

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



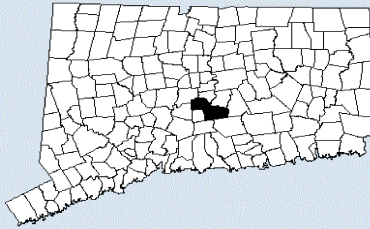
Middletown School District

Ms. Patricia Charles, Superintendent • 860-638-1401 • www.middletownschoools.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	26
Enrollment	4,701
Per Pupil Expenditures ¹	\$16,528
Total Expenditures ¹	\$85,449,088

¹Expenditure data reflect the 2014-15 year.



Community Information

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

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)
[District and School Performance Reports](#)
[Special Education Annual Performance Reports](#)
[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,275	48.4	48.3
Male	2,426	51.6	51.6
American Indian or Alaska Native	*	*	0.2
Asian	215	4.6	4.9
Black or African American	953	20.3	12.8
Hispanic or Latino	815	17.3	23.0
Pacific Islander	*	*	0.0
Two or More Races	277	5.9	2.7
White	2,424	51.6	55.9
English Learners	172	3.7	6.4
Eligible for Free or Reduced-Price Meals	1,968	41.9	38.0
Students with Disabilities ¹	639	13.6	13.7

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	182	8.2	124	5.4
Male	233	9.9	259	10.5
Black or African American	99	10.8	131	13.8
Hispanic or Latino	111	13.9	126	15.2
White	168	7.1	103	4.2
English Learners	21	11.7	14	7.6
Eligible for Free or Reduced-Price Meals	292	14.0	297	13.7
Students with Disabilities	108	18.5	91	13.1
District	415	9.1	383	8.1
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 551

Number of school-based arrests: Fewer than 6

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	301.0
Paraprofessional Instructional Assistants	56.7
Special Education	
Teachers and Instructors	48.4
Paraprofessional Instructional Assistants	135.6
Administrators, Coordinators and Department Chairs	
District Central Office	10.0
School Level	19.2
Library/Media	
Specialists (Certified)	5.5
Support Staff	6.0
Instructional Specialists Who Support Teachers	25.1
Counselors, Social Workers and School Psychologists	32.4
School Nurses	20.5
Other Staff Providing Non-Instructional Services/Support	221.8

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	7	1.6	1.0
Black or African American	13	2.9	3.5
Hispanic or Latino	10	2.2	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	418	93.3	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.4	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	31	47.7	63	73.3
Hispanic or Latino	20	48.8	34	69.4
White	114	64.8	133	76.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	66	51.2	97	66.0
Students with Disabilities	21	51.2	25	37.3
District	179	58.3	254	74.3
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	41	57.7
Emotional Disturbance	26	37.1
Intellectual Disability	17	50.0
Learning Disability	161	89.0
Other Health Impairment	106	86.2
Other Disabilities	15	48.4
Speech/Language Impairment	87	93.5
District	453	75.1
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	74	1.5	1.6
Emotional Disturbance	70	1.4	1.0
Intellectual Disability	34	0.7	0.5
Learning Disability	181	3.7	4.6
Other Health Impairment	123	2.5	2.8
Other Disabilities	51	1.0	1.0
Speech/Language Impairment	110	2.2	1.9
All Disabilities	643	13.0	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	47,064,130	9,956	9,387
Instructional Supplies and Equipment	1,375,902	291	318
Improvement of Instruction and Educational Media Services	1,843,516	390	541
Student Support Services	4,227,024	894	1,048
Administration and Support Services	6,284,871	1,330	1,790
Plant Operation and Maintenance	8,615,782	1,823	1,608
Transportation	7,281,449	1,413	845
Costs of Students Tuitioned Out	7,128,222	N/A	N/A
Other	1,628,192	344	194
Total	85,449,088	16,528	15,762

