



Naugatuck School District

Mr. Christopher Montini, Superintendent • 203-720-5265 • <http://www.naugatuck.k12.ct.us/>

District Information

Grade Range	PK-12
Number of Schools/Programs	13
Enrollment	4,255
Per Pupil Expenditures ¹	\$15,595
Total Expenditures ¹	\$72,703,359

¹ Expenditure data reflect the 2019-20 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2020-21 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 <https://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, 2020 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	2,211	52.0	51.5
American Indian or Alaska Native	*	*	0.3
Asian	123	2.9	5.2
Black or African American	428	10.1	12.7
Hispanic or Latino of any race	1,341	31.5	27.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	224	5.3	4.0
White	2,127	50.0	49.9
English Learners	320	7.5	8.3
Eligible for Free or Reduced-Price Meals	2,457	57.7	42.7
Students with Disabilities ³	775	18.2	16.3

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

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

³ 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 ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	25	1.2
Male	536	24.8	77	3.3
Black or African American	101	24.6	13	2.9
Hispanic or Latino of any race	398	29.2	38	2.6
White	377	18.6	38	1.7
English Learners	98	29.6	7	2.0
Eligible for Free or Reduced-Price Meals	672	30.1	68	2.5
Students with Disabilities	229	30.3	36	4.0
District	951	22.9	102	2.3
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 511

Number of school-based arrests: Fewer than 6

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

⁴ 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.

⁵ 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 2020-21

Naugatuck School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	251.4
Paraprofessional Instructional Assistants	51.0
Special Education	
Teachers and Instructors	47.0
Paraprofessional Instructional Assistants	87.5
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	20.0
Library/Media	
Specialists (Certified)	7.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	23.0
Counselors, Social Workers and School Psychologists	33.6
School Nurses	14.0
Other Staff Providing Non-Instructional Services/Support	179.5

¹ 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	3	0.8	1.3
Black or African American	0	0.0	4.1
Hispanic or Latino of any race	11	2.8	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	2	0.5	0.1
White	376	95.9	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.6	7.3

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	28	73.7	22	71.0
Hispanic or Latino of any race	41	45.6	70	67.3
White	102	66.7	163	79.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	80	56.7	127	71.8
Students with Disabilities	29	52.7	49	71.0
District	197	62.7	272	75.3
State		75.9		85.6

² 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 Peers³

	Count	Rate (%)
Autism	39	33.9
Emotional Disturbance	18	51.4
Intellectual Disability	*	*
Learning Disability	244	92.1
Other Health Impairment	134	76.6
Other Disabilities	*	*
Speech/Language Impairment	64	90.1
District	510	70.5
State		67.9

³ 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 2020-21

Naugatuck School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	126	2.8	2.1
Emotional Disturbance	35	0.8	1.1
Intellectual Disability	50	1.1	0.5
Learning Disability	266	6.0	5.8
Other Health Impairment	176	4.0	3.3
Other Disabilities	40	0.9	1.2
Speech/Language Impairment	81	1.8	1.9
All Disabilities	774	17.5	15.9

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	44	5.7	8.3
Private Schools or Other Settings	13	1.7	4.8

² 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 Expenditures³: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$42,665,268	\$9,152	\$11,205
Support services - students	\$5,057,580	\$1,160	\$1,346
Support services - instruction	\$1,191,043	\$273	\$698
Support services - general administration	\$6,084,254	\$1,396	\$464
Support services - school based administration	\$5,826,107	\$1,337	\$1,037
Central and other support services	\$2,459,112	\$564	\$691
Operation and maintenance of plant	\$6,224,438	\$1,428	\$1,692
Student transportation services	\$3,195,557	\$847	\$1,159
Food services	.	.	\$21
Enterprise operations	.	.	\$151
Total	\$72,703,359	\$15,595	\$17,838

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

Special Education Expenditures: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$7,301,512	42.5	29.6
Instructional Aide Salaries	\$2,139,486	12.5	11.1
Other Salaries	\$289,810	1.7	9.5
Employee Benefits	\$3,568,768	20.8	13.5
Purchased Services Other Than Transportation	\$477,745	2.8	5.4
Special Education Tuition	\$2,292,970	13.4	22.5
Supplies	\$55,016	0.3	0.5
Property Services	\$80,367	0.5	0.3
Purchased Services For Transportation	\$966,695	5.6	7.2
Equipment	\$498	0.0	0.2
All Other Expenditures	\$456	0.0	0.1
Total	\$17,173,323	100.0	100.0
Percent of Total Expenditures Used for Special Education		23.6	25.1

Expenditures by Revenue Source⁴: 2019-20

	Percent of Total (%) Excluding School Construction
Local	50.1
State	44.5
Federal	5.4
Tuition & Other	0.0

⁴ 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 2020-21

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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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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

READING	NAEP 2019		NAEP 2013
	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
National Public	40	33	25

