

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



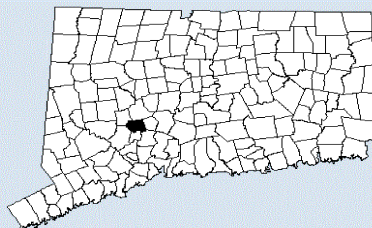
## Naugatuck School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	13
Enrollment	4,372
Per Pupil Expenditures <sup>1</sup>	\$15,680
Total Expenditures <sup>1</sup>	\$72,004,599

<sup>1</sup> Expenditure data reflect the 2018-19 school year.



### Community Information

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

### Contents

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

### Notes

Unless otherwise noted, all data are for 2019-20 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	2,068	47.3	48.4
Male	2,304	52.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	126	2.9	5.2
Black or African American	406	9.3	12.7
Hispanic or Latino of any race	1,274	29.1	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	239	5.5	3.8
White	2,312	52.9	51.1
English Learners	312	7.1	8.3
Eligible for Free or Reduced-Price Meals	2,747	62.8	43.3
Students with Disabilities <sup>3</sup>	771	17.6	16.0

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

<sup>2</sup> This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup> Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	309	15.2	78	3.6
Male	361	16.1	218	9.0
Black or African American	45	11.4	41	9.4
Hispanic or Latino of any race	246	19.2	100	7.2
White	328	14.7	131	5.5
English Learners	43	12.8	18	5.1
Eligible for Free or Reduced-Price Meals	466	20.5	231	7.8
Students with Disabilities	200	26.1	117	13.3
District	670	15.7	296	6.4
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 737**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> A student is chronically absent if they miss 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>5</sup> This column displays 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 2019-20

## Naugatuck School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	249.0
Paraprofessional Instructional Assistants	51.5
<b>Special Education</b>	
Teachers and Instructors	41.0
Paraprofessional Instructional Assistants	88.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	7.0
School Level	18.0
<b>Library/Media</b>	
Specialists (Certified)	6.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	21.0
Counselors, Social Workers and School Psychologists	34.6
School Nurses	14.0
Other Staff Providing Non-Instructional Services/Support	115.5

<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	3	0.8	1.2
Black or African American	1	0.3	4.0
Hispanic or Latino of any race	10	2.6	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.3	0.1
White	364	96.0	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.6	10.4

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	15	55.6	19	59.4
Hispanic or Latino of any race	47	51.1	55	64.7
White	131	69.7	155	79.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	94	58.4	105	67.7
Students with Disabilities	29	51.8	42	53.2
District	207	63.1	251	73.8
State		75.8		84.8

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	33	32.4
Emotional Disturbance	18	47.4
Intellectual Disability	*	*
Learning Disability	250	89.3
Other Health Impairment	133	75.6
Other Disabilities	*	*
Speech/Language Impairment	59	89.4
District	508	70.2
State		67.8

<sup>3</sup> This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2019-20

## Naugatuck School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	112	2.5	2.0
Emotional Disturbance	39	0.9	1.1
Intellectual Disability	47	1.0	0.5
Learning Disability	280	6.2	5.7
Other Health Impairment	181	4.0	3.3
Other Disabilities	30	0.7	1.1
Speech/Language Impairment	83	1.8	1.8
All Disabilities	772	17.2	15.6

<sup>1</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	43	5.6	8.2
Private Schools or Other Settings	15	1.9	5.0

<sup>2</sup> This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures<sup>3</sup>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$40,486,651	\$8,817	\$10,923
Support services - students	\$5,807,910	\$1,349	\$1,277
Support services - instruction	\$1,514,976	\$352	\$682
Support services - general administration	\$5,527,892	\$1,284	\$467
Support services - school based administration	\$5,579,562	\$1,296	\$1,021
Central and other support services	\$3,086,026	\$717	\$679
Operation and maintenance of plant	\$5,987,208	\$1,390	\$1,718
Student transportation services	\$3,893,409	\$1,031	\$1,288
Food services	\$120,964	\$28	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$72,004,599	\$15,680	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$6,749,248	42.3	28.5
Instructional Aide Salaries	\$1,969,329	12.3	10.1
Other Salaries	\$272,476	1.7	11.1
Employee Benefits	\$3,256,037	20.4	13.0
Purchased Services Other Than Transportation	\$394,817	2.5	5.7
Special Education Tuition	\$2,196,528	13.8	22.5
Supplies	\$51,973	0.3	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$1,058,687	6.6	8.0
Equipment	\$1,840	0.0	0.2
All Other Expenditures	\$600	0.0	0.1
Total	\$15,951,534	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.2	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	50.3
State	44.1
Federal	5.1
Tuition & Other	0.5

<sup>4</sup> Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

#### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Naugatuck School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	27	77.8
Hispanic or Latino of any race	69	88.4
English Learners	11	*
Eligible for Free or Reduced-Price Meals	184	81.5
Students with Disabilities	51	66.7
District	308	85.7
State		88.5

<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 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	63.4	91.7
Male	56.3	73.1
Black or African American	54.2	*
Hispanic or Latino of any race	55.0	78.1
White	61.8	85.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	51.9	75.5
Students with Disabilities	42.9	75.0
District	59.5	83.9
State	71.5	87.5

<sup>3</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>4</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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	62.7%	100%	60.4%
	Oral	58.7%	100%	57.6%
Chronic Absenteeism	All Students	15.7%	<=5%	12.2%
	High Needs Students	20.2%	<=5%	18.0%
Preparation for CCR	% Taking Courses	68.6%	75%	80.4%
On-track to High School Graduation		86.4%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		85.7%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		87.3%	94%	84.5%
Postsecondary Entrance (Class of 2019)		59.4%	75%	71.5%
Arts Access		45.6%	60%	51.8%

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.*

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>
Graduation Rate Gap	94.0%	87.3%	6.7%	10.9%	N

<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.

*NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.*

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

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## 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. The NPS Mission empowers a community of Responsible Citizens who engage in solving problems in their community, accepts responsibility for personal decisions and choices, acts ethically, recognizes and respects diversity, demonstrates civic literacy, and acts 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 2019-20

## 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.naugatuck.k12.ct.us](http://www.naugatuck.k12.ct.us)