

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



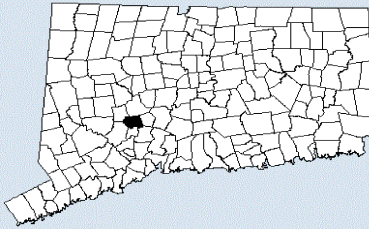
Naugatuck School District

Ms. Sharon Locke, Superintendent • 203-720-5265 • www.naugy.net

District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	4,316
Per Pupil Expenditures ¹	\$14,653
Total Expenditures ¹	\$67,255,797

¹Expenditure data reflect the 2013-14 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)
 (2015® The College Board)

Contents

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

Notes

Unless otherwise noted, all data are for 2014-15 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 [EdSight \(EdSight.ct.gov\)](http://EdSight.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 ensure student confidentiality.
 N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	2,012	46.6	48.3
Male	2,304	53.4	51.6
American Indian or Alaska Native	*	*	0.2
Asian	142	3.3	4.7
Black or African American	305	7.1	12.9
Hispanic or Latino	873	20.2	22.1
Pacific Islander	*	*	0.0
Two or More Races	201	4.7	2.5
White	2,783	64.5	57.2
English Language Learners	150	3.5	6.3
Eligible for Free or Reduced-Price Meals	1,943	45.0	37.6
Students with Disabilities ¹	662	15.3	13.3

¹Students 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 ²		Suspension/ Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	193	9.9	88	4.3
Male	264	11.9	261	11.2
Black or African American	35	12.0	50	16.0
Hispanic or Latino	120	14.0	81	8.9
White	260	9.7	193	6.9
English Language Learners	12	7.9	11	6.7
Eligible for Free or Reduced-Price Meals	337	16.6	241	11.2
Students with Disabilities	122	18.4	107	14.1
District	457	11.0	349	8.0
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 888

²A 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.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

District Profile and Performance Report for School Year 2014-15

Naugatuck School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	232.5
Paraprofessional Instructional Assistants	47.0
Special Education	
Teachers and Instructors	42.5
Paraprofessional Instructional Assistants	66.5
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	16.0
Library/Media	
Specialists (Certified)	6.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	13.5
Counselors, Social Workers and School Psychologists	31.5
School Nurses	14.5
Other Staff Providing Non-Instructional Services/Support	179.0

¹In 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	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	2	0.6	1.0
Black or African American	1	0.3	3.5
Hispanic or Latino	7	2.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	333	97.1	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.9
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.7	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	10	34.5
Hispanic or Latino	9	15.8	19	30.6
White	28	13.9	87	40.1
English Language Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	11	8.5	54	33.1
Students with Disabilities	*	*	6	11.8
District	43	14.1	125	38.0
State		58.4		73.8

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

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	23	35.9
Emotional Disturbance	6	17.6
Intellectual Disability	11	47.8
Learning Disability	200	76.0
Other Health Impairment	97	68.8
Other Disabilities	9	45.0
Speech/Language Impairment	59	88.1
District	405	66.2
State		69.7

⁴Ages 6-21

District Profile and Performance Report for School Year 2014-15

Naugatuck School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	73	1.6	1.5
Emotional Disturbance	34	0.8	1.0
Intellectual Disability	23	0.5	0.5
Learning Disability	264	6.0	4.4
Other Health Impairment	142	3.2	2.6
Other Disabilities	35	0.8	1.0
Speech/Language Impairment	70	1.6	1.9
All Disabilities	641	14.5	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	18	2.8	8.1
Private Schools or Other Settings	15	2.3	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	40,980,395	9,429	9,134
Instructional Supplies and Equipment	846,342	195	334
Improvement of Instruction and Educational Media Services	745,056	171	498
Student Support Services	4,365,822	1,005	1,001
Administration and Support Services	8,397,205	1,932	1,694
Plant Operation and Maintenance	6,434,125	1,480	1,572
Transportation	3,371,661	710	813
Costs of Students Tuitioned Out	1,576,780	N/A	N/A
Other	538,411	124	186
Total	67,255,797	14,653	15,289

Additional Expenditures

Land, Buildings, and Debt Service	302,163	70	1,272
-----------------------------------	---------	----	-------

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	6,610,032	52.1	35.1
Noncertified Personnel	1,740,530	13.7	14.2
Purchased Services	96,029	0.8	5.2
Tuition to Other Schools	1,186,509	9.3	22.0
Special Ed. Transportation	772,864	6.1	8.6
Other Expenditures	2,287,047	18.0	14.9
Total Expenditures	12,693,011	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	30.9	49.8
State	65.5	46.6
Federal	3.6	3.6
Tuition & Other	0.0	0.0

⁴Revenue 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 Correction).

