

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17

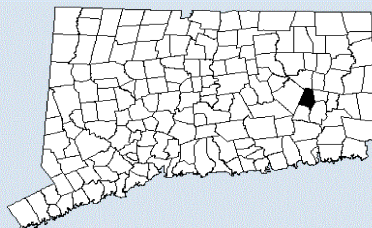


Franklin School District

860-642-6113 • www.franklinschoolct.org

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	163
Per Pupil Expenditures ¹	\$17,307
Total Expenditures ¹	\$2,976,839

¹Expenditure data reflect the 2015-16 year.

Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)
(2017® The College Board)

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Notes

Unless otherwise noted, all data are for 2016-17 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, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	83	50.9	48.4
Male	80	49.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.1
Black or African American	0	0.0	12.9
Hispanic or Latino	6	3.7	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	6	3.7	2.9
White	146	89.6	54.8
English Learners	0	0.0	6.8
Eligible for Free or Reduced-Price Meals	27	16.6	35.9
Students with Disabilities ¹	18	11.0	14.3

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	*	*	*	*
Male	*	*	*	*
Black or African American	N/A	N/A	N/A	N/A
Hispanic or Latino	0	*	0	*
White	9	6.8	8	5.4
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	9	6.0	8	4.8
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: Fewer than 6

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	13.1
Paraprofessional Instructional Assistants	5.0
Special Education	
Teachers and Instructors	0.6
Paraprofessional Instructional Assistants	3.0
Administrators, Coordinators and Department Chairs	
District Central Office	0.0
School Level	1.8
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	0.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	8.8

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	0	0.0	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	23	100.0	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.6	9.6

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	N/A	N/A
Learning Disability	6	*
Other Health Impairment	6	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	19	82.6
State		68.2

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	8	3.3	4.9
Other Health Impairment	7	2.9	2.9
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	25	10.3	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,608,674	9,633	9,663
Instructional Supplies and Equipment	17,797	107	321
Improvement of Instruction and Educational Media Services	39,578	237	578
Student Support Services	197,130	1,180	1,103
Administration and Support Services	402,696	2,411	1,861
Plant Operation and Maintenance	341,829	2,047	1,637
Transportation	226,176	836	877
Costs of Students Tuitioned Out	131,798	N/A	N/A
Other	11,161	67	201
Total	2,976,839	17,307	16,236

Additional Expenditures

Land, Buildings, and Debt Service	85,255	511	1,749
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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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	269,776	41.2	34.6
Noncertified Personnel	65,803	10.1	14.6
Purchased Services	45,301	6.9	5.8
Tuition to Other Schools	196,978	30.1	21.8
Special Ed. Transportation	24,460	3.7	8.5
Other Expenditures	52,383	8.0	14.7
Total Expenditures	654,701	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	75.3	74.8
State	23.0	23.4
Federal	1.6	1.6
Tuition & Other	0.1	0.2

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
Asian	*	*	*	*	*	*
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino	*	*	*	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	88	72.3	88	62.3	28	63.3
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	99	71.3	99	61.4	33	61.7
Eligible for Free or Reduced-Price Meals	20	61.0	20	51.8	*	*
Not Eligible for Free or Reduced-Price Meals	79	73.9	79	63.8	29	63.7
Students with Disabilities	11	*	11	*	*	*
Students without Disabilities	88	74.1	88	64.3	32	62.6
High Needs	26	58.6	26	50.1	*	*
Non-High Needs	73	75.8	73	65.4	28	64.9
District	99	71.3	99	61.4	33	61.7

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			
Grade 4			
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	*	*	*	N/A	53	96.2
Curl Up	*	*	*	N/A	53	90.6
Push Up	*	*	*	N/A	53	90.6
Mile Run/PACER	*	*	*	N/A	53	81.1
All Tests - District	*	*	*	N/A	53	73.6
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	71.3	75	47.5	50	95.0	67.1
	High Needs Students	58.6	75	39.0	50	78.1	55.9
Math Performance Index	All Students	61.4	75	40.9	50	81.8	62.2
	High Needs Students	50.1	75	33.4	50	66.7	50.5
Science Performance	All Students	61.7	75	41.1	50	82.2	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	69.8%	100%	69.8	100	69.8	55.4%
	High Needs Students	72.7%	100%	72.7	100	72.7	49.8%
Math Academic Growth	All Students	46.8%	100%	46.8	100	46.8	61.7%
	High Needs Students	55.5%	100%	55.5	100	55.5	53.7%
Chronic Absenteeism	All Students	6.0%	<=5%	48.0	50	96.0	9.9%
	High Needs Students	14.7%	<=5%	30.6	50	61.2	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		85.7%	94%	45.6	50	91.2	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		100.0% 73.6%	75%	49.1	50	98.1	92.0% 51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
Accountability Index				619.9	850	72.9	

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	58.6	16.4	16.7	
Math Performance Index Gap	65.4	50.1	15.3	18.7	
Science Performance Index Gap	64.9	N/A	.	16.6	
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	100.0
	High Needs Students	100.0
Math	All Students	100.0
	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: * **State: 50.2**

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

Franklin School District adopted a robust Strategic Advancement Plan as a result of an EASTCONN led, rigorous strategic planning process. The Strategic Planning Committee was comprised of community leadership members, parents, teachers, and administrators and included community, family, and student survey data. Additionally, the Committee hosted a well-advertised focus group which included a broad representation of the community.

As a result of Strategic Planning and other district initiatives, the Professional Development/Evaluation Committee drafted a professional learning plan and revised the teacher evaluation plan. Throughout the year, home/school communication was increased and improved, including the publication of a monthly newsletter, the Patriot Press. Additionally, a monthly staff newsletter was developed and published.

The District continues to use PowerSchool, School Messenger, and School Rack to provide families with easy access to their child's progress and important information. The PowerSchool and School Messenger online systems generate a daily communication to families of students who are absent as well as generate report information for the district regarding individual student attendance. Some teachers use other means to provide meaningful communication, including Bloomz, district provided email, and home/school folders. Teachers continue to provide families with ideas and activities that will assist them to support their children with projects, homework and other academic endeavors through flyers, email, and other communications. All teachers have office hours three times monthly to provide opportunities for student assistance and parent meetings as well as a district-provided email for electronic communication with families.

School improvements included increasing student academic periods by eliminating study halls incorporating SRBI/Enrichment periods. Staff used district-wide benchmark assessment data to identify and meet the diverse needs of the student population. Franklin Elementary School continues to use a PBIS based approach to student discipline. Data is collected and analyzed through the web-based SWIS program which continues to provide school, class, and individual data for on-going focus on improving student behavior outcomes and identifying school climate and other needs.

Franklin continues to increase time with non-disabled peers for all student with exceptionalities. Professional development opportunities are provide for all staff to improve learning outcomes for student with disabilities in the least restrictive environment. Additionally, we have increased and provided support staff with professional development so that they may provide greater academic, social/emotional, and behavior support for our students in all settings. .

Efforts to Reduce Racial, Ethnic and Economic Isolation

Spanish is being taught in fifth through eighth grade. Cultural learning, celebrations, and history are explored and taught together with both oral and written fluency and comprehension. Our middle school students examine the culture and history of the world and our nation through their social studies curriculum and lessons. The eighth grade studies American History and our Nation's Capital throughout the year. With the support of our families, eighth grade students travel to Washington, D.C. for three days. Our library collection contains a variety of multi-cultural authors and titles and our twice annual Scholastic Book Fair includes a large variety of high-interest, multi-cultural titles for our students and families. Our students have the opportunity to choose from three high schools. Teachers are encouraged to attend and participate in multi-cultural professional learning opportunities. Additionally, teachers are encouraged to purchase books and art/instructional supplies that represent a variety of cultures and ethnicities. Our art teacher develops and implements a number of art projects with students throughout the year that examine and express cultural arts such as the symmetry of elephant painting from India.

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Equitable Allocation of Resources among District Schools

Franklin Public School District consists of one prekindergarten through eighth grade school (Franklin Elementary School). Our high school students continue to have a choice of Norwich Free Academy, Lyman Memorial High School, or Norwich Tech and may apply for spaces available at many of the regional choice/magnet high schools.