

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



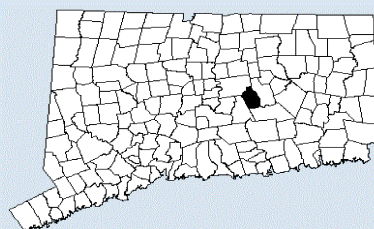
Marlborough School District

Mr. David Sklarz, Superintendent • 860-295-6236 • <http://marlborough.k12.ct.us>

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	556
Per Pupil Expenditures ¹	\$12,268
Total Expenditures ¹	\$7,557,310

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

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	255	45.9	48.3
Male	301	54.1	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.9
Black or African American	*	*	12.8
Hispanic or Latino	34	6.1	23.0
Pacific Islander	0	0.0	0.0
Two or More Races	15	2.7	2.7
White	498	89.6	55.9
English Learners	0	0.0	6.4
Eligible for Free or Reduced-Price Meals	55	9.9	38.0
Students with Disabilities ¹	52	9.4	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	8	3.3	0	0.0
Male	11	3.8	*	*
Black or African American	0	*	*	*
Hispanic or Latino	*	*	0	0.0
White	*	*	*	*
English Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	8	14.8	0	0.0
Students with Disabilities	*	*	0	0.0
District	19	3.6	*	*
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 12

Number of school-based arrests: 0

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	36.0
Paraprofessional Instructional Assistants	4.7
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	12.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.5
School Level	2.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	27.0

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	0	0.0	1.0
Black or African American	1	2.1	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	46	97.9	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
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	9.1	9.4

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	17	*
Other Health Impairment	6	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	6	*
District	32	84.2
State		68.8

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.6
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	18	3.3	4.6
Other Health Impairment	6	1.1	2.8
Other Disabilities	*	*	1.0
Speech/Language Impairment	8	1.5	1.9
All Disabilities	42	7.7	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,916,149	8,207	9,387
Instructional Supplies and Equipment	263,072	439	318
Improvement of Instruction and Educational Media Services	295,986	494	541
Student Support Services	138,220	231	1,048
Administration and Support Services	748,541	1,250	1,790
Plant Operation and Maintenance	723,765	1,208	1,608
Transportation	340,462	298	845
Costs of Students Tuitioned Out	131,115	N/A	N/A
Other	0	0	194
Total	7,557,310	12,268	15,762

Additional Expenditures

Land, Buildings, and Debt Service	728,211	1,216	1,524
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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: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	588,344	43.9	35.1
Noncertified Personnel	267,038	19.9	14.5
Purchased Services	127,874	9.6	5.5
Tuition to Other Schools	95,840	7.2	21.6
Special Ed. Transportation	49,406	3.7	8.3
Other Expenditures	210,397	15.7	15.0
Total Expenditures	1,338,899	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	75.9	73.5
State	21.7	23.8
Federal	2.3	2.5
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	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino	19	*	19	*	8	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	11	*	11	*	*	*
White	307	79.6	306	77.6	77	68.3
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	340	79.2	339	77.1	91	67.4
Eligible for Free or Reduced-Price Meals	34	67.6	34	63.2	11	*
Not Eligible for Free or Reduced-Price Meals	306	80.4	305	78.7	80	69.2
Students with Disabilities	39	60.7	39	56.0	12	*
Students without Disabilities	301	81.6	300	79.9	79	69.9
High Needs	61	65.2	61	61.8	19	*
Non-High Needs	279	82.2	278	80.5	72	70.8
District	340	79.2	339	77.1	91	67.4

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	85.7	65.3	N/A	N/A	170	77.1
Curl Up	80.6	90.3	N/A	N/A	170	84.7
Push Up	92.9	98.6	N/A	N/A	170	95.3
Mile Run/PACER	65.3	62.5	N/A	N/A	170	64.1
All Tests - District	50.0	40.3	N/A	N/A	170	45.9
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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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	79.2	75	50.0	50	100.0	67.7
	High Needs Students	65.2	75	43.5	50	86.9	56.7
Math Performance Index	All Students	77.1	75	50.0	50	100.0	61.4
	High Needs Students	61.8	75	41.2	50	82.4	49.9
Science Performance Index	All Students	67.4	75	44.9	50	89.8	57.5
	High Needs Students	N/A	75	0.0	0	0.0	47.0
ELA Academic Growth	All Students	77.4%	100%	77.4	100	77.4	63.8%
	High Needs Students	73.6%	100%	73.6	100	73.6	58.3%
Math Academic Growth	All Students	84.1%	100%	84.1	100	84.1	65.0%
	High Needs Students	74.0%	100%	74.0	100	74.0	57.4%
Chronic Absenteeism	All Students	3.6%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	10.5%	<=5%	39.1	50	78.1	15.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	67.6%
	% Passing Exams	N/A	75%	0.0	0	0.0	40.7%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	85.1%
4-year Graduation All Students (2015 Cohort)		N/A	94%	0.0	0	0.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		N/A	94%	0.0	0	0.0	78.6%
Postsecondary Entrance (Class of 2015)		N/A	75%	0.0	0	0.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 45.9%	75%	30.6	50	61.2	89.2% 50.5%
Arts Access		N/A	60%	0.0	0	0.0	47.5%
Accountability Index				658.3	800	82.3	

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	75.0	65.2	9.8	16.5	
Math Performance Index Gap	75.0	61.8	13.2	18.9	
Science Performance Index Gap	70.8	N/A	.	17.2	
Graduation Rate Gap	

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	99.7
	High Needs Students	100.0
Math	All Students	99.4
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	.

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: 56.2

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Marlborough School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Marlborough Elementary School, the only school in the Marlborough School District, is an integral part of the Town of Marlborough. We are very fortunate to be highly supported by very dedicated parent and town organizations, each providing unique opportunities for our students. From our Marlborough Parent Teacher Organization to a supportive Board of Education, our school is provided constant support for creating the best learning environment for all of our students.

We strongly value communication with our parents and the community. It is a critical component of our structure. Through information provided in a weekly letter written by administration that is distributed to families and posted on our web site, to the creation of a monthly newsletter that is shared electronically, our goal is to provide a constant picture for families and the community into daily education at Marlborough Elementary School. Along with a variety of published communications, we also have a series of committees that are supported by the parents, students, and staff in our building. From a School Advisory Committee comprised of staff, administration, and parents that provides monthly communication regarding school structure and improvement, to a Brunch Bunch that includes students, staff, administration, and parents that focuses on successes and direction of our school lunch program, to an Operations and Safety Committee comprised of staff, parents, and Board of Education members, Marlborough Elementary School is building a structure where all voices collectively form a stronger learning community.

Our classrooms, where meeting everyone's individual needs is our belief, create a school where multiple data points and educator and parent knowledge are combined to plan effective programs for our students. The entire staff, both special educators, curriculum specialists and classroom teachers, work together through the Early Intervention Process, to create and monitor plans for students starting with our very earliest concerns with students. Identified students have individualized plans created, implemented and continuously monitored to assure that the joint instruction is assuring growth in all academic areas.

We provide a number of online programs that allow parents the opportunity to work with their students at home in both the areas of math and language arts. These web based programs can be accessed by students at both school and home, allowing for a smooth continuation of learning activities. Students involved in our early literacy intervention program met with the reading specialist at the beginning of the school year to obtain the information needed to support the program at home.

Although Marlborough Elementary School only offers one parent-teacher conference opportunity in the fall, teachers meet with parents throughout the school year on a less formal basis. Our most recent school-wide goal focused on school and family collaboration and communication. Staff members worked either individually or at grade levels to develop goals to increase or improve the home and school connection. Through classroom newsletters, websites, postcard mailings and communication notebooks and folders, staff found a number of creative and engaging ways to connect with their families.

Efforts to Reduce Racial, Ethnic and Economic Isolation

At Marlborough Elementary School, the 2015-2016 school year was the second year of a daily Spanish block for all of our students in grades 1-6, with Kindergarten students getting Spanish instruction two times per week. In daily 15 minute blocks, students experience lessons focusing not only on vocabulary development, but also on pronunciation, culture, and continual opportunities for conversational experiences. During the 2016-2017 school year, we will be continuing our in-depth foreign language exploration, with the benefit of one of our Spanish teachers having gained the experience of the two-day Oral Proficiency Interview (OPI) Workshop to build the depth and authenticity of our assessments.

Marlborough Public School is an equal opportunity employer who continues to recruit and retain staff that is dedicated to providing a curriculum that is rich in opportunities for our students to learn about and explore the world they live in. All grade levels provide experiences through literature and social studies classes to understand and appreciate the cultural diversity of the world they live in. Each April, Marlborough Elementary School celebrates Multicultural Day, with visiting performers and workshops for selected students and grade levels. From African drummers to Chinese acrobats, MES, with the terrific support of our PTO, has provided enriching programs that focuses on cultures from around the world.

During the 2014-2015 school year, Marlborough Elementary School implemented an afternoon PASS Program. That program continued in the 2015-2016 school year. The two-day per week program was developed to assist students in grades 4, 5 & 6 with skills in the areas of math one day and language arts the other. To ensure accessibility to all, we provided a late bus for the students who needed transportation. Students met in small groups with a teacher or curriculum specialist to help close the achievement gap. Students were assessed at the beginning and end of the program to monitor their progress. Students who met the attendance requirement were treated to a fun-based field trip in the spring. Grant funds were used to pay staff, provide transportation where needed and to provide a healthy snack to start each of the hour-long sessions.

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Equitable Allocation of Resources among District Schools

As Marlborough Elementary School is the only school in the Marlborough School District, all district resources are allocated to just Marlborough Elementary School.