

STRATEGIC SCHOOL PROFILE 2009-10**Middletown School District**

MICHAEL J. FRECHETTE, Superintendent

Location: 311 Hunting Hill Avenue
Middletown,
Connecticut

Telephone: (860) 638-1401

Website: www.middletownschoools.org/

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.

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: 87.8%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

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.

STUDENT ENROLLMENT

Enrollment on October 1, 2009 5,181
5-Year Enrollment Change 0.5%

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	2,062	39.8	36.4	32.6
K-12 Students Who Are Not Fluent in English	105	2.1	3.5	5.4
Students Identified as Gifted and/or Talented*	386	7.4	4.0	4.1
PK-12 Students Receiving Special Education Services in District	543	10.4	12.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	398	85.2	75.1	80.5
Homeless	16	0.3	0.2	0.2
Juniors and Seniors Working 16 or More Hours Per Week	18	9.6	14.8	13.6

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

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	18	0.3
Asian American	295	5.7
Black	1,265	24.3
Hispanic	676	13.0
White	2,927	56.6
Total Minority	2,254	43.5

Percent of Minority Professional Staff: 6.5%

Non-English Home Language:

5.5% 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 42.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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 chose this past year to focus intensely upon meeting its district goal to close the achievement gap by thirty percent (30%) by implementing balanced literacy at the middle level and Scientifically Researched Based Intervention (SRBI) for grades K-9. The results were heartening: In one year, the district closed the gap K-8 in math by 31% and the gap in reading by 24%. 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;- 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, and partnerships with community organizations.

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
Grade 3 Reading	49.2	57.0	19.0
Writing	58.8	58.3	36.2
Mathematics	60.4	62.4	32.5
Grade 4 Reading	58.2	59.9	31.4
Writing	63.7	63.6	34.4
Mathematics	63.0	67.0	28.9
Grade 5 Reading	59.0	61.8	26.7
Writing	71.3	68.2	38.6
Mathematics	70.1	72.4	28.3
Science	54.5	59.4	21.1
Grade 6 Reading	68.4	74.9	21.5
Writing	61.8	65.9	28.0
Mathematics	64.7	70.7	23.3
Grade 7 Reading	72.4	77.4	23.4
Writing	61.9	61.2	35.7
Mathematics	61.1	68.5	23.4
Grade 8 Reading	63.5	73.3	17.2
Writing	59.7	62.6	28.7
Mathematics	58.5	67.3	19.7
Science	50.0	62.8	17.2

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.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

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
Reading Across the Disciplines	32.5	45.9	23.5
Writing Across the Disciplines	47.2	59.6	21.8
Mathematics	35.2	48.7	23.5
Science	35.5	45.3	26.5

For more detailed CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

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
	38.4	50.7	19.4

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		60.3	68.5	
Average Score	Mathematics	479	508	25.6
	Critical Reading	470	503	17.8
	Writing	472	506	19.4

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, Class of 2009	94.0	91.3	41.5
2008-09 Annual Dropout Rate for Grade 9 through 12	1.1	3.0	53.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	78.2	84.5
% Employed (Civilian Employment and in Armed Services)	8.7	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	325.63
Paraprofessional Instructional Assistants	5.70
Special Education	
Teachers and Instructors	51.60
Paraprofessional Instructional Assistants	104.00
Library/Media Specialists and/or Assistants	10.00
Staff Devoted to Adult Education	5.00
Administrators, Coordinators, and Department Chairs	
District Central Office	6.20
School Level	17.20
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	14.00
Counselors, Social Workers, and School Psychologists	27.05
School Nurses	16.60
Other Staff Providing Non-Instructional Services and Support	243.65

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	14.6	13.8
% with Master's Degree or Above	79.6	78.5	77.8

Average Class Size	District	DRG	State
Grade K	17.6	18.2	18.5
Grade 2	18.9	18.9	19.7
Grade 5	20.5	20.7	21.1
Grade 7	20.2	19.9	20.8
High School	20.2	19.8	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	974	982	992
Middle School	999	1,000	1,018
High School	1,015	1,002	1,006

*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*	4.1	3.7	3.2
Middle School	3.0	2.6	2.5
High School	1.7	2.3	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$41,626	\$8,102	\$7,819	\$7,898	\$7,829
Instructional Supplies and Equipment	\$1,291	\$251	\$274	\$242	\$279
Improvement of Instruction and Educational Media Services	\$1,823	\$355	\$474	\$380	\$459
Student Support Services	\$3,420	\$666	\$863	\$900	\$859
Administration and Support Services	\$5,377	\$1,047	\$1,405	\$1,379	\$1,426
Plant Operation and Maintenance	\$8,960	\$1,744	\$1,469	\$1,492	\$1,462
Transportation	\$6,065	\$1,143	\$701	\$693	\$694
Costs for Students Tuitioned Out	\$5,153	N/A	N/A	N/A	N/A
Other	\$1,333	\$259	\$163	\$176	\$162
Total	\$75,047	\$14,115	\$13,458	\$13,462	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$28,602	\$5,567	\$1,864	\$2,044	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$16,187,177	21.6	22.3	20.7

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	60.3	36.2	2.8	0.8
Excluding School Construction	67.5	27.6	3.9	1.1

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.

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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	610
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.5%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	39	0.7	1.0	1.0
Learning Disability	198	3.7	3.9	3.9
Intellectual Disability	35	0.7	0.5	0.5
Emotional Disturbance	67	1.3	1.1	1.0
Speech Impairment	123	2.3	2.5	2.2
Other Health Impairment*	92	1.7	2.3	2.1
Other Disabilities**	56	1.1	1.1	0.9
Total	610	11.5	12.4	11.6

*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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2008-09 with a Standard Diploma	63.6	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	0.5	4.1

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	14.1	31.6	61.3	67.5
	Writing	11.7	19.6	63.0	63.3
	Mathematics	17.3	32.9	63.1	68.1
	Science	7.1	23.7	52.4	61.1
CAPT	Reading Across the Disciplines	6.9	13.8	32.5	45.9
	Writing Across the Disciplines	20.6	16.8	47.2	59.6
	Mathematics	13.8	16.7	35.2	48.7
	Science	12.8	13.0	35.5	45.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	21.9
	% With Accommodations	78.1
CAPT	% Without Accommodations	17.6
	% With Accommodations	82.4
% Assessed Using Skills Checklist		8.2

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	16	2.6
Private Schools or Other Settings	98	16.1

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	500	82.0	70.1	73.4
40.1 to 79.0 Percent of Time	40	6.6	15.3	15.3
0.0 to 40.0 Percent of Time	70	11.5	14.6	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

This year's Middletown students' performance on CMTs reflects overall improvement in reading and mathematics, with a slight decline in writing. Grades 3-8 performance reflects a 5.0% improvement in reading, and 6.0% improvement in mathematics. This is gratifying, given the district's continued emphasis on reading. Although CAPT 2010 performance declined slightly overall, sub-group performance improved – as it did with CMTs. This marked improvement in CMT Reading and Mathematics and narrowing of the achievement gap in Reading by 24% and in Math by 31% resulted in both middle schools achieving AYP (Woodrow Wilson for the first time) and the district achieving Safe Harbor. In addition, three elementary schools, Bielefield, Snow and Spencer who were in Year 1 “In Need of Improvement” in 2009, all achieved AYP. The district now moves into the third and final year of implementation of its District Improvement Plan and its second full-year of implementation of its eleven School Improvement Plans. The 2009 -10 school year's focus of Tier 2 and Tier 3 intervention (SRBI), differentiation, and Effective Teaching Strategies raised achievement for all students and resulted in a significant narrowing of the achievement gap. This year's continued focus on Tier 2 and Tier 3 intervention (SRBI), differentiation, and Effective Teaching Strategies.
