281	51.2

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	25

¹ 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 performance on NAEP by student group, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	N/A	N/A	N/A	93.3	149	93.3
Curl Up	N/A	N/A	N/A	86.6	149	86.6
Push Up	N/A	N/A	N/A	58.4	149	58.4
Mile Run/PACER	N/A	N/A	N/A	48.3	149	48.3
All Tests - School	N/A	N/A	N/A	34.9	149	34.9
All Tests - District	51.0	56.8	50.3	34.9		50.0

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.

School Profile and Performance Report for School Year 2021-22

Naugatuck High School

Naugatuck School District

Cohort Graduation: Four-Year¹

	2020-21	
	Cohort Count ²	Rate (%)
Black or African American	23	100.0
Hispanic or Latino of any race	88	87.5
White	181	92.3
English Learners/Multilingual Learners	19	*
Eligible for Free or Reduced-Price Meals	183	86.9
Students with Disabilities	56	87.5
School	312	91.3
District		88.9

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2020-21 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.5	108	34.0
Male	*	*	*
Non-Binary	*	*	*
Black or African American	91.5	13	15.9
Hispanic or Latino	95.3	35	16.4
White	98.2	102	36.3
English Learners/Multilingual Learners	91.2	*	*
Eligible for Free or Reduced-Price Meals	96.1	52	16.8
Students with Disabilities	88.2	6	5.9
School	96.4	172	27.1
District	94.0		25.9

³Students demonstrate postsecondary readiness through at least one of the following:

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

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.

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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 2021	Class of 2020
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	68.6	82.8
Male	49.7	75.7
Non-Binary	N/A	N/A
Black or African American	60.9	*
Hispanic or Latino of any race	44.0	75.7
White	65.1	82.5
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	50.6	75.9
Students with Disabilities	29.6	*
School	59.5	79.6
District	57.5	79.6

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

School Profile and Performance Report for School Year 2021-22

Naugatuck High School

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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	49.9	75	99.8	150	66.5	64.2
	High Needs Students	45.5	75	91.1	150	60.7	54.2
Math Performance Index	All Students	44.3	75	88.5	150	59.0	58.6
	High Needs Students	40.8	75	81.6	150	54.4	47.7
Science Performance Index	All Students	51.2	75	68.2	100	68.2	61.4
	High Needs Students	45.1	75	60.2	100	60.2	51.3
ELA Academic Growth	All Students	.	100%	.	.	.	60.4%
	High Needs Students	.	100%	.	.	.	56.2%
Math Academic Growth	All Students	.	100%	.	.	.	65.2%
	High Needs Students	.	100%	.	.	.	59.1%
Progress Toward English Proficiency	Literacy	54.5%	100%	27.3	50	54.5	64.9%
	Oral	42.5%	100%	21.2	50	42.5	57.4%
Chronic Absenteeism	All Students	24.9%	<=5%	10.2	50	20.4	23.7%
	High Needs Students	33.5%	<=5%	0.0	50	0.0	34.0%
Preparation for CCR	% Taking Courses	74.4%	75%	49.6	50	99.3	84.8%
	% Meeting Benchmark	27.1%	75%	18.1	50	36.2	43.5%
On-track to High School Graduation		65.9%	94%	35.0	50	70.1	82.7%
4-year Graduation All Students (2021 Cohort)		91.3%	94%	97.2	100	97.2	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		88.4%	94%	94.0	100	94.0	85.2%
Postsecondary Entrance (Class of 2021)		59.5%	75%	79.3	100	79.3	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		46.3% 34.9%	75%	0.0	50	0.0	94.0% 45.8%
Arts Access		44.0%	60%	36.6	50	73.3	52.4%
Accountability Index				958.0	1550	61.8	

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	55.5	45.5	10.0	16.6	
Math Performance Index Gap	48.7	40.8	7.9	18.5	
Science Performance Index Gap	60.1	45.1	14.9	17.9	
Graduation Rate Gap	94.0%	88.4%	5.6%	4.8%	Y

¹ 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.

² 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 (%) ³
ELA	All Students	82.0
	High Needs Students	75.9
Math	All Students	82.0
	High Needs Students	75.9
Science	All Students	94.6
	High Needs Students	93.3

³Minimum participation standard is 95%.

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