

STRATEGIC SCHOOL PROFILE 2010-11**Naugatuck School District**

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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

Town Population in 2000: 30,989

1990-2000 Population Growth: 1.2%

Number of Public Schools: 10

Per Capita Income in 2000: \$22,757

Percent of Adults without a High School Diploma in 2000*: 17.3%

Percent of Adults Who Were Not Fluent in English in 2000*: 3.1%

District Enrollment as % of Estimated. Student Population: 92.3%

*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, 2010 4,654
5-Year Enrollment Change -12.2%

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	1,861	40.0	40.3	34.1
K-12 Students Who Are Not Fluent in English	178	3.9	3.8	5.6
Students Identified as Gifted and/or Talented*	238	5.1	4.0	4.0
PK-12 Students Receiving Special Education Services in District	533	11.5	12.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	228	72.2	77.1	80.2
Homeless	1	0.0	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	91	12.6	13.3	13.2

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.1
Asian American	176	3.8
Black	312	6.7
Hispanic	815	17.5
Pacific Islander	9	0.2
White	3,134	67.3
Two or more races	205	4.4
Total Minority	1,520	32.7

Percent of Minority Professional Staff: 2.3%

Non-English Home Language:

13.2% 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 48.

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.

The Naugatuck Public Schools are a culturally diverse community with approximately forty-five hundred students attending eleven schools. The population change in recent years has included more students of color and ethnicities within the community. The school community works conscientiously to reduce racial, ethnic and economic isolation through its curriculum, enrichment activities, and school-based clubs, inter-district grants and diversity projects. We believe that all members of our learning community can be successful but when they use their individual creativity, culture, ethnicity and religious diversity to enhance their learning and to enrich the lives of their peers it becomes more powerful. Our goal is to educate and inspire all students to be successful, to enrich their experiences, and to prepare them to meet the challenges of the 21st century.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	46.9	58.4	16.3
Writing	44.7	61.1	11.2
Mathematics	51.1	63.0	14.9
Grade 4 Reading	52.2	62.5	17.2
Writing	59.0	65.5	20.1
Mathematics	65.4	67.0	31.1
Grade 5 Reading	48.4	61.4	17.2
Writing	53.8	66.8	12.9
Mathematics	58.8	72.5	15.3
Science	48.4	59.9	17.2
Grade 6 Reading	66.7	76.0	17.9
Writing	53.9	65.2	17.9
Mathematics	60.1	71.3	13.7
Grade 7 Reading	61.0	77.8	9.6
Writing	43.6	58.9	13.3
Mathematics	49.7	68.4	10.9
Grade 8 Reading	63.8	74.7	15.3
Writing	53.5	64.8	17.2
Mathematics	51.2	66.6	14.6
Science	48.7	63.1	15.3

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 scorable 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	35.6	44.7	30.3
Writing Across the Disciplines	56.0	61.2	30.8
Mathematics	50.2	49.5	42.1
Science	42.2	47.0	35.3

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
	41.5	51.0	27.5

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		57.6	70.6	
Average Score	Mathematics	483	510	26.0
	Critical Reading	489	505	26.7
	Writing	488	510	28.2

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, Adjusted Cohort Rate 2010	87.1	81.8	42.7
2009-10 Annual Dropout Rate for Grade 9 through 12	0.9	2.8	51.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	82.7	84.8
% Employed (Civilian Employment and in Armed Services)	15.8	9.1

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	242.20
Paraprofessional Instructional Assistants	41.50
Special Education	
Teachers and Instructors	39.00
Paraprofessional Instructional Assistants	62.50
Library/Media Specialists and/or Assistants	8.90
Staff Devoted to Adult Education	1.50
Administrators, Coordinators, and Department Chairs	
District Central Office	5.00
School Level	18.10
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	5.50
Counselors, Social Workers, and School Psychologists	25.10
School Nurses	15.00
Other Staff Providing Non-Instructional Services and Support	173.25

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	15.0	14.8	13.9
% with Master's Degree or Above	84.9	79.6	79.0

Average Class Size	District	DRG	State
Grade K	19.4	18.3	18.4
Grade 2	21.5	19.5	19.9
Grade 5	26.2	21.7	21.2
Grade 7	24.6	19.3	20.6
High School	22.6	19.7	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	977	985	992
Middle School	989	1,007	1,017
High School	934	1,011	1,010

*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*	3.9	3.5	3.1
Middle School	4.7	2.4	2.4
High School	3.0	2.0	2.2

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2009-10

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	\$39,973	\$8,191	\$8,232	\$8,256	\$8,237
Instructional Supplies and Equipment	\$1,016	\$208	\$299	\$252	\$300
Improvement of Instruction and Educational Media Services	\$751	\$154	\$477	\$379	\$463
Student Support Services	\$4,271	\$875	\$875	\$945	\$872
Administration and Support Services	\$6,932	\$1,420	\$1,433	\$1,360	\$1,459
Plant Operation and Maintenance	\$5,551	\$1,138	\$1,421	\$1,418	\$1,410
Transportation	\$2,897	\$542	\$701	\$705	\$692
Costs for Students Tuitioned Out	\$1,430	N/A	N/A	N/A	N/A
Other	\$737	\$151	\$161	\$154	\$159
Total	\$63,558	\$12,581	\$13,878	\$13,783	\$13,780
Additional Expenditures					
Land, Buildings, and Debt Service	\$595	\$122	\$1,622	\$1,523	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$14,196,550	22.3	23.2	21.5

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	45.3	41.6	12.9	0.2
Excluding School Construction	45.3	41.5	13.0	0.2

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.

The Naugatuck Public Schools budgeting process is completely transparent to all stakeholders. The annual budgeting process commences each fall as building principals and district directors assess the needs for the upcoming year based on school and district improvement plans, student needs and district goals. Central office reviews all requests and under the guidance of the Superintendent and Assistant Superintendent, the Business Manager develops a Superintendent approved budget proposal. The Board of Education Finance Committee reviews the proposed budget annually in January/February. The budgeting process during this review period includes participation by representatives from the Board of Finance. Budget discussions include programming needs, equipment, technology and facilities as well as long term goals and initiatives of the district. The final budget proposal is presented to the joint boards of Finance and Burgesses at a town meeting by the Superintendent, Assistant Superintendent, Business Manager and administrators. The joint boards review the budget and host an open forum. If no request for a referendum is submitted, the joint borough boards adopt the budget; if a referendum is petitioned for, the voters decide the approval of the school budget.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	532
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	46	1.0	1.1	1.1
Learning Disability	184	3.9	3.8	3.9
Intellectual Disability	24	0.5	0.5	0.4
Emotional Disturbance	28	0.6	1.2	1.0
Speech Impairment	100	2.1	2.3	2.2
Other Health Impairment*	109	2.3	2.4	2.1
Other Disabilities**	41	0.9	1.2	0.9
Total	532	11.2	12.5	11.6

*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 2009-10 with a Standard Diploma	76.3	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

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	11.0	33.0	56.8	68.6
	Writing	6.6	19.3	51.4	63.7
	Mathematics	11.9	33.4	56.0	68.2
	Science	13.6	21.2	48.6	61.5
CAPT	Reading Across the Disciplines	4.5	14.1	35.6	44.7
	Writing Across the Disciplines	4.5	17.3	56.0	61.2
	Mathematics	5.3	15.8	50.2	49.5
	Science	N/A	N/A	42.2	47.0

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	11.7
	% With Accommodations	88.3
CAPT	% Without Accommodations	40.0
	% With Accommodations	60.0
% Assessed Using Skills Checklist		10.9

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	20	3.8

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	386	72.6	69.3	74.1
40.1 to 79.0 Percent of Time	102	19.2	15.9	14.9
0.0 to 40.0 Percent of Time	44	8.3	14.8	11.0

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Naugatuck School District has completed a five year Strategic Plan which has multiple goals in the areas of collaboration and communication, culture and climate, curriculum, instruction and assessment, and technology. The district has a K-12 standards based curriculum in all content areas. The district has common planning time along with data teams for student progress review. Data driven decision making creates a laser-like focus for instruction in all classes and content areas. Effective teaching strategies and differentiated instruction professional development is the focus during the school year to insure optimal learning environments for all styles of learners. Classroom Walk Through (mini-observations) training continues to support administrators to effectively observe classroom practices and instruction. The district has a fiber optics network to support the district technology plan and technology integration at all schools. The CMT vertical scale comparisons show significant growth throughout the performance bands in both math and reading district wide. The CAPT performance for the district remains at high levels of proficiency in both reading and math. The district hosts their annual Education Fair prior to the start of the school year on the Naugatuck Green through which parents and students are introduced to the new school year in an informal and relaxing manner. Each school is represented and highlights programs and events of the previous year as well as providing an overview of the year ahead. Parent School Council promotes monthly meetings at each school and community events such as supporting Grad Night. Literacy and Numeracy programs for parents are held throughout the school year to promote English Language Arts, Math and parental involvement. A collaborative preK and K program fosters understanding of Language Arts instruction for pre-K, home care providers and Kindergarten teachers in the district. Schools have mentorship programs, matching students with community volunteers. PowerSchool provides a parent portal for access to real time grades for students in grades five to twelve. The Superintendent of Schools regularly attends meetings at all schools to promote ongoing communication. Naugatuck Public Schools offers full day Kindergarten programs at all elementary schools for all students. The district works collaboratively with Naugatuck Discovery to promote early learning for all children in the community. Collaborative work includes the development of an Early Learning Blueprint and a district Kindergarten Transition Plan.
