

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



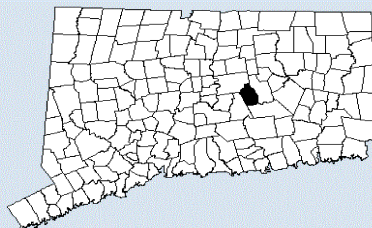
Marlborough School District

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

District Information

| | |
|-------------------------------------|-------------|
| Grade Range | PK-6 |
| Number of Schools/Programs | 1 |
| Enrollment | 448 |
| Per Pupil Expenditures ¹ | \$16,230 |
| Total Expenditures ¹ | \$7,595,546 |

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 | 222 | 49.6 | 48.4 |
| Male | 226 | 50.4 | 51.6 |
| American Indian or Alaska Native | * | * | 0.3 |
| Asian | * | * | 5.2 |
| Black or African American | 8 | 1.8 | 12.7 |
| Hispanic or Latino of any race | 28 | 6.3 | 26.9 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0 | 0.1 |
| Two or More Races | 15 | 3.3 | 3.8 |
| White | 388 | 86.6 | 51.1 |
| English Learners | 6 | 1.3 | 8.3 |
| Eligible for Free or Reduced-Price Meals | 73 | 16.3 | 43.3 |
| Students with Disabilities ³ | 52 | 11.6 | 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 | 13 | 6.1 | 0 | 0.0 |
| Male | 19 | 8.9 | * | * |
| Black or African American | * | * | 0 | * |
| Hispanic or Latino of any race | * | * | 0 | 0.0 |
| White | 29 | 7.9 | * | * |
| English Learners | * | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | * | * | 0 | 0.0 |
| Students with Disabilities | * | * | * | * |
| District | 32 | 7.5 | * | * |
| State | | 12.2 | | 4.9 |

Number of students in 2018-19 qualified as truant under state statute: 22

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 | 31.3 |
| Paraprofessional Instructional Assistants | 4.0 |
| Special Education | |
| Teachers and Instructors | 3.8 |
| Paraprofessional Instructional Assistants | 14.3 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 1.5 |
| School Level | 2.0 |
| Library/Media | |
| Specialists (Certified) | 1.0 |
| Support Staff | 0.5 |
| Instructional Specialists Who Support Teachers | 1.0 |
| Counselors, Social Workers and School Psychologists | 1.8 |
| School Nurses | 1.0 |
| Other Staff Providing Non-Instructional Services/Support | 23.2 |

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 | 0 | 0.0 | 0.1 |
| Asian | 0 | 0.0 | 1.2 |
| Black or African American | 0 | 0.0 | 4.0 |
| Hispanic or Latino of any race | 0 | 0.0 | 4.1 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0 | 0.1 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 44 | 100.0 | 90.4 |

Classroom Teacher Attendance: 2018-19

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 9.6 | 10.4 |

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

| | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism | * | * |
| Emotional Disturbance | * | * |
| Intellectual Disability | 0 | 0 |
| Learning Disability | 16 | 76.2 |
| Other Health Impairment | 6 | * |
| Other Disabilities | * | * |
| Speech/Language Impairment | 8 | * |
| District | 34 | 72.3 |
| State | | 67.8 |

² 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 | * | * | 2.0 |
| Emotional Disturbance | * | * | 1.1 |
| Intellectual Disability | * | * | 0.5 |
| Learning Disability | 21 | 4.8 | 5.7 |
| Other Health Impairment | 7 | 1.6 | 3.3 |
| Other Disabilities | * | * | 1.1 |
| Speech/Language Impairment | 10 | 2.3 | 1.8 |
| All Disabilities | 52 | 11.9 | 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 | * | * | 8.2 |
| Private Schools or Other Settings | N/A | N/A | 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 | \$4,933,349 | \$10,541 | \$10,923 |
| Support services - students | \$474,859 | \$1,058 | \$1,277 |
| Support services - instruction | \$239,190 | \$533 | \$682 |
| Support services - general administration | \$252,469 | \$562 | \$467 |
| Support services - school based administration | \$506,879 | \$1,129 | \$1,021 |
| Central and other support services | \$202,038 | \$450 | \$679 |
| Operation and maintenance of plant | \$678,078 | \$1,510 | \$1,718 |
| Student transportation services | \$308,685 | \$689 | \$1,288 |
| Food services | . | . | \$12 |
| Enterprise operations | . | . | \$163 |
| Minor school construction | . | . | \$59 |
| Total | \$7,595,546 | \$16,230 | \$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 | \$600,313 | 37.4 | 28.5 |
| Instructional Aide Salaries | \$275,685 | 17.2 | 10.1 |
| Other Salaries | \$121,241 | 7.6 | 11.1 |
| Employee Benefits | \$165,868 | 10.3 | 13.0 |
| Purchased Services Other Than Transportation | \$164,170 | 10.2 | 5.7 |
| Special Education Tuition | \$181,694 | 11.3 | 22.5 |
| Supplies | \$13,010 | 0.8 | 0.6 |
| Property Services | . | . | 0.3 |
| Purchased Services For Transportation | \$69,186 | 4.3 | 8.0 |
| Equipment | \$7,855 | 0.5 | 0.2 |
| All Other Expenditures | \$4,985 | 0.3 | 0.1 |
| Total | \$1,604,007 | 100.0 | 100.0 |
| Percent of Total Expenditures Used for Special Education | | 21.1 | 24.6 |

Expenditures by Revenue Source⁴: 2018-19

| | Percent of Total (%) Excluding School Construction |
|-----------------|--|
| Local | 77.8 |
| State | 19.8 |
| Federal | 2.3 |
| Tuition & Other | . |

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

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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 | . | 100% | 60.4% |
| | Oral | . | 100% | 57.6% |
| Chronic Absenteeism | All Students | 7.5% | <=5% | 12.2% |
| | High Needs Students | 6.3% | <=5% | 18.0% |
| Preparation for CCR | % Taking Courses | . | 75% | 80.4% |
| On-track to High School Graduation | | . | 94% | 88.4% |
| 4-year Graduation All Students (2019 Cohort) | | . | 94% | 88.5% |
| 6-year Graduation - High Needs Students (2017 Cohort) | | . | 94% | 84.5% |
| Postsecondary Entrance (Class of 2019) | | . | 75% | 71.5% |
| Arts Access | | . | 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 | . | . | . | . | . |

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](#)

District Profile and Performance Report for School Year 2019-20

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 families 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.

Communication with our families and the community is a critical component of our structure. From the beginning of the year to March 13th, families received weekly letters written by administration highlighting events and showcasing successes that happened during the week. Along with the weekly letter, we also had a series of committees that were supported by families, students, and staff in our building. Our School Advisory Committee met quarterly focusing on school structure, a Brunch Bunch focused on successes and the direction for our school lunch program, and an Operations and Safety Committee provided reflection and support on our school safety and climate plans. Starting on March 16th, the first day of our COVID closure, until the last day of school, the importance of daily communication to families and the community became our priority. Daily communication with families allowed us to keep our families and children close, during a time of great uncertainty.

Effective programming for each student in our building is a top priority. Multiple data points and educator and parent knowledge are combined to plan effective programming for our students. The entire staff, both special educators, curriculum specialists, classroom teachers, and parents, work together through the Early Intervention Process, to create and monitor plans for students that require extra support to achieve grade level benchmarks academically, socially and emotionally. Identified students have individualized plans created, implemented and continuously monitored to ensure growth in all identified areas. The Special Education team meets on a monthly basis to review student programs, Special Education resources and all else related to the Special Education program for our students in Marlborough.

As a smaller school in a single school district, we have the distinct pleasure of knowing our students and families on a personal level. We work with families when there are attendance issues with students, and often have a very good understanding of why there may be situations that caused the attendance concerns. We meet with parents and guardians to lend assistance when needed to improve student attendance. Depending on the situation, our meetings will often include students. The COVID closure added more intensive outreach needs that were addressed immediately and followed up on over the months of distance learning.

One of our school-wide goals 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 (MES), the 2019-2020 school year was the sixth year of our Spanish program for all of our students in grades K-6. K-5 students get Spanish instruction two times per week and Grade 6 students receive one longer class session each week. Our Spanish Program has students immersed in classes where their depth of knowledge on vocabulary, language structures, and conversational strategies are built and reinforced by an amazing teacher whose highly interactive, almost full immersion approach has our children acquiring knowledge at an amazing rate. Distance Learning provided continued instruction on language acquisition goals.

Marlborough Public School is an equal opportunity employer that continues to recruit and retain staff dedicated to providing a curriculum that is rich in opportunities for our students to learn about and explore the world they live in. MES celebrated our first Virtual Multicultural Day in May, with an exploration of music from around the world. Children were able to upload their own additions to our virtual celebration.

During Distance Learning, all of our MES staff worked together to provide extensive opportunities for virtual support to all students. With the transition to learning at home, families were able to provide different degrees of support to their at-home learners. Through a large coordinated effort, time slots were made available for all interested families to provide individualized support for the child(ren). These individual sessions provided the 'in-person' touch that is such an integral part of learning.

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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.