District Profile and Performance Report for School Year 2014-15

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., 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	N/A	N/A
Asian	67	73.5	67	65.8	26	53.7
Black or African American	147	56.0	146	45.2	77	41.6
Hispanic or Latino	451	61.9	450	50.8	204	48.0
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	100	62.9	100	51.3	48	45.8
White	1407	66.4	1403	57.1	618	53.1
English Language Learners	101	54.3	101	48.9	37	39.4
Non-English Language Learners	2075	65.3	2069	55.3	936	51.2
Eligible for Free or Reduced-Price Meals	991	59.9	987	50.3	462	45.7
Not Eligible for Free or Reduced-Price Meals	1185	68.9	1183	58.9	511	55.3
Students with Disabilities	380	43.2	377	36.4	200	37.0
Students without Disabilities	1796	69.4	1793	58.9	773	54.3
High Needs	1193	58.0	1188	48.7	556	44.7
Non-High Needs	983	73.1	982	62.5	417	58.8
District	2176	64.8	2170	55.0	973	50.8

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	82.4	84.4	87.9	72.1	1,186	82.1
Curl Up	78.9	76.9	94.9	76.3	1,186	82.0
Push Up	69.9	57.8	87.6	66.8	1,186	70.7
Mile Run/PACER	74.0	65.6	85.4	50.0	1,186	69.5
All Tests - District	49.1	46.3	70.2	34.7	1,186	50.8
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The 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.

³Only students assessed in all four areas are included in this calculation.

District Profile and Performance Report for School Year 2014-15

Naugatuck School District

Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	30	70.0	84.6	No	85.7
Hispanic or Latino	56	73.2	77.0	No	78.9
English Language Learners	*	*	67.8	No	70.7
Eligible for Free or Reduced-Price Meals	166	76.5	78.6	No	80.3
Students with Disabilities	49	73.5	71.9	Yes	74.3
District	333	82.0	85.5	No	86.4
State ⁴		87.0			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	59.9	80	26.8
Male	43.4	65	19.5
Black or African American	43.1	*	*
Hispanic or Latino	44.5	18	15.1
White	52.3	111	26.5
English Language Learners	*	0	*
Eligible for Free or Reduced-Price Meals	43.5	45	15.4
Students with Disabilities	*	*	*
District	51.2	145	22.9
State	67.2		37.3

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

⁶Participation 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.

Copyright © 2015 The College Board. www.collegeboard.org

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2015 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2015

College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	71.8	81.5
Male	54.3	87.2
Black or African American	50.0	*
Hispanic or Latino	52.2	76.0
White	67.8	86.5
English Language Learners	56.5	*
Eligible for Free or Reduced-Price Meals	50.0	75.9
Students with Disabilities	34.0	*
District	63.3	83.9
State	72.6	88.8

⁷College 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.

⁸College 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 2014-15

Naugatuck School District

Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	64.8	75	86.4	100	86.4	67.9
	High Needs Students	58.0	75	77.4	100	77.4	56.7
Math Performance Index	All Students	55.0	75	73.3	100	73.3	59.3
	High Needs Students	48.7	75	65.0	100	65.0	47.8
Science Performance Index	All Students	50.8	75	67.7	100	67.7	56.5
	High Needs Students	44.7	75	59.6	100	59.6	45.9
Chronic Absenteeism	All Students	11.0%	<=5%	38.1	50	76.2	10.6%
	High Needs Students	15.6%	<=5%	28.9	50	57.8	17.3%
Preparation for CCR	% Taking Courses	26.5%	75%	17.7	50	35.4	66.1%
	% Passing Exams	22.9%	75%	15.3	50	30.5	37.3%
On-track to High School Graduation		72.4%	94%	38.5	50	77.0	85.6%
4-year Graduation All Students (2014 Cohort)		82.0%	94%	87.2	100	87.2	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		77.9%	94%	82.9	100	82.9	77.6%
Postsecondary Entrance (Class of 2014)		63.0%	75%	84.0	100	84.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		92.2% 50.8%	75%	33.8	50	67.7	87.6% 51.0%
Arts Access		23.6%	60%	19.7	50	39.4	45.7%
Accountability Index				875.4	1250	70.0	

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	73.1	58.0	15.0	17.3	
Math Performance Index Gap	62.5	48.7	13.8	19.6	
Science Performance Index Gap	58.8	44.7	14.1	17.2	
Graduation Rate Gap	94.0%	77.9%	16.1%	15.2%	Y

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.4
	High Needs Students	97.9
Math	All Students	98.3
	High Needs Students	97.7
Science	All Students	99.7
	High Needs Students	99.5

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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: 44.1 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

District Profile and Performance Report for School Year 2014-15

Naugatuck School District

Narratives

School District Improvement Plans and Parental Outreach Activities

A spirit of continuous improvement and a growth mindset is the foundation for improvement in our school district. In Naugatuck, we strive to educate ALL students today for tomorrow's future! Our mission is to create a community of learners who: Are responsible and engaged community members; Demonstrate initiative, persistence and adaptability; Are curious and value risk taking as part of the learning process; Access and analyze information and formulate an opinion; Communicate effectively, and; Work individually and on teams to solve real world problems.

Our measurable goals are to increase the graduation rate, increase student performance, decrease chronic absenteeism, decrease behavior incidents and increase community and parent engagement.

?

To accomplish these goals, the district developed a strategic action plan with five priority areas each with specific strategies.

Priority #1 Share an inspiring Vision with Coherent Strategic Plan

If we share an inspiring vision and strategic plan then all members of the community will be eager to align their collective and individual efforts to accomplish shared goals.

Priority # 2 Grow a Rigorous Academic Program with a focus on Continuous Improvement of Teaching and Learning

If we cultivate a professional culture that values collaboration and growth at all levels of the system; and sets high expectations for teaching and learning; and strengthens the capacity of educators to meet the needs of students, then our students will meet our high expectations

Priority #3 Create a safe and respectful environment throughout the district and in every school that supports the continuous improvement of teaching and learning necessary to accomplish our vision and mission

If we create positive school climates that foster high expectations through caring and supportive relationships then students and teachers will set ambitious goals and work together to accomplish them

Priority #4 Create an organizational system that functions in support of the Strategic Plan

If we organize the work of the district and allocate resources to support our teaching and learning priorities, then we will work collaboratively and more efficiently to accomplish our goals

Priority #5 Family and Community Engagement

If we develop trusting relationships with our families and partner with our community, then we will have the greatest chance of supporting the needs of our children so they meet our high expectations and be ready for life success

Efforts to Reduce Racial, Ethnic and Economic Isolation

The Naugatuck Public Schools are a culturally diverse community with approximately forty-two hundred students attending ten schools. 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. Our partnership with the Naugatuck Cultural Council continues to provide opportunities for the community to celebrate cultural differences through several town-wide cultural and heritage fairs and events. We continue to partner with Waterbury Magnet Schools to provide Magnet School opportunities for our students. Approximately two hundred students have chosen to attend inter-district magnet schools in Waterbury and other surrounding communities. 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 next generation.

District Profile and Performance Report for School Year 2014-15

Naugatuck School District

Equitable Allocation of Resources among District Schools

Naugatuck Public Schools has revised its financial planning, resource allocation and budgeting process this year. Beginning in October, we develop a profile for each school that details the conditions in each of our schools. The profile includes student demographic information, enrollment projections, student "need" information including number and percent of students receiving free or reduced price lunch, number and percent of students with special learning needs (EL, Special Education), and student performance data. The profile also documents the facility and technology needs at each of our schools including projects recently completed, projects planned for the upcoming school year, and longer term needs for the facilities and technology.

After completing this profile for each school, we meet with each principal and review the resources required to meet the needs of our students in a safe and digitally connected learning environment. Through this process we have been able to ensure equitable access to class size ratios, support staff ratios, technology, and well maintained and updated facilities.

We then determine the costs associated with each school.