

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



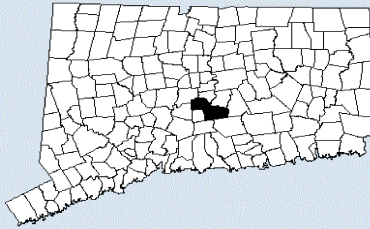
Middletown School District

Ms. Patricia Charles, Superintendent • 860-638-1401 • www.middletownschoools.org/

District Information

Grade Range	PK-12
Number of Schools	25
Enrollment	4,847
Per Pupil Expenditures ¹	\$14,870
Total Expenditures ¹	\$78,409,350

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
 (2014® The College Board)

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance.....	4
Narratives.....	6

Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,356	48.6	48.3
Male	2,491	51.4	51.6
American Indian	*	*	0.2
Asian	195	4.0	4.6
Black or African American	998	20.6	12.9
Hispanic or Latino	800	16.5	21.2
Pacific Islander	*	*	0.0
White	2,590	53.4	58.4
Two or More Races	246	5.1	2.3
English Language Learners	152	3.1	5.7
Eligible for Free or Reduced-Price Meals	2,202	45.4	37.3
Students with Disabilities ¹	624	12.9	12.8

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	240	10.4	105	4.4
Male	234	9.8	230	9.2
Black or African American	134	13.4	132	12.9
Hispanic or Latino	127	17.0	70	8.8
White	174	6.9	111	4.2
English Language Learners	26	17.6	11	7.2
Eligible for Free or Reduced-Price Meals	327	15.5	255	11.2
Students with Disabilities	95	16.6	84	12.2
District	474	10.1	335	6.8
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 393

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.

District Profile and Performance Report for School Year 2013-14

Middletown School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	300.5
Paraprofessional Instructional Assistants	44.7
Special Education	
Teachers and Instructors	47.4
Paraprofessional Instructional Assistants	113.7
Administrators, Coordinators and Department Chairs	
District Central Office	8.7
School Level	19.5
Library/Media	
Specialists (Certified)	2.3
Support Staff	5.0
Instructional Specialists Who Support Teachers	21.0
Counselors, Social Workers and School Psychologists	28.0
School Nurses	19.9
Other Staff Providing Non-Instructional Services/Support	214.4

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 (%)
Asian	8	1.8	1.0
Black or African American	15	3.4	3.5
Hispanic	10	2.3	3.6
Native American	0	0	0.1
White	406	92.5	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.0	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	11	13.9
Hispanic or Latino	0	0	7	17.5
White	27	16.5	66	33.0
English Language Learners	0	0	*	*
Eligible for Free or Reduced-Price Meals	15	12.0	17	14.9
Students with Disabilities	0	0	*	*
District	36	12.2	92	27.1
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	31	48.4
Emotional Disturbance	26	42.6
Intellectual Disability	17	54.8
Learning Disability	143	85.6
Other Health Impairment	91	85.8
Other Disabilities	13	44.8
Speech/Language Impairment	105	97.2
District	426	75.3
State		69.2

⁴Ages 6-21

District Profile and Performance Report for School Year 2013-14

Middletown School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	68	1.3	1.4
Emotional Disturbance	61	1.2	1.0
Intellectual Disability	31	0.6	0.4
Learning Disability	167	3.3	4.2
Other Health Impairment	109	2.1	2.5
Other Disabilities	38	0.7	1.0
Speech/Language Impairment	129	2.5	1.9
All Disabilities	603	11.9	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	43,497,008	8,913	8,769
Instructional Supplies and Equipment	869,218	178	275
Improvement of Instruction and Educational Media Services	1,844,962	378	487
Student Support Services	4,150,298	850	965
Administration and Support Services	5,917,631	1,213	1,600
Plant Operation and Maintenance	8,309,206	1,703	1,472
Transportation	6,294,621	1,203	786
Costs of Students Tuitioned Out	5,948,736	N/A	N/A
Other	1,577,670	323	178
Total	78,409,350	14,870	14,642

Additional Expenditures

Land, Buildings, and Debt Service	5,773,222	1,183	1,434
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,257,272	30.8	35.6
Noncertified Personnel	2,425,260	14.2	14.5
Purchased Services	869,664	5.1	5.0
Tuition to Other Schools	4,909,286	28.7	21.4
Special Ed. Transportation	1,781,184	10.4	8.5
Other Expenditures	1,851,859	10.8	14.9
Total Expenditures	17,094,525	100.0	100.0
PK-12 Expenditures Used for Special Education		21.8	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	68.8	66.7
State	27.6	29.6
Federal	3.1	3.3
Tuition & Other	0.4	0.5

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).

District Profile and Performance Report for School Year 2013-14

Middletown School District

Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	65.5	62.8	63.1	61.0	.	.	.	.
Hispanic or Latino	64.2	62.0	64.4	62.8	.	.	.	.
English Language Learners	51.7	50.5	43.9	44.4	.	.	.	.
Eligible for Free or Reduced-Price Meals	65.3	64.7	65.6	65.1	.	.	.	.
Students with Disabilities	39.3	34.5	33.7	34.0	.	.	.	.
High Needs	62.4	62.1	62.7	62.6	.	.	.	.
District	76.7	75.5	76.7	76.3	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	49.6	51.5	56.5	58.3	.	.	.	.
Hispanic or Latino	52.4	45.4	.	50.7	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	50.9	50.2	54.9	58.3	.	.	.	.
Students with Disabilities	31.4	27.0	28.0	21.4	.	.	.	.
High Needs	49.0	48.8	51.6	54.1	.	.	.	.
District	64.5	65.8	70.1	69.1	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	88.2	73.8	83.3	83.6	1,098	82.3
Curl Up	82.8	64.7	90.3	75.2	1,098	78.0
Push Up	69.7	51.4	71.8	67.9	1,098	64.6
Mile Run/PACER	59.9	86.1	63.0	53.9	1,098	67.2
All Tests - District	39.8	32.5	42.7	50.3	1,098	39.9
All Tests - State	50.2	50.7	50.3	53.9		51.1

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.

District Profile and Performance Report for School Year 2013-14

Middletown School District

Cohort Graduation: Four-Year¹

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	82	76.8	68.9	Yes	71.4
Hispanic or Latino	52	53.8	70.2	No	72.6
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	184	73.4	62.9	Yes	66.0
Students with Disabilities	63	63.5	61.9	Yes	65.1
District	379	81	79.7	Yes	81.1
State ⁴		85.5			

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 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	76.9	112	34.6
Male	60.3	89	28.7
Black or African American	59.7	22	13.8
Hispanic or Latino	54.7	*	*
White	75.0	150	41.2
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	58.2	45	18.8
Students with Disabilities	*	*	*
District	68.8	201	31.7
State	72.9		37.6

⁵College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	71.7	88.7
Male	59.2	85.2
Black or African American	58.7	87.8
Hispanic or Latino	69.0	79.2
White	65.3	87.0
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	52.0	78.3
Students with Disabilities	31.3	*
District	64.8	87.2
State	72.7	88.5