Additional Expenditures

Land, Buildings, and Debt Service	5,030,383	1,064	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,490,890	27.2	35.1
Noncertified Personnel	2,731,578	13.6	14.5
Purchased Services	931,690	4.6	5.5
Tuition to Other Schools	5,871,551	29.1	21.6
Special Ed. Transportation	2,669,489	13.2	8.3
Other Expenditures	2,460,515	12.2	15.0
Total Expenditures	20,155,713	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	68.2	66.4
State	26.9	28.5
Federal	3.4	3.6
Tuition & Other	1.5	1.6

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	*	*	*	*	*	*
Asian	86	78.0	86	73.6	43	63.2
Black or African American	454	56.1	453	46.7	205	44.0
Hispanic or Latino	378	56.9	378	50.3	132	46.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	136	65.6	136	58.3	56	54.4
White	1241	70.4	1240	64.0	519	56.7
English Learners	72	50.4	72	46.9	19	*
Non-English Learners	2229	65.8	2227	58.7	940	52.9
Eligible for Free or Reduced-Price Meals	1025	57.1	1023	49.5	420	45.9
Not Eligible for Free or Reduced-Price Meals	1276	71.9	1276	65.4	539	57.9
Students with Disabilities	315	41.5	314	35.9	144	34.6
Students without Disabilities	1986	69.1	1985	61.9	815	55.9
High Needs	1144	56.2	1142	48.9	475	45.0
Non-High Needs	1157	74.3	1157	67.6	484	60.2
District	2301	65.3	2299	58.3	959	52.7

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	82.2	72.8	82.8	91.3	1,235	82.2
Curl Up	81.0	70.9	88.8	84.9	1,235	81.2
Push Up	66.5	49.8	61.1	54.4	1,235	58.1
Mile Run/PACER	62.4	76.1	64.6	68.1	1,235	67.7
All Tests - District	37.9	34.3	48.1	53.4	1,235	43.1
All Tests - State	50.6	49.8	50.6	51.1		50.5

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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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	84	86.9	73.9	Yes	76.4
Hispanic or Latino	35	77.1	75.0	Yes	77.3
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	164	83.5	69.1	Yes	72.2
Students with Disabilities	48	52.1	68.3	No	71.5
District	315	88.3	82.5	Yes	84.0
State ⁴		87.2			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.1	103	33.9
Male	89.9	102	29.6
Black or African American	90.7	24	15.9
Hispanic or Latino	93.3	17	18.9
White	93.7	144	41.1
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	93.1	47	17.0
Students with Disabilities	55.3	*	*
District	92.8	205	31.6
State	95.6		40.7

⁵College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	73.5	91.7
Male	58.3	86.7
Black or African American	53.0	82.4
Hispanic or Latino	*	85.7
White	73.9	90.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	55.1	79.4
Students with Disabilities	25.0	*
District	66.1	89.5
State	71.9	88.3

⁷College 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.

⁸College 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

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	65.3	75	43.5	50	87.1	67.7
	High Needs Students	56.2	75	37.4	50	74.9	56.7
Math Performance Index	All Students	58.3	75	38.9	50	77.8	61.4
	High Needs Students	48.9	75	32.6	50	65.2	49.9
Science Performance Index	All Students	52.7	75	35.1	50	70.3	57.5
	High Needs Students	45.0	75	30.0	50	60.0	47.0
ELA Academic Growth	All Students	58.6%	100%	58.6	100	58.6	63.8%
	High Needs Students	56.3%	100%	56.3	100	56.3	58.3%
Math Academic Growth	All Students	57.3%	100%	57.3	100	57.3	65.0%
	High Needs Students	53.4%	100%	53.4	100	53.4	57.4%
Chronic Absenteeism	All Students	9.1%	<=5%	41.9	50	83.8	9.6%
	High Needs Students	14.0%	<=5%	32.0	50	63.9	15.6%
Preparation for CCR	% Taking Courses	66.7%	75%	44.5	50	89.0	67.6%
	% Passing Exams	31.6%	75%	21.1	50	42.1	40.7%
On-track to High School Graduation		87.6%	94%	46.6	50	93.2	85.1%
4-year Graduation All Students (2015 Cohort)		88.3%	94%	93.9	100	93.9	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		81.4%	94%	86.6	100	86.6	78.6%
Postsecondary Entrance (Class of 2015)		66.1%	75%	88.1	100	88.1	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.6% 43.1%	75%	28.7	50	57.4	89.2% 50.5%
Arts Access		42.2%	60%	35.1	50	70.3	47.5%
Accountability Index				961.6	1350	71.2	

