

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



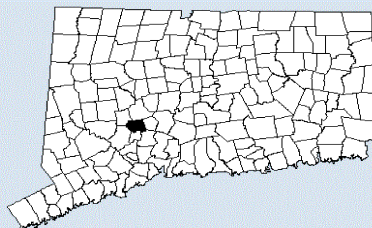
## Naugatuck School District

Ms. Sharon Locke, Superintendent • 203-720-5265 • <http://www.naugatuck.k12.ct.us/>

### District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	4,281
Per Pupil Expenditures <sup>1</sup>	\$15,679
Total Expenditures <sup>1</sup>	\$70,568,973

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### 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)

### Contents

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

### Notes

Unless otherwise noted, all data are for 2016-17 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.ct.gov](http://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, 2016 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,007	46.9	48.4
Male	2,274	53.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	121	2.8	5.1
Black or African American	339	7.9	12.9
Hispanic or Latino	1,012	23.6	24.0
Pacific Islander	*	*	0.1
Two or More Races	218	5.1	2.9
White	2,578	60.2	54.8
English Learners	209	4.9	6.8
Eligible for Free or Reduced-Price Meals	2,126	49.7	35.9
Students with Disabilities <sup>1</sup>	687	16.0	14.3

<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	222	11.4	100	5.0
Male	243	11.2	274	12.0
Black or African American	49	14.5	47	13.4
Hispanic or Latino	129	13.1	114	11.1
White	253	10.3	187	7.2
English Learners	24	10.8	13	5.8
Eligible for Free or Reduced-Price Meals	320	16.3	260	11.8
Students with Disabilities	123	18.5	114	14.8
District	465	11.3	374	8.7
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 522

Number of school-based arrests: 19

<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.

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

## Naugatuck School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	249.9
Paraprofessional Instructional Assistants	18.5
<b>Special Education</b>	
Teachers and Instructors	41.0
Paraprofessional Instructional Assistants	82.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	9.0
School Level	14.9
<b>Library/Media</b>	
Specialists (Certified)	5.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	9.0
Counselors, Social Workers and School Psychologists	33.1
School Nurses	15.0
Other Staff Providing Non-Instructional Services/Support	94.5

<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

	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	2	0.6	3.6
Hispanic or Latino	6	1.7	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	353	97.3	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.9	9.6

### Instruction and Resources

#### 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	30.8	14	43.8
Hispanic or Latino	19	28.4	30	47.6
White	70	38.5	93	47.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	35	25.5	58	43.0
Students with Disabilities	15	31.3	15	21.7
District	109	35.5	145	46.6
State		63.6		77.5

<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.

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

	Count	Rate (%)
Autism	32	45.7
Emotional Disturbance	12	35.3
Intellectual Disability	*	*
Learning Disability	243	89.7
Other Health Impairment	119	75.3
Other Disabilities	*	*
Speech/Language Impairment	57	86.4
District	478	74.9
State		68.2

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

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

## Naugatuck School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	77	1.7	1.7
Emotional Disturbance	35	0.8	1.0
Intellectual Disability	26	0.6	0.5
Learning Disability	271	6.2	4.9
Other Health Impairment	160	3.6	2.9
Other Disabilities	30	0.7	1.1
Speech/Language Impairment	73	1.7	1.8
All Disabilities	672	15.3	13.9

<sup>1</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	39,414,425	9,307	9,663
Instructional Supplies and Equipment	978,584	231	321
Improvement of Instruction and Educational Media Services	845,079	200	578
Student Support Services	5,467,350	1,291	1,103
Administration and Support Services	11,066,133	2,613	1,861
Plant Operation and Maintenance	6,595,067	1,557	1,637
Transportation	3,455,302	733	877
Costs of Students Tuitioned Out	1,803,593	N/A	N/A
Other	943,440	223	201
Total	70,568,973	15,679	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	1,291,294	305	1,749
-----------------------------------	-----------	-----	-------

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

### Special Education Expenditures: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,366,345	40.2	34.6
Noncertified Personnel	2,715,285	20.3	14.6
Purchased Services	295,002	2.2	5.8
Tuition to Other Schools	1,625,782	12.2	21.8
Special Ed. Transportation	576,542	4.3	8.5
Other Expenditures	2,777,583	20.8	14.7
Total Expenditures	13,356,539	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	52.7	52.1
State	44.2	44.8
Federal	3.0	3.0
Tuition & Other	0.1	0.1

<sup>4</sup>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 Correction).

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

## 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	8	*	8	*	*	*
Asian	68	66.3	68	68.0	20	56.0
Black or African American	173	57.1	173	51.0	78	39.1
Hispanic or Latino	496	59.1	493	54.9	196	46.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	108	63.8	108	55.2	43	48.1
White	1301	65.9	1300	62.7	574	51.9
English Learners	164	53.5	162	55.2	60	44.0
Non-English Learners	1992	64.3	1990	60.1	854	50.0
Eligible for Free or Reduced-Price Meals	1015	58.8	1014	54.7	428	45.1
Not Eligible for Free or Reduced-Price Meals	1141	67.6	1138	64.1	486	53.5
Students with Disabilities	365	43.7	360	40.1	139	36.9
Students without Disabilities	1791	67.5	1792	63.6	775	51.8
High Needs	1210	57.0	1205	53.5	504	44.3
Non-High Needs	946	71.8	947	67.6	410	56.0
District	2156	63.5	2152	59.7	914	49.6

#### 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	89.2	84.6	85.5	81.5	1,171	85.5
Curl Up	89.8	81.7	94.5	89.4	1,171	88.9
Push Up	78.0	72.7	80.9	70.4	1,171	76.0
Mile Run/PACER	75.2	73.3	75.2	61.6	1,171	72.2
All Tests - District	62.1	55.9	59.7	50.5	1,171	57.6
All Tests - State	52.8	51.4	51.4	50.6		51.6

<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.

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

## Naugatuck School District

### 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 Learners	*	*
Eligible for Free or Reduced-Price Meals	167	77.8
Students with Disabilities	61	83.6
District	310	85.2
State		87.4

<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>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.3	82	27.2
Male	93.1	72	22.7
Black or African American	96.6	*	*
Hispanic or Latino	94.6	18	13.8
White	94.4	118	31.4
English Learners	100.0	0	0.0
Eligible for Free or Reduced-Price Meals	94.9	44	16.2
Students with Disabilities	76.9	*	*
District	94.7	154	24.9
State	96.1		43.5

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

- SAT® - meets benchmark score 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.

Copyright © 2017 The College Board. [www.collegeboard.org](http://www.collegeboard.org)

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

Copyright © 2017 ACT, Inc. [www.act.org](http://www.act.org)

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

Copyright © International Baccalaureate Organization 2017

### College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</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 Learners	*	*
Eligible for Free or Reduced-Price Meals	55.9	77.8
Students with Disabilities	39.3	*
District	62.2	83.0
State	72.0	88.5

<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

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

## 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	63.5	75	42.3	50	84.6	67.1
	High Needs Students	57.0	75	38.0	50	76.0	55.9
Math Performance Index	All Students	59.7	75	39.8	50	79.6	62.2
	High Needs Students	53.5	75	35.7	50	71.3	50.5
Science Performance	All Students	49.6	75	33.0	50	66.1	55.3
	High Needs Students	44.3	75	29.5	50	59.1	45.2
ELA Academic Growth	All Students	53.2%	100%	53.2	100	53.2	55.4%
	High Needs Students	48.9%	100%	48.9	100	48.9	49.8%
Math Academic Growth	All Students	64.5%	100%	64.5	100	64.5	61.7%
	High Needs Students	60.6%	100%	60.6	100	60.6	53.7%
Chronic Absenteeism	All Students	11.3%	<=5%	37.4	50	74.8	9.9%
	High Needs Students	15.6%	<=5%	28.9	50	57.7	15.8%
Preparation for CCR	% Taking Courses	41.1%	75%	27.4	50	54.8	70.7%
	% Passing Exams	24.9%	75%	16.6	50	33.2	43.5%
On-track to High School Graduation		72.3%	94%	38.5	50	76.9	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)		79.7%	94%	84.8	100	84.8	82.0%
Postsecondary Entrance (Class of 2016)		62.2%	75%	82.9	100	82.9	72.0%
Physical Fitness (estimated part rate) and (fitness)		92.7%   57.6%	75%	38.4	50	76.9	92.0%   51.6%
Arts Access		39.1%	60%	32.5	50	65.1	50.5%
<b>Accountability Index</b>				<b>923.6</b>	<b>1350</b>	<b>68.4</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	71.8	57.0	14.8	16.7	
Math Performance Index Gap	67.6	53.5	14.1	18.7	
Science Performance Index Gap	56.0	44.3	11.7	16.6	
Graduation Rate Gap	92.0%	79.7%	12.3%	12.0%	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	98.5
	High Needs Students	98.2
Math	All Students	98.2
	High Needs Students	97.8
Science	All Students	98.6
	High Needs Students	98.2

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

### 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: 44.6**

**State: 50.2**

#### 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 2016-17

## Naugatuck School District

### Narratives

---

#### **School District Improvement Plans and Parental Outreach Activities**

Naugatuck Public Schools (NPS) has a district strategic plan focused on the growth and competence of every student as they become the NPS Vision of the Graduate. Our mission is to empower learners who are: Responsible Citizens, Researchers, Innovators, Informed Thinkers, Communicators, and Problem Solvers. The strategic plan articulates three priorities: .1. Sharing the responsibility for creating expectations and experiences that will ensure that all students become the NPS Vision of the Graduate.

Our theory of action is that if we engage our school and broader communities in a shared understanding and commitment to the Vision of the Graduate, then all citizens will be equipped to nurture and support our students as they develop competencies to become the Vision of the Graduate.

In order to realize this goal, each of our schools develops a strategic plan aligned with the district's plan. Each school engages its parent and partner communities to actively interact with our students in real world problem solving. This year, the Board of Education will host a town-wide art exhibit organized by art competencies that will facilitate conversations between student artist and community members.

2. Empowering every learner, in every class, every day, to think deeply, demonstrate understanding, and engage in their own growth.

Our theory of action is that if we cultivate a collaborative culture relentlessly focused on the growth of every leader, teacher and students through intentional design of high quality learning experiences, then every student will develop and demonstrate competence as they become the Vision of the Graduate.

In order to accomplish this goal, we pursue and develop trusting relationships through our everyday actions that demonstrate our belief and expectations that every learner will continue to grow at astonishing rates. We have developed competencies and indicators of success for leaders, teachers and students. We work together to design learning experiences that engage every learner in deep and meaningful tasks that challenge them to explore, argue, reason, create, and communicate their thinking. We have created systems for monitoring and supporting growth so every learner makes progress and develops confidence in themselves as a learner as they realize the Vision of the Graduate.

3. Refining, constructing and operationalizing systems that support our schools as they work to ensure that every student is becoming the Vision of the graduate.

In order to make this happen, we keep learning and growth at the forefront of our operations. We believe that if we make tasks and processes customer-centric, collaborative, strategic, and efficient, then every school will have the resources it needs to grow every student into the Vision of the Graduate.

Our Business Department ensures real time financial information to maximize decision making. Our Facilities Department maintains and creates environments of and for collaborative learning. Our Information Technology Department ensures that every community member can access and utilize information that is timely and meaningful to their role. And our Human Resource Department attracts and retains employees who have the beliefs and talents that will ensure that all students will become the Vision of the Graduate.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Naugatuck Public Schools is proud of our diverse student population. Our mission is to empower a community of Responsible Citizens who engage in solving problems in their community, accept responsibility for personal decisions and choices, act ethically, recognize and respect diversity, demonstrate civic literacy, and act with empathy and kindness. Our leaders, teachers and students engage in learning every day that fosters these characteristics.

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

## Naugatuck School District

### **Equitable Allocation of Resources among District Schools**

The Naugatuck annual Board of education budget is constructed based on the needs of the students, schools and circumstances. The process of allocating resources, both local and grant funds, is directly tied to student needs. Please refer to our annual budget on our website for more details at [www.naugy.net](http://www.naugy.net).