¹ 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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

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Cohort Graduation: Four-Year¹

	2019-20	
	Cohort Count ²	Rate (%)
Black or African American	29	89.7
Hispanic or Latino of any race	87	81.6
English Learners	17	*
Eligible for Free or Reduced-Price Meals	198	84.3
Students with Disabilities	68	79.4
District	329	87.2
State		88.8

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2019-20 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	98	30.5
Male	81.9	*	*
Black or African American	82.6	*	*
Hispanic or Latino	83.5	24	12.4
White	84.9	115	32.2
English Learners	89.3	*	*
Eligible for Free or Reduced-Price Meals	78.6	45	14.2
Students with Disabilities	62.9	*	*
District	84.6	162	24.0
State	85.0		36.0

³College 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

⁴Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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.

Copyright © 2021 ACT, Inc. www.act.org

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

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* The data are suppressed to ensure confidentiality.

College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	71.5	80.8
Male	44.0	74.1
Black or African American	50.0	*
Hispanic or Latino of any race	50.0	63.6
White	57.4	80.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	49.2	72.0
Students with Disabilities	21.1	*
District	56.0	77.3
State	67.4	84.9

³ 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.

⁴ 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

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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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Indicator	Index/Rate	Target	State Average Index/Rate	
Chronic Absenteeism	All Students	22.9%	<=5%	19.0%
	High Needs Students	29.0%	<=5%	30.2%
Preparation for CCR	% Taking Courses	69.5%	75%	80.6%
	% Passing Exams	24.0%	75%	36.0%
On-track to High School Graduation	79.8%	94%	84.5%	
4-year Graduation All Students (2020 Cohort)	87.2%	94%	88.8%	
6-year Graduation - High Needs Students (2018 Cohort)	85.2%	94%	85.2%	
Postsecondary Entrance (Class of 2020)	56.0%	75%	67.4%	
Arts Access	40.8%	60%	50.7%	

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 ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	85.2%	8.8%	9.8%	N

¹ 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.

² 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: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 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/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

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Narratives

School District Improvement Plans and Parental Outreach Activities

Naugatuck Public Schools, together with the Board of Education, has a 3-year improvement framework and sets goals annually to support the district vision, mission, and NPS Vision of the Graduate. There are three priorities for Naugatuck Public Schools:

Priority 1: Academic Excellence - A Community that Expects all Learners to Demonstrate Competence, Engage in Deep and Critical Thinking, and Apply their Learning to Contribute to Improving our World.

Priority 2: Culture and Climate - A Positive and Inclusive Culture of Learning and Support in all Schools and in the Community.

Priority 3: Systems for Student Success - Naugatuck School District Operational Systems Function in Service of our Students.

The action plans to address these priorities are driven by data from student assessments and stakeholder survey results. At the district level, the superintendent meets regularly with the Parent School Council and hosts ongoing community conversations. Each school develops school-based strategic plans and engages with parent/teacher organizations in its improvement efforts. Naugatuck also works closely with Naugatuck's Partnership for Children and Naugatuck Youth Services to provide comprehensive and coherent partnerships with families.

Naugatuck Public Schools values its partnerships with families in the education of their children. We seek to collaborate and inform families about success criteria at every grade level and that families have a clear understanding of not only what children need to know, be, and be able to do at each grade level, but also how to assist in the learning process so that children can successfully grow and achieve the Naugatuck Public School Competencies.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Our culture for equitable learning is the foundation of Naugatuck Public Schools. It is the very essence of who we are and who we strive to become. Together, we ensure that our schools are safe, engaging, and happy communities where each and every child develops into the Vision of the Graduate.

By virtue of its student and family population, Naugatuck is a richly diverse district. The district developed and implements a staff recruitment and retention plan that recognizes the need to provide students with an opportunity to interact with a diverse staff representative of the population of which they are a part. Additionally, our curriculum provides opportunities for students to experience multiple perspectives and collaborate with others as they develop into responsible and engaged community members.

Our philosophy is that every learner in Naugatuck is empowered through active, equitable, meaningful and culturally relevant educational experiences that nurture an excitement and capacity for learning. These experiences are developed through a responsive, collaborative, ongoing process of instructional practices that value student voice, high expectations, and innovation. We have a collaborative culture relentlessly focused on the competence and growth of every student, every teacher, and every leader, so that all students will demonstrate academic, cultural, and social-emotional competence. Together, we ensure that our schools are safe, engaging, and happy communities where each and every child develops into the Vision of the Graduate.

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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 district prioritizes equitable distribution of human, fiscal, and capital resources that work in service of students, student learning, and student needs. The process of allocating resources, both local and grant funds, is directly tied to student needs. Please visit our website for more information.

https://www.naugatuck.k12.ct.us/apps/pages/index.jspuREC_ID=741343&type=d&pREC_ID=1186163.