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?					Y
ELA Performance Index Gap	74.3	56.2	18.2	16.5	
Math Performance Index Gap	67.6	48.9	18.8	18.9	
Science Performance Index Gap	60.2	45.0	15.2	17.2	
Graduation Rate Gap	92.1%	81.4%	10.6%	15.3%	N

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	99.1
	High Needs Students	98.5
Math	All Students	98.9
	High Needs Students	98.2
Science	All Students	99.3
	High Needs Students	98.6

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: 47.5

State: 51.4

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

At the secondary level we have several initiatives targeting areas for growth. One of those areas is in improving the information provided to parents and students in our transition programs. The Transition Services Information night hosts local vendors and state agencies for parents and students to ask questions and make connections for planning purposes. Addressing the rapidly growing rate of students with school refusal issues or mental health challenges is also an area of focus. We contracted with Effective School Solutions to provide a clinical/therapeutic model for students with mental health needs in grades 6-12. Building a strong beginning is an ongoing focus for the Early Childhood Educators and Health providers in Middletown. To keep parents engaged and to address their concerns, preschool has a parent advisory board that provides for program planning and curriculum which includes resources and suggestions for parents of children with special needs. This year, a Social Worker was added to the Early Childhood Assessment Team to reach out to disenfranchised parents who need support. At the elementary school level, a Special Education Instructional Support Teacher was hired to coach special education teachers, in grades preschool-6 and non-tenured staff, during their specialized support instruction. System-wide, Board Certified Behavior Analysts (BCBAs) were hired to address programming for students with behavior challenges. They are also supporting teachers in learning how to implement behavior intervention plans as well as adding to their repertoire of positive strategies.

District Partnership Coordinator provides professional development, resources, and best practices using NNPS Framework and the Dual Capacity Framework for Family School Partnerships. All schools developed School Family Community Compacts. Best practices around Chronic Absenteeism include outreach to families: start of year attendance letters, fliers in English and Spanish, communications/FAQs on truancy policy/letters, attendance committees at schools, and home visiting and Kindergarten Attendance Liaisons. Professional development was provided on cultural competencies and school climate. Activities to engage parents in planning and improvement of school programs include: training Governance Councils on team startup, elections, bylaws and developing annual goals tied to School Improvement Plans; Parent Leadership programs- Parents Supporting Educational Excellence (PSEE) and People Empowering People (PEP). Partnership Coordinator is a liaison to parents and community through collaboration with PTA/O's, Governance Councils, and community and business partners. Parents and community members serve on a variety of committees. Activities undertaken to support parents in working at home with their children on learning activities include: Pilot Forums for Parent Teacher Home Visiting, Twitter and Facebook. Website includes parent resources: Common Core, Parenting Daily Tips, etc. Family School Connection and Family Resource Centers are at two schools and support family learning and home visitation and resource referral. All Pro Dad program at 4 schools supports dads in their role as caregivers. Partnership with the Ministry Alliance establishes "trusted partners" to help schools in the outreach and support to families.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Middletown Schools offers programs for students, staff, parents, and community members designed to enrich interaction and understanding among Middletown's diverse educational community. After years of revising and reporting out on the district's District Improvement 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 goal to close the achievement gap. Balanced literacy in grades PreK-11, Scientifically Researched Based Interventions (SRBI) and the rigorous CT Core Curriculum and STEM curricula are fully implemented. The district data shows the narrowing of the achievement gap since 2006 has improved in reading, writing, and mathematics. The district continues to develop staff cultural competence. The work is based off of Gary Howard's guide to equity, "We Can't Teach What We Don't Know." Middletown continues 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, After School Academic Enrichment Programs at Title I schools, Pride Patrol, 21st Century After School programs, X-Men and Wonder Women clubs at Woodrow Wilson continue to promote multicultural appreciation and self-respect. Middletown 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 School Data Teams continue to be involved in a "Courageous Conversation" