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STRATEGIC SCHOOL PROFILE 1999-2000
NAUGATUCK SCHOOL DISTRICT

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).
Data were provided by the local school district during the fall of 1999.

COMMUNITY DATA

County: New Haven	Public School Enrollment as a Percent of Town Population: 18.7%
1998 Population: 30,195	Public School Enrollment as % of Total Student Population: 92.5%
1990-1998 Population Growth: -1.4%	Percent of Adults without a High School Diploma in 1990: 21.2%
1998 Per Capita Income: \$22,001	Adult Education Enrollment in 1998-99 School Year: 360
Number of Public Schools: 11	Number of Adults Receiving Diplomas in 1998-99 School Year: 34
Number of Nonpublic Schools: 2	Percent of Adults without a High School Diploma Enrolled in
Education Reference Group (ERG): F	Adult Education in 1998-99 School Year: 7.5%

DISTRICT NEED

Current and Past District Need	Year	District	ERG	State
% of Students Eligible for Free/Reduced-Priced Meals	1999-2000	20.5	17.9	23.6
% of K-12 Students with Non-English Home Language	1999-2000	9.5	3.9	12.3
	1998-1999	8.6	4.4	12.3
% of Elementary and Middle School Students who Attended the Same School the Previous Year	1999-2000	87.5	88.4	86.3
	1994-1995	87.3	N/A	85.0
% of Kindergarten Students who Attended Preschool, Nursery School, or Headstart	1999-2000	66.9	71.5	73.1
	1994-1995	65.1	N/A	66.8
% of Juniors and Seniors Working More Than 16 Hours Per Week	1999-2000	40.5	34.1	30.4
	1994-1995	39.9	N/A	29.2

STUDENT ENROLLMENT AND RACE/ETHNICITY

Enrollment		Race/Ethnicity	Number	Percent
Grade Range	PK-12	American Indian	14	0.2
Total Enrollment	5,749	Asian American	84	1.5
5-Year Enrollment Change	4.4%	Black	244	4.2
Projected 2004 Enrollment	Elementary	Hispanic	269	4.7
		White	5,138	89.4
	Middle School	Total Minority 1999-2000	611	10.6
	High School	Total Minority 1994-1995	480	8.7
	Prekindergarten, Other			
	132			

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through magnet school programs, public school choice programs, charter schools, minority staff recruitment, inter- or intradistrict programs and projects, distance learning, or other experiences. Below is the description submitted by this school district of how it provides such experiences.

Efforts to Reduce Racial, Ethnic and Economic Isolation

- Maple Hill Elementary School continues its association with the Maloney Magnet School in Waterbury. Third grade students from both schools write to each other throughout the year .
- Two exchange students, one from Indonesia and one from Brazil, attended Naugatuck High School during the 1999-2000 school year.
- Students at Hop Brook Elementary School developed a tape "Music From Other Lands".
- Students in our middle schools held discussions on minority artists.
- Western Elementary School celebrated Women in History month with a visit from the high school drama club who did biographical sketches of famous women.
- Multicultural themes were woven into art projects and displays in many schools.
- A refugee from Kosovo spoke at both Hop Brook and Western Elementary Schools.
- Throughout the year assemblies are held at Andrew Avenue Elementary School celebrating various cultures and foreign lands.
- Students from Cheshire, Naugatuck and Waterbury high schools have been involved in a Careers in Teaching Grant. The program was developed to attract female students from diverse backgrounds to the teaching profession, particularly in the areas of math and science.
- Naugatuck participates in Project Explore, a science enrichment program for 6th grade students, with three other towns - Ansonia, Oxford and Seymour.
- Prospect Street Elementary School designed a School-to-Career Initiative around cultural diversity.

DISTRICT RESOURCES

Staff Count (Full-Time Equivalent)

# of Certified Staff	
Teachers	341.1
Administrators	26.3
Library/Media Staff	2.8
Other Professionals	33.4
% Minority 1999-2000	0.5
% Minority 1994-1995	0.5
# Non-Certified Instructional	72.9

Average Class Size		District	ERG	State
Grade K	1999-2000	16.3	18.4	18.5
	1994-1995	19.1	N/A	19.6
Grade 2	1999-2000	19.2	19.4	19.8
	1994-1995	20.9	N/A	20.7
Grade 5	1999-2000	21.3	21.4	21.8
	1994-1995	22.4	N/A	21.9
Grade 7	1999-2000	23.4	22.2	21.9
	1994-1995	24.4	N/A	21.7
High School	1999-2000	24.1	20.5	20.0
	1994-1995	24.9	N/A	20.2

Professional Staff Experience and Training	District	ERG	State
Average Number of Years Experience in Connecticut	15.5	15.1	14.3
% with Master's Degree or Above	87.5	76.2	77.6
% Trained as Mentors, Assessors, or Cooperating Teachers*	22.4	24.5	30.7

*Not comparable to percent trained as mentors, assessors, or cooperating teachers reported on previous profiles.

