

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



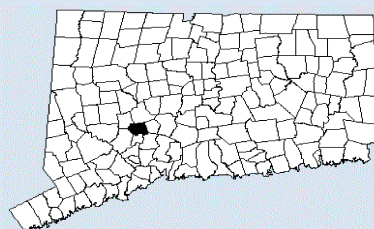
Naugatuck School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	12
Enrollment	4,246
Per Pupil Expenditures ¹	\$15,375
Total Expenditures ¹	\$70,093,665

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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.

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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,961	46.2	48.3
Male	2,285	53.8	51.6
American Indian or Alaska Native	*	*	0.2
Asian	132	3.1	4.9
Black or African American	309	7.3	12.8
Hispanic or Latino	906	21.3	23.0
Pacific Islander	*	*	0.0
Two or More Races	210	4.9	2.7
White	2,675	63.0	55.9
English Learners	170	4.0	6.4
Eligible for Free or Reduced-Price Meals	2,068	48.7	38.0
Students with Disabilities ¹	687	16.2	13.7

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	239	12.4	104	5.2
Male	230	10.4	232	10.0
Black or African American	44	13.7	39	11.7
Hispanic or Latino	129	14.3	91	9.5
White	257	10.0	179	6.7
English Learners	20	10.2	16	8.1
Eligible for Free or Reduced-Price Meals	321	16.2	225	10.1
Students with Disabilities	115	16.9	108	14.2
District	469	11.3	336	7.8
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 676

Number of school-based arrests: 24

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	240.1
Paraprofessional Instructional Assistants	45.0
Special Education	
Teachers and Instructors	41.0
Paraprofessional Instructional Assistants	77.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	14.0
Library/Media	
Specialists (Certified)	6.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	15.8
Counselors, Social Workers and School Psychologists	30.5
School Nurses	15.5
Other Staff Providing Non-Instructional Services/Support	477.5

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	6	1.7	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	347	97.5	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.6	9.4

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	*	*	9	39.1
Hispanic or Latino	8	12.3	19	33.9
White	35	17.9	88	42.3
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	16	10.7	44	33.8
Students with Disabilities	*	*	10	15.6
District	50	15.8	128	40.9
State		61.2		73.9

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	31	44.3
Emotional Disturbance	13	38.2
Intellectual Disability	10	37.0
Learning Disability	218	80.4
Other Health Impairment	110	70.5
Other Disabilities	6	*
Speech/Language Impairment	52	85.2
District	440	69.1
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District	State
	Count	Rate (%)
Autism	75	1.7
Emotional Disturbance	35	0.8
Intellectual Disability	27	0.6
Learning Disability	271	6.2
Other Health Impairment	157	3.6
Other Disabilities	37	0.8
Speech/Language Impairment	73	1.7
All Disabilities	675	15.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	41,384,538	9,611	9,387
Instructional Supplies and Equipment	1,019,535	237	318
Improvement of Instruction and Educational Media Services	1,035,146	240	541
Student Support Services	4,807,363	1,116	1,048
Administration and Support Services	8,900,205	2,067	1,790
Plant Operation and Maintenance	7,207,299	1,674	1,608
Transportation	3,450,070	725	845
Costs of Students Tuitioned Out	1,693,026	N/A	N/A
Other	596,483	139	194
Total	70,093,665	15,375	15,762

Additional Expenditures

Land, Buildings, and Debt Service	642,372	149	1,524

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

Special Education Expenditures: 2014-15

	District	State
	Total (\$)	Percent of Total (%)
Certified Personnel	5,890,761	46.2
Noncertified Personnel	1,825,819	14.3
Purchased Services	82,623	0.6
Tuition to Other Schools	1,376,088	10.8
Special Ed. Transportation	612,407	4.8
Other Expenditures	2,969,692	23.3
Total Expenditures	12,757,390	100.0

Expenditures by Revenue Source:⁴ 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	13.4	50.6
State	83.5	46.2
Federal	3.1	3.1
Tuition & Other	0.1	0.1

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).

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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	*	*	*	*	0	N/A
Asian	70	71.5	70	66.2	36	55.4
Black or African American	163	56.8	163	47.3	68	44.4
Hispanic or Latino	462	59.9	462	51.2	186	46.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	103	60.5	103	50.6	44	50.8
White	1361	65.8	1361	57.9	554	53.0
English Learners	100	53.3	100	49.1	32	35.3
Non-English Learners	2065	64.3	2065	55.9	857	51.5
Eligible for Free or Reduced-Price Meals	1076	58.7	1076	50.8	429	46.6
Not Eligible for Free or Reduced-Price Meals	1089	68.8	1089	60.3	460	55.0
Students with Disabilities	402	43.0	402	35.6	157	37.9
Students without Disabilities	1763	68.5	1763	60.1	732	53.7
High Needs	1254	57.4	1254	49.6	499	45.9
Non-High Needs	911	72.5	911	63.8	390	57.4
District	2165	63.8	2165	55.6	889	50.9

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	75.5	89.5	87.7	70.6	1,237	81.4
Curl Up	79.1	83.0	92.3	76.2	1,237	83.0
Push Up	64.8	67.6	89.9	62.7	1,237	71.7
Mile Run/PACER	72.8	71.6	78.8	55.2	1,237	70.5
All Tests - District	40.0	54.6	69.0	36.1	1,237	50.7
All Tests - State	50.6	49.8	50.6	51.1		50.5

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.

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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	29	93.1	85.7	Yes	86.7
Hispanic or Latino	62	87.1	78.9	Yes	80.8
English Learners	*	*	70.7	Yes	73.6
Eligible for Free or Reduced-Price Meals	200	82.5	80.3	Yes	82.0
Students with Disabilities	54	68.5	74.3	No	76.8
District	337	85.5	86.4	No	87.4
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	96.6	76	26.2
Male	92.9	80	23.6
Black or African American	96.4	*	*
Hispanic or Latino	97.5	17	14.0
White	93.6	119	29.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	95.0	45	16.1
Students with Disabilities	80.8	*	*
District	94.6	156	24.8
State	95.6		40.7

⁵College 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

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.

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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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	71.6	88.8
Male	59.7	89.3
Black or African American	60.7	*
Hispanic or Latino	62.1	91.7
White	67.4	89.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	57.9	88.6
Students with Disabilities	38.1	*
District	65.7	89.0
State	71.9	88.3

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

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Next Generation Accountability Results

These statistics are the 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	63.8	75	42.5	50	85.0	67.7
	High Needs Students	57.4	75	38.3	50	76.6	56.7
Math Performance Index	All Students	55.6	75	37.1	50	74.1	61.4
	High Needs Students	49.6	75	33.1	50	66.1	49.9
Science Performance Index	All Students	50.9	75	34.0	50	67.9	57.5
	High Needs Students	45.9	75	30.6	50	61.2	47.0
ELA Academic Growth	All Students	64.5%	100%	64.5	100	64.5	63.8%
	High Needs Students	61.6%	100%	61.6	100	61.6	58.3%
Math Academic Growth	All Students	54.7%	100%	54.7	100	54.7	65.0%
	High Needs Students	52.9%	100%	52.9	100	52.9	57.4%
Chronic Absenteeism	All Students	11.3%	<=5%	37.4	50	74.7	9.6%
	High Needs Students	15.7%	<=5%	28.5	50	57.1	15.6%
Preparation for CCR	% Taking Courses	28.3%	75%	18.9	50	37.7	67.6%
	% Passing Exams	24.8%	75%	16.5	50	33.1	40.7%
On-track to High School Graduation		82.8%	94%	44.0	50	88.0	85.1%
4-year Graduation All Students (2015 Cohort)		85.5%	94%	90.9	100	90.9	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		76.1%	94%	81.0	100	81.0	78.6%
Postsecondary Entrance (Class of 2015)		65.7%	75%	87.5	100	87.5	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.5% 50.7%	75%	33.8	50	67.6	89.2% 50.5%
Arts Access		38.7%	60%	32.3	50	64.6	47.5%
Accountability Index				920.0	1350	68.1	

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	72.5	57.4	15.1	16.5	
Math Performance Index Gap	63.8	49.6	14.2	18.9	
Science Performance Index Gap	57.4	45.9	11.6	17.2	
Graduation Rate Gap	89.7%	76.1%	13.6%	15.3%	N

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.8
	High Needs Students	98.6
Math	All Students	98.8
	High Needs Students	98.6
Science	All Students	98.4
	High Needs Students	97.6

³Minimum 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: 44.2

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Naugatuck School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools