

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



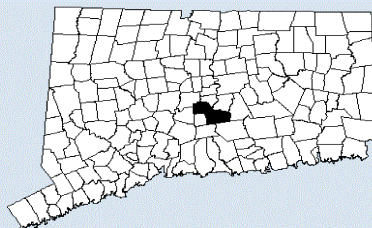
Middletown School District

Dr. Michael Conner, Superintendent • 860-638-1401 • www.middletownschoools.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	23
Enrollment	4,620
Per Pupil Expenditures ¹	\$18,477
Total Expenditures ¹	\$91,976,315

¹ Expenditure data reflect the 2018-19 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 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.

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 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	2,284	49.4	48.4
Male	2,336	50.6	51.6
American Indian or Alaska Native	9	0.2	0.3
Asian	234	5.1	5.2
Black or African American	916	19.8	12.7
Hispanic or Latino of any race	925	20.0	26.9
Native Hawaiian or Other Pacific Islander	10	0.2	0.1
Two or More Races	424	9.2	3.8
White	2,102	45.5	51.1
English Learners	179	3.9	8.3
Eligible for Free or Reduced-Price Meals	2,296	49.7	43.3
Students with Disabilities ³	673	14.6	16.0

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

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	287	12.9	82	3.5
Male	285	12.6	160	6.6
Black or African American	134	14.8	99	10.3
Hispanic or Latino of any race	173	19.6	71	7.4
White	188	9.1	45	2.1
English Learners	30	16.4	13	6.7
Eligible for Free or Reduced-Price Meals	411	19.0	204	8.4
Students with Disabilities	130	21.5	67	8.9
District	572	12.7	242	5.1
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 615

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.

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	310.6
Paraprofessional Instructional Assistants	22.0
Special Education	
Teachers and Instructors	52.0
Paraprofessional Instructional Assistants	146.5
Administrators, Coordinators and Department Chairs	
District Central Office	14.2
School Level	17.7
Library/Media	
Specialists (Certified)	8.1
Support Staff	4.0
Instructional Specialists Who Support Teachers	28.1
Counselors, Social Workers and School Psychologists	36.0
School Nurses	20.0
Other Staff Providing Non-Instructional Services/Support	351.3

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	11	2.3	1.2
Black or African American	19	4.0	4.0
Hispanic or Latino of any race	15	3.2	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	425	90.2	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.9	10.4

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	45	66.2	62	72.1
Hispanic or Latino of any race	30	51.7	33	62.3
White	150	82.4	158	86.8
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	106	68.8	108	70.1
Students with Disabilities	17	43.6	45	65.2
District	250	72.5	284	80.2
State		75.8		84.8

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	52	54.7
Emotional Disturbance	31	48.4
Intellectual Disability	14	35.9
Learning Disability	161	83.0
Other Health Impairment	109	80.1
Other Disabilities	11	40.7
Speech/Language Impairment	76	92.7
District	454	71.3
State		67.8

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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	105	2.2	2.0
Emotional Disturbance	64	1.3	1.1
Intellectual Disability	39	0.8	0.5
Learning Disability	194	4.1	5.7
Other Health Impairment	137	2.9	3.3
Other Disabilities	37	0.8	1.1
Speech/Language Impairment	98	2.1	1.8
All Disabilities	674	14.2	15.6

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	23	3.4	8.2
Private Schools or Other Settings	93	13.8	5.0

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: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$50,233,240	\$10,091	\$10,923
Support services - students	\$9,552,658	\$2,087	\$1,277
Support services - instruction	\$2,099,743	\$459	\$682
Support services - general administration	\$2,313,505	\$505	\$467
Support services - school based administration	\$4,631,717	\$1,012	\$1,021
Central and other support services	\$5,782,632	\$1,263	\$679
Operation and maintenance of plant	\$8,704,646	\$1,901	\$1,718
Student transportation services	\$6,859,013	\$1,634	\$1,288
Food services	\$891,978	\$195	\$12
Enterprise operations	\$907,184	\$198	\$163
Minor school construction	.	.	\$59
Total	\$91,976,315	\$18,477	\$17,629

³ 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	\$6,028,493	26.6	28.5
Instructional Aide Salaries	\$3,243,824	14.3	10.1
Other Salaries	\$1,593,295	7.0	11.1
Employee Benefits	\$2,668,750	11.8	13.0
Purchased Services Other Than Transportation	\$1,024,769	4.5	5.7
Special Education Tuition	\$5,341,277	23.5	22.5
Supplies	\$53,989	0.2	0.6
Property Services	\$34,600	0.2	0.3
Purchased Services For Transportation	\$2,700,353	11.9	8.0
Equipment	\$11,250	0.0	0.2
All Other Expenditures	\$295	0.0	0.1
Total	\$22,700,896	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.7	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	68.3
State	27.7
Federal	3.1
Tuition & Other	0.9

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).

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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: 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 Proficient¹

	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

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, [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>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	79	89.9
Hispanic or Latino of any race	53	90.6
English Learners	6	*
Eligible for Free or Reduced-Price Meals	186	88.2
Students with Disabilities	49	73.5
District	341	91.8
State		88.5

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 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 ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	65.4	93.3
Male	64.4	80.9
Black or African American	56.3	81.6
Hispanic or Latino of any race	50.0	85.0
White	70.8	92.2
English Learners	*	*
Eligible for Free or Reduced-Price Meals	50.9	81.2
Students with Disabilities	40.5	*
District	64.9	88.0
State	71.5	87.5

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: 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	62.5%	100%	60.4%
	Oral	62.0%	100%	57.6%
Chronic Absenteeism	All Students	12.7%	<=5%	12.2%
	High Needs Students	18.7%	<=5%	18.0%
Preparation for CCR	% Taking Courses	76.4%	75%	80.4%
On-track to High School Graduation		92.7%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		91.8%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		91.7%	94%	84.5%
Postsecondary Entrance (Class of 2019)		64.8%	75%	71.5%
Arts Access		36.9%	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 ¹	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev ²	Is Gap an Outlier? ²
Graduation Rate Gap	94.0%	91.7%	2.3%	10.9%	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: 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](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Building and sustaining strong early identification and intervention systems continues to be a focus for the Pupil Services Department, early childhood educators and health providers in Middletown. This work is supported through cross-functional collaboration between general education and regular education systems with the goal of providing a rigorous and relevant education for every student. Supporting this work are an elementary and secondary curriculum coach and The Middletown Social-Emotional Learning and Intervention (MSELI) framework.

Special education coaches work collaboratively with the special education leadership team, curriculum leadership team and building coordinators to provide targeted professional development, coaching and support to pupil services teams in grades preschool-12 and transition. A specific focus this year for both certified and non-certified staff was in the areas of the Educational Benefit Model. Certified Pupil Services in the Pupil Services Department engaged in a year long professional learning process to be able to understand how to build IEPs that could be reasonably calculated to result in educational benefit in accordance with the Endrew standard. Another focus has been on the continued building of the MSELI framework. This framework follows the Multi-tiered System of Supports model in the area of social emotional learning. Utilizing a universal screen, the CASEL standards and evidence based practices, the framework has currently been rolled out in 4 elementary schools, 2 middle schools and the high school. Additionally Middletown has embarked on a process of becoming a RULER District by the year 2020-2021. The special education leadership team continues to work extensively with the curriculum office and Senior Management team on the implementation of the District Strategic Operating Plan. One area of continued focus in in Universal Design for Learning. A toolkit was developed to be utilized in curriculum development and unit and lesson planning.

Expanding transition supports and services at the secondary level continues to be a focus. The district continues to develop new job sites that provide a pathway to competitive employment, and a partnership with Middlesex Community College has allowed significant expansion of students enrolled in college level classes with support. A new facility has been researched and selected that will allow expansion of the Middletown Transition Program with the target of moving into the Green Street Art Center for the 2020-2021 school year.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Middletown Public Schools offer programs for students, staff, parents, and community members designed to enrich interaction and understanding among Middletown's diverse educational community. The district has a Strategic Operating Plan called Middletown 2021: Keys to Innovation & Equity which emphasizes high expectations for ALL students, maximizes family and community involvement, and offers enrichment to support academic performance. The district is establishing successful education models that support choice and achievement through innovation, including STEM, International Baccalaureate (IB), and Rigor & Relevance. Tier 1 instructional frameworks include Balanced Literacy, Guided Math and personalized learning platforms to support a blended learning environment. Read 180, Math 180 and Systems 44 at the middle school level continue to provide personalized Tier II and Tier III support for identified students. Evidence-based and research based data is used to make informed decisions about instructional practices. There is an emphasis on developing the cultural competence of staff which is based on our collaboration with Dr. Maysa Akbar, Yale professor, clinical psychologist, and author of several books including Urban Trauma: A Legacy of Racism. This collaboration is solidifying our work of deepening the cultural competence of all of our staff. Our District Equity Leadership Team (DELT) is dedicated to transforming systems to create equitable outcomes. The district continues to focus on equity, diversity, cultural sensitivity and high academic expectations for all students. A range of after-school programs include After School Academic Enrichment Programs at Title I schools, Pride Patrol, 21st Century After School programs and advisory periods at the secondary level to promote multicultural appreciation and self-respect. We have worked to maintain programs to the best of our ability during the COVID-19 pandemic. Middletown High School's Minority Student Coalition and Men of Excellence Group continue to educate students, teachers, administrators and community members about the challenges facing students of color. The district has become more aggressive in pursuing grants and drawing upon its own resources to close the achievement/opportunity gap.

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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, Title I and III funds, and Alliance Grant funds ensure that all students, irrespective of parent financial support, receive the same equitable experiences. Equity based budgeting has been fully implemented for the 2020-2021 budget and we are proud of how funding has been prioritized to best meet the needs of our diverse student population.