

**STRATEGIC SCHOOL PROFILE 2010-11****Middletown 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) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: Middlesex

Town Population in 2000: 43,167

1990-2000 Population Growth: 0.9%

Number of Public Schools: 11

Per Capita Income in 2000: \$25,720

Percent of Adults without a High School Diploma in 2000\*: 16.3%

Percent of Adults Who Were Not Fluent in English in 2000\*: 3.0%

District Enrollment as % of Estimated. Student Population: 88.1%

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\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): G DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2010      5,189  
5-Year Enrollment Change      0.7%

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**DISTRICT GRADE RANGE**

Grade Range      PK - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	2,175	41.9	40.3	34.1
K-12 Students Who Are Not Fluent in English	144	2.8	3.8	5.6
Students Identified as Gifted and/or Talented*	380	7.3	4.0	4.0
PK-12 Students Receiving Special Education Services in District	538	10.4	12.3	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	340	83.1	77.1	80.2
Homeless	10	0.2	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	18	10.6	13.3	13.2

\*0.0 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	17	0.3
Asian American	285	5.5
Black	1,192	23.0
Hispanic	711	13.7
Pacific Islander	2	0.0
White	2,867	55.3
Two or more races	115	2.2
Total Minority	2,322	44.7

**Percent of Minority Professional Staff:** 6.8%

**Non-English Home Language:**

6.3% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 41.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

As in the past Middletown schools continue to offer many 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 Common Core Curriculum. The narrowing of the gap from 2006-2011, particularly in the area of Reading is heartening: subgroup students in grade 8 improved their performance at proficient in reading from grade 3 by 24 percentage points and their performance at goal by 32 percentage points in comparison to an overall group improvements of 16 and 20 percentage points respectively. In addition to this more focused effort on closing the achievement gap, Middletown continued 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 to the High School’s Alianza Latina continue to promote multicultural appreciation and interest. And the 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 are 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. Again, with reduced Title I funding the district has become more aggressive and creative in pursuing grants and drawing upon its own resources as reflected in additional pre-school program, expanded after-school program with 21st Century after-school programs at both middle schools, an expanded full-day summer academic enrichment academy for students in grades K-9 to support students needing math and reading enrichment, an aggressive summer reading program and partnerships with community organizations.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Grade 3 Reading	54.4	58.4	23.8	
Writing	65.1	61.1	44.7	
Mathematics	61.4	63.0	30.4	
Grade 4 Reading	60.1	62.5	27.0	
Writing	66.5	65.5	33.5	
Mathematics	59.3	67.0	19.5	
Grade 5 Reading	56.2	61.4	25.2	
Writing	66.7	66.8	35.0	
Mathematics	70.7	72.5	33.1	
Science	50.8	59.9	20.2	
Grade 6 Reading	65.5	76.0	16.7	
Writing	62.5	65.2	31.5	
Mathematics	55.5	71.3	11.3	
Grade 7 Reading	70.1	77.8	18.5	
Writing	53.8	58.9	27.2	
Mathematics	49.6	68.4	10.3	
Grade 8 Reading	70.7	74.7	23.6	
Writing	57.0	64.8	21.7	
Mathematics	53.3	66.6	17.2	
Science	51.7	63.1	17.8	

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Reading Across the Disciplines	27.4	44.7	18.2	
Writing Across the Disciplines	49.1	61.2	19.5	
Mathematics	37.5	49.5	28.6	
Science	38.1	47.0	29.3	

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	39.3	51.0	23.3

SAT® I: Reasoning Test Class of 2010		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		72.8	70.6	
Average Score	Mathematics	462	510	16.0
	Critical Reading	467	505	16.8
	Writing	466	510	16.8

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2010	79.4	81.8	22.9
2009-10 Annual Dropout Rate for Grade 9 through 12	0.8	2.8	55.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	76.4	84.8
% Employed (Civilian Employment and in Armed Services)	7.1	9.1

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	321.93
Paraprofessional Instructional Assistants	23.18
Special Education	
Teachers and Instructors	51.00
Paraprofessional Instructional Assistants	117.19
Library/Media Specialists and/or Assistants	10.00
Staff Devoted to Adult Education	6.05
Administrators, Coordinators, and Department Chairs	
District Central Office	6.60
School Level	19.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	13.00
Counselors, Social Workers, and School Psychologists	26.00
School Nurses	16.61
Other Staff Providing Non-Instructional Services and Support	245.51

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	14.8	13.9
% with Master's Degree or Above	78.6	79.6	79.0

Average Class Size	District	DRG	State
Grade K	17.1	18.3	18.4
Grade 2	19.3	19.5	19.9
Grade 5	21.1	21.7	21.2
Grade 7	20.3	19.3	20.6
High School	21.1	19.7	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	974	985	992
Middle School	999	1,007	1,017
High School	1,015	1,011	1,010

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	4.3	3.5	3.1
Middle School	2.9	2.4	2.4
High School	1.7	2.0	2.2

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$43,582	\$8,414	\$8,232	\$8,256	\$8,237
Instructional Supplies and Equipment	\$677	\$131	\$299	\$252	\$300
Improvement of Instruction and Educational Media Services	\$1,694	\$327	\$477	\$379	\$463
Student Support Services	\$3,717	\$718	\$875	\$945	\$872
Administration and Support Services	\$5,021	\$969	\$1,433	\$1,360	\$1,459
Plant Operation and Maintenance	\$7,783	\$1,503	\$1,421	\$1,418	\$1,410
Transportation	\$6,542	\$1,222	\$701	\$705	\$692
Costs for Students Tuitioned Out	\$4,949	N/A	N/A	N/A	N/A
Other	\$891	\$172	\$161	\$154	\$159
<b>Total</b>	<b>\$74,858</b>	<b>\$13,940</b>	<b>\$13,878</b>	<b>\$13,783</b>	<b>\$13,780</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$12,847	\$2,480	\$1,622	\$1,523	\$1,616

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$16,818,879	22.5	23.2	21.5

**Revenue Sources, % of Expenditures from Source.** 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).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	69.4	22.7	7.3	0.7
Excluding School Construction	64.4	26.3	8.5	0.8

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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

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.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	602
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.3%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	48	0.9	1.1	1.1
Learning Disability	170	3.2	3.8	3.9
Intellectual Disability	35	0.7	0.5	0.4
Emotional Disturbance	64	1.2	1.2	1.0
Speech Impairment	128	2.4	2.3	2.2
Other Health Impairment*	109	2.0	2.4	2.1
Other Disabilities**	48	0.9	1.2	0.9
<b>Total</b>	<b>602</b>	<b>11.3</b>	<b>12.5</b>	<b>11.6</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2009-10 with a Standard Diploma	55.2	62.5
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	12.9	33.0	62.5	68.6
	Writing	9.5	19.3	62.2	63.7
	Mathematics	12.7	33.4	58.7	68.2
	Science	3.5	21.2	51.2	61.5
CAPT	Reading Across the Disciplines	3.4	14.1	27.4	44.7
	Writing Across the Disciplines	2.8	17.3	49.1	61.2
	Mathematics	12.9	15.8	37.5	49.5
	Science	10.5	13.1	38.1	47.0

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	19.6
	% With Accommodations	80.4
CAPT	% Without Accommodations	56.3
	% With Accommodations	43.8
% Assessed Using Skills Checklist		10.8

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	15	2.5
Private Schools or Other Settings	95	15.8

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	479	79.6	69.3	74.1
40.1 to 79.0 Percent of Time	53	8.8	15.9	14.9
0.0 to 40.0 Percent of Time	70	11.6	14.8	11.0

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

This year's Middletown students' performance on CMTs reflects overall improvement in reading, mathematics and writing for elementary cohort groups (grade 3 to 4 and grade 4 to 5) at both Proficient and Goal and significant improvement in reading at both proficient and goal for the cohort group moving from grade 5 to grade 6. Overall performance on CMT and CAPT for the district in 2011 was comparable to 2010 performance with a slight overall improvement in reading performance. The district is now in the process of developing a new three-year District Improvement Plan (2011-2014) which will build on the successes of the first improvement plan (Data Teams and data-based decision-making) and focus on raising rigor in the district through the implementation of the new Common Core Curriculum in Language Arts and Mathematics. In this year of transition and development there will be continued focus on Tier 2 and Tier 3 intervention (SRBI), differentiation, and Effective Teaching Strategies

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