

STRATEGIC SCHOOL PROFILE 2007-08**Naugatuck School District**

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Location: 380 Church Street
Naugatuck,
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

COMMUNITY DATA

County: New Haven	Per Capita Income in 2000: \$22,757
Town Population in 2000: 30,989	Percent of Adults without a High School Diploma in 2000*: 17.3%
1990-2000 Population Growth: 1.2%	Percent of Adults Who Were Not Fluent in English in 2000*: 3.1%
Number of Public Schools: 11	District Enrollment as % of Estimated. Student Population: 91.5%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

District Reference Group (DRG): G DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

STUDENT ENROLLMENT

Enrollment on October 1, 2007 4,912
5-Year Enrollment Change -12.0%

DISTRICT GRADE RANGE

Grade Range PK-12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	1,553	31.6	31.0	28.7
K-12 Students Who Are Not Fluent in English	237	5.0	3.1	5.4
Students Identified as Gifted and/or Talented*	240	4.9	3.3	4.0
PK-12 Students Receiving Special Education Services in District	557	11.3	11.8	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	240	76.2	74.1	79.2
Homeless	2	0.0	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	136	25.2	24.8	20.2

*0.0% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	16	0.3
Asian American	175	3.6
Black	396	8.1
Hispanic	573	11.7
White	3,752	76.4
Total Minority	1,160	23.6

Percent of Minority Professional Staff: 1.9%

Non-English Home Language: 13.3% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 44.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Through the years 1997-2008, Naugatuck Public Schools have provided educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. Students have attended magnet schools, inter and intra district programs and diversity projects.

Naugatuck is a culturally diverse community with approximately 5000 students in our eleven schools. Of these 5000 students, the population growth and change in recent years has included more students of color and ethnicities.

These students bring to us a wealth of information regarding their cultures and societal influences. They share their unique perspectives regarding their own personal

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	35.1	52.0	9.2
Writing	53.9	63.4	14.7
Mathematics	51.0	60.0	16.0
Grade 4 Reading	36.4	55.9	8.2
Writing	47.8	62.9	8.2
Mathematics	49.7	60.3	20.1
Grade 5 Reading	48.9	62.2	13.6
Writing	45.7	64.5	9.3
Mathematics	50.1	65.9	13.0
Science	47.4	54.9	20.4
Grade 6 Reading	63.2	66.3	23.2
Writing	50.5	61.9	17.9
Mathematics	62.1	66.4	25.6
Grade 7 Reading	63.2	71.1	20.0
Writing	53.9	62.0	21.3
Mathematics	47.1	63.0	14.2
Grade 8 Reading	60.1	64.8	26.4
Writing	62.6	63.4	32.7
Mathematics	55.0	60.8	25.2
Science	49.3	58.6	22.0

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Connecticut Academic Performance Test, Third Generation, % Meeting State Goal. The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	45.5	45.5	41.5
Writing Across the Disciplines	65.3	57.9	48.5
Mathematics	49.8	50.1	35.4
Science	45.6	46.3	38.5

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Physical Fitness. The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	30.4	36.1	27.8

SAT® I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		69.1	77.6	
Average Score	Mathematics	463	504	18.5
	Critical Reading	477	502	22.3
	Writing	464	503	14.6

SAT® I. The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	91.2	92.6	20.0
Cumulative Four-Year Dropout Rate for Class of 2007	8.3	6.2	17.3
2006-07 Annual Dropout Rate for Grade 9 through 12	1.7	1.7	29.6

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	77.6	83.4
% Employed (Civilian Employment and in Armed Services)	18.9	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	295.95
Paraprofessional Instructional Assistants	57.50
Special Education	
Teachers and Instructors	42.00
Paraprofessional Instructional Assistants	61.45
Library/Media Specialists and Assistants	11.50
Staff Devoted to Adult Education	1.50
Administrators, Coordinators, and Department Chairs	
District Central Office	7.00
School Level	21.70
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	4.00
Counselors, Social Workers, and School Psychologists	29.00
School Nurses	16.00
Other Staff Providing Non-Instructional Services and Support	135.05

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	15.8	14.6	13.6
% with Master's Degree or Above	85.1	76.5	75.6

Average Class Size	District	DRG	State
Grade K	17.7	17.1	18.1
Grade 2	18.0	18.2	19.3
Grade 5	23.6	19.9	20.9
Grade 7	22.8	19.7	20.5
High School	20.2	20.4	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	986	983	987
Middle School	1,031	1,006	1,017
High School	964	997	1,006