DISTRICT RESOURCES, continued

Total Hours of Instruction Per Year*	District	ERG	State		District	ERG	State
				Students Per Teacher	16.9	14.6	14.3
				Students Per Academic Computer	8.0	4.7	5.0
Elementary	979	979	977	Teachers Per Administrator	13.0	13.2	13.6
Middle School	1,025	1,019	1,005				
High School	1,006	981	995				

*State law requires at least 900 hours for grades 1 through 12 and full-day kindergarten, and 450 hours for half-day kindergarten.

STUDENT PERFORMANCE

Physical Fitness	District	ERG	State
% Passing All 4 Tests	34.5	37.5	38.9

Connecticut Mastery Test, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. Students scoring at or above the goal are capable of successfully performing appropriate tasks with minimal teacher assistance.

Connecticut Mastery Test % Meeting State Goal	District Fall 1993	District Fall 1999	ERG Fall 1999	State Fall 1999
Grade 4 Reading	49	47	57	55.9
Writing	43	59	55	54.1
Mathematics	62	52	67	64.2
All Three Tests	N/A	32.1	34.0	34.5
Grade 6 Reading	50	62	70	66.4
Writing	58	54	64	59.7
Mathematics	43	43	57	55.3
All Three Tests	N/A	26.1	38.2	38.2
Grade 8 Reading	56	66	68	67.5
Writing	31	52	57	59.6
Mathematics	41	56	59	58.7
All Three Tests	N/A	34.1	38.9	41.5
Participation Rate	N/A	90.1	94.7	92.2

Connecticut Mastery Test Index: The index was designed to reflect not only the performance of students who reached the state goal, but also of students who performed at lower levels. A higher index indicates that more students performed at higher levels. The highest possible index is 100 (all students reached the goal), and the lowest possible index is 0 (all students scored at the lowest level).

Connecticut Mastery Test Index	District Fall 1993	District Fall 1999	ERG Fall 1999	State Fall 1999
Grade 4 Reading	62.6	58.1	69.8	67.0
Writing	66.1	74.9	73.8	72.8
Mathematics	79.2	70.5	82.9	79.5
Grade 6 Reading	61.7	73.1	79.4	74.9
Writing	73.3	73.5	79.3	76.0
Mathematics	70.2	68.3	78.2	74.7
Grade 8 Reading	69.9	76.9	77.9	76.3
Writing	54.4	72.3	74.4	75.2
Mathematics	66.5	77.2	78.6	76.6

STUDENT PERFORMANCE, continued

Connecticut Academic Performance Test, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The goal represents a demanding level of achievement which is reasonable to expect of students in the spring of their 10th grade year. Students receive certification of mastery for each area in which they meet or exceed the goal.

Connecticut Academic Performance Test % Grade 10 Meeting State Goal	District Spring 1995	District Spring 2000	ERG Spring 2000	State Spring 2000
Language Arts	5	21	37	37.9
Mathematics	23	35	44	45.3
Science	19	23	35	37.3
Interdisciplinary	23	27	42	46.2
All Four Tests	1.3	5.0	11.7	15.4
Participation Rate*	N/A	90.4	93.5	90.5

*Not comparable to participation rates reported on previous profiles.

Connecticut Academic Performance Test Index: The index was designed to reflect not only the performance of students who reached the state goal, but also of students who performed at lower levels. A higher index indicates that more students performed at higher levels. The highest possible index is 100 (all students reached the goal), and the lowest possible index is 0 (all students scored at the lowest level).

Connecticut Academic Performance Test Index	District Spring 1995	District Spring 2000	ERG Spring 2000	State Spring 2000
Language Arts	48.3	52.7	66.6	66.6
Mathematics	58.4	67.9	72.7	71.0
Science	63.2	64.1	70.1	69.3
Interdisciplinary	59.4	63.9	72.4	73.5

Scholastic Assessment Test	Class of 1996		Class of 1999	
	District	District	ERG	State
% of Graduates Tested	70.9	81.1	77.4	77.6
Mathematics: Average Score	459	467	495	503
Mathematics: % Scoring 600 or More	9.6	10.0	17.1	21.9
Verbal: Average Score	469	492	502	504
Verbal: % Scoring 600 or More	11.2	15.9	18.2	21.1

Dropout Rates	District	ERG	State
Cumulative Four-Year Rate for Class of 1999	11.1	13.9	14.3
1998-99 Annual Rate for Grades 9 through 12	2.7	3.3	3.3
1995-96 Annual Rate for Grades 9 through 12	2.9	4.1	4.6

Activities of Graduates	Class of	# in District	District %	ERG %	State %
Pursuing Higher Education	1999	268	80.3	78.4	78.3
	1994	187	64.2	N/A	74.5
Employed or in Military	1999	55	16.5	17.3	17.1
	1994	73	25.0	N/A	19.1
Unemployed	1999	3	0.9	1.1	0.9
	1994	11	3.8	N/A	1.9

DISTRICT REVENUES/EXPENDITURES 1998-99

All categories except for total and net current expenditures are unaudited. "Selected Regular Program Expenditures" excludes costs of special education and land, building, and debt service. "Net" expenditures excludes regular education transportation, tuition revenue, and debt service. 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 Corrections).

Note: ERG and state figures will not be comparable to the district if the school district does not teach students at all grade levels (PK-12).

Expenditures	Total (in 1000s)	Expenditures Per Pupil		
		District	ERG PK-12	State PK-12
Total	\$42,540	\$7,288	\$8,650	\$9,312
Net	\$38,579	\$6,661	\$7,826	\$8,252
Instruction	\$26,562	\$4,594	\$5,127	\$5,355
Instructional Supplies	\$730	\$126	\$192	\$179
Instructional Equipment	\$72	\$12	\$67	\$68
Pupil Support Services	\$2,940	\$508	\$762	\$786
Improvement Instruc Serv: Supplies & Equip	\$59	\$10	\$73	\$58
Administration and Support Services	\$3,407	\$589	\$778	\$866
Administration	\$2,835	\$490	\$646	\$662
Instructional and Administrative Support Services	\$571	\$99	\$132	\$200
Plant Operation and Maintenance	\$4,006	\$693	\$818	\$841
Transportation	\$1,767	\$295	\$368	\$384
Food Service/Enterprise Operations	\$556	\$96	\$101	\$101
Costs for Students Tuitioned Out	\$1,020	N/A	N/A	N/A
Land, Buildings, and Debt Service	\$2,283	\$395	\$538	\$805
Adult Education	\$319	\$886	\$646	\$769

Revenue Sources, % from Source	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
District Expenditures	34.5	60.5	3.5	1.5
Education Reference Group PK-12	62.4	34.4	2.0	1.2
State PK-12	61.7	34.6	2.7	0.9

Selected Regular Program Expenditures, Amount Per Pupil and Percent Change from Prior Year				
	District		ERG	State
	Per Pupil	% Change	Per Pupil	Per Pupil
Elementary and Middle				
Total	\$5,510	3.8	\$6,587	\$7,023
Salaries and Benefits	\$4,728	5.5	\$5,436	\$5,761
Supplies	\$353	6.3	\$364	\$379
Equipment	\$119	21.4	\$135	\$135
High School				
Total	\$6,607	6.6	\$8,025	\$7,864
Salaries and Benefits	\$5,784	7.1	\$6,365	\$6,707
Supplies	\$477	0.8	\$530	\$474
Equipment	\$61	19.6	\$198	\$183

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

Equitable Allocation of Resources Among District Schools

It is the policy of the Naugatuck Board of Education that each school in the district receive equitable allocations of resources within the financial limitations of the town. Allocations for textbooks and instructional supplies are determined based on the population of each school. For all students the Finance sub-committee of the Board of Education recommends to the full Board a set dollar amount to be spent on each student.

Building level principals and central office administration work together to develop a budget reflective of each school's needs. Issues such as enrollment, class size, district curricular initiatives and staffing plans drive budget decisions. The district's five year facilities plan guarantees that each school receives funding for special projects so that all buildings receive attention on a regular basis. Projects including window replacements, asbestos removal and new lighting have most recently been completed.

The school principals and the superintendent hold monthly administrative council meetings. The district's business manager is in attendance at all of these meetings. Funding is discussed throughout the budget season (October - May). The Board of Education conducts a number of workshops as the budget is being developed. These are concluded by a Public Hearing in which line items are explained and community members have an opportunity to offer suggestions and have questions answered. The budget process culminates with a presentation to the town's governing body, the Board of Mayor and Burgesses and the Finance Committee.

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school district, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Evidence of Sustained Improvement in Student Accomplishments

This year our fourth grade students district-wide showed slight improvement in their math performance on the Connecticut Mastery Test. We are hoping that once curriculum revisions are implemented that we will see even more significant gains.

At the sixth grade level writing scores improved and in eighth grade the percentage of students at or above state goal was the largest its ever been (from 42% ub 1993 to 56% in 1999).

Until the 2000 administration of the Connecticut Academic Performance Test our tenth grade students have shown steady improvements in all areas tested. Unfortunately that trend did not continue this year.

The district has made a strong effort to develop programs that will help students improve their academic performance. The number of students participating in these voluntary programs have increased steadily. This summer we offered a two week summer literacy program for children entering first grade. In addition language arts and math classes were also offered to our incoming fourth, sixth and eighth graders. This summer over eighty students took part in these summer classes.

Needs and Improvement Plans

Student performance on the Connecticut Academic Performance Test is not improving at the rate we have expected. Until this year progress has been slow, but steady. Our May 2000 results show a significant decline in the area of Response to Literature. We have begun curriculum revisions and updates at the high school and will be working with various consultants from the State Department this year. In addition our mathematics curriculum K-12 is being updated.

Each school has been asked to develop its own Plan for Improvement based on student performance data. These plans are reviewed and monitored on a regular basis.

Strategic School Profiles for all Connecticut public schools may be viewed on the Connecticut State Department of Education website at www.state.ct.us/sde.

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