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

District Profile and Performance Report for School Year 2013-14

Middletown School District

Narratives

School District Improvement Plans and Parental Outreach Activities

The district is continuing to scaffold the levels of least restrictive environment programming options to meet the individual needs of each child. Program changes from 2013-present include the expansion of full day options for preschool children to include extended hours or program services in the community settings, addition of a program to provide for longer resource room options for students at Lawrence Elementary School or students with Autism Spectrum Disorders from other elementary schools, and an addition of a district wide special education program to address the social and emotional behavioral needs. Continued professional development and coaching with Behavior Analyst, Assistant Behavior Analyst and other experts in the field of Autism to support teachers in special and general education. We have expanded transition services for post-secondary students to include students who are at risk of dropping out of school, and created a therapeutic classroom for special and general education students at Middletown High School with mental health disorders. Professional development for special education teachers focused on accessing the Connecticut Core Standards by writing appropriate goals and objectives for each student's Individual Education Plan. Professional Development in Foundations and Wilson Reading Programs to maintain research based methods of instruction and program continuity between grades has also been provided. School Psychologists and Social Workers received professional development in Dialectical Behavior Therapy and participate in an ongoing open forum with community providers to coordinate care and enhance the continuum of mental health supports. MPS has contracts with various agencies to reduce truancy. Under the direction of a Behavior Analyst, behavior technicians insure students attend school. Coursework may include online learning opportunities and tutoring by teachers as time increases in school. Truancy prevention initiatives implemented at the elementary schools address attendance and tardiness. An alternative middle school program has a high staff to student ratio and is designed to teach students how to improve pro-social behaviors. Schools have School Family Community Compacts and implement best practices around Chronic Absenteeism to include outreach to families. The Partnership Coordinator provides families and staff with training and resources in best practices and cultural competencies. Activities to engage parents in planning and improvement of school programs, training to school Governance Councils for elections, bylaws and developing annual goals tied to School Improvement Plans was provided. Parent Leadership Training Institute, People Empowering People, and Parents Supporting Educational Excellence are a few programs that support parents and the community. A CT Core Standards Parent Information Night was provided. The district has home visiting programs at two elementary schools working to support families, Family Resource Centers at two elementary schools offering resource referral, play and reading groups, and home visiting. Bookmobile distributes free books during the summer to park and recreation camps and at neighborhood sites. All Pro Dad breakfast program is in place at three schools to support dads in their role as caregivers.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Middletown Schools continues to offer programs for students, staff, parents, and community members all designed to enrich interaction and understanding among Middletown's diverse educational community. After years of revising and reporting out on the district's Diversity enhancement Plan, with its emphasis on raising expectations, maximizing parent and community involvement, and offering enrichment to support academic performance, the district now chooses to focus intensely upon meeting its district goal to close the achievement gap by implementing balanced literacy PreK-10, Scientifically Researched Based Intervention (SRBI) for grades K-12 and the more rigorous CT Core Curriculum. The data shows the narrowing of the achievement gap since 2006 has improved in reading, writing, and mathematics at all grade levels.

Middletown continues to offer activities and programs to reduce racial, ethnic and economic isolation: A range of after-school programs, including the elementary Free to Be Club, After School Academic Enrichment Programs at Title I schools, and X-Men at Keigwin and Woodrow Wilson continue to promote multicultural appreciation and interest. Middletown High School's Minority Student Coalition continues to educate students, teachers, administrators and community members about the challenges facing students of color along with ways to meet those challenges. The District Data Team and many of the School Data Teams continue to be involved in a "Courageous Conversation" Initiative around diversity, cultural sensitivity, high expectations for all students. All eleven schools have now become members of the state's School, Family, and Community Partners initiative. The district's Cultural Council continues to organize and offer programs at all grades in multicultural music, dance, drama, and the arts – to all schools. The district has purchased PowerSchool, Pearson Inform, AIMSweb, and NWEA in order to progress monitor student achievement and disaggregate data to better inform the progress of all our students; particularly students who are at risk. Due to the Title I funding the district has become more aggressive in pursuing grants and drawing upon its own resources.

District Profile and Performance Report for School Year 2013-14

Middletown School District

Equitable Allocation of Resources among District Schools

The Middletown Board of Education's policy regarding distribution of resources among district schools ensures that each school receives a base level of material and financial resources. That level is determined in part by the approved school budget for the year. Funds budgeted for instruction are distributed equally among the eight elementary schools, the two middle schools and one high school, taking into account numbers of students and staff, the program and material costs, and to some extent the needs of each school relative to student performance and socio-economic considerations. For instance, among Middletown's economically needier schools where PTA, PTO, and booster fund-raising capacity is limited, programs like the district's Cultural Council ensure that all students, irrespective of parent financial support, receive the same experiences in the fine and performing arts.