*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	4.6	4.3	3.4
Middle School	3.5	3.0	2.7
High School	3.6	3.0	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$37,174	\$7,319	\$7,153	\$7,108	\$7,159
Instructional Supplies and Equipment	\$975	\$192	\$262	\$235	\$266
Improvement of Instruction and Educational Media Services	\$521	\$103	\$443	\$365	\$429
Student Support Services	\$3,281	\$646	\$764	\$785	\$761
Administration and Support Services	\$5,113	\$1,007	\$1,256	\$1,216	\$1,271
Plant Operation and Maintenance	\$5,543	\$1,091	\$1,329	\$1,287	\$1,322
Transportation	\$2,660	\$476	\$605	\$613	\$601
Costs for Students Tuitioned Out	\$1,659	N/A	N/A	N/A	N/A
Other	\$566	\$111	\$147	\$147	\$145
Total	\$57,492	\$11,001	\$12,203	\$12,064	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$1,653	\$326	\$1,875	\$2,074	\$1,882

Special Education Expenditures	
Total Expenditures	\$11,113,730
Percent of Total PK-12 Expenditures Used for Special Education	19.3%

Revenue Sources, % of Expenditures from Source. 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	47.6	47.9	4.2	0.3
Excluding School Construction	47.2	48.2	4.3	0.3

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

- It is the policy of the Naugatuck Board of Education that each school in the district receive comparable resources based on student population and teacher/student ratios.
 - Building principals meet with the superintendent and the business manager to discuss and develop their budget needs for the upcoming school year.
 - Large textbook purchases are completed at the district level. This would include the purchase of a new series. Each year principals are only responsible for replacements or additional texts for increased enrollment.
 - Discussions about budget and resource allocations are a part of regular monthly administrator meetings.
 - All building principals and department directors meet regularly with the business manager to keep him apprised of the needs of their schools / departments.
 - Student interns from local universities are assigned to schools as equitably as possible.
 - The K-12 coordinators in PE, art, and music now schedule staff and order supplies to assure equity of resources and implementation of curriculum.
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SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	552
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.2%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	36	0.7	0.7	0.7
Learning Disability	172	3.5	3.7	4.0
Intellectual Disability	28	0.6	0.6	0.5
Emotional Disturbance	40	0.8	1.2	1.0
Speech Impairment	130	2.6	2.6	2.4
Other Health Impairment*	121	2.4	2.2	2.1
Other Disabilities**	25	0.5	1.0	0.9
Total	552	11.2	12.1	11.5

*Includes chronic health problems such as attention deficit disorders and epilepsy

**Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	68.2	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	1.6	2.8

STATE ASSESSMENTS

Percent of Students with Disabilities Meeting State Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	8.9	20.4	51.6	62.1
	Writing	5.5	19.3	52.5	63.0
	Mathematics	12.3	22.6	52.5	62.7
	Science	8.7	22.2	48.3	56.8
CAPT	Reading Across the Disciplines	11.1	11.4	45.5	45.5
	Writing Across the Disciplines	7.4	16.3	65.3	57.9
	Mathematics	11.1	14.7	49.8	50.1
	Science	17.9	14.4	45.6	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	19.1
	% With Accommodations	80.9
CAPT	% Without Accommodations	18.7
	% With Accommodations	81.3
% Assessed Using Skills Checklist		6.2

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	17	3.1

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	423	76.6	66.9	71.6
40.1 to 79.0 Percent of Time	76	13.8	15.0	16.6
0.0 to 40.0 Percent of Time	53	9.6	18.1	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

- The district implemented common planning time in grades K-10.
 - In grades 2-8, students' progress in reading is formally evaluated five times a year and in writing it is evaluated formally four times a year.
 - All teachers in the district have been trained in Data Driven Decision Making and Data Teams. Data Teams are active in every school, within grade levels and departments.
 - All schools have teams in place for the Early Intervention Process.
 - Ten Advanced Placement (AP) courses were offered at the high school this year.
 - The Degrees of Reading Power (DRP) was administered in the spring of grade 2 and in the spring and fall of grades 3-8.
 - A strategic district improvement plan was developed and implemented.
 - The district implemented Blue Ribbon progress monitoring and assessment programs in grades 2-8.
 - The district remained at Year 4 of Needs Improvement due to a strong performance on the Connecticut Academic Performance Test.
 - The district added two math consultants in grades K-8.
 - There is an uninterrupted 90 minute literacy block in K-4 schools.
 - The district hosts a community Education Fair prior to the opening of school in August to engage families in education.
 - All curriculum documents K-12 have been revised and are standards-based.
 - Teacher evaluation document revised to align instructional practices.
 - The district implemented a standards-based lesson plan template in grades 5-12.
 - Extended day programs in language arts and mathematics were implemented in Title I schools.
 - Common Formative Assessments were developed and utilized in core content areas.
 - Parent programs and workshops held at all schools.
 - One School - One Read programs at the elementary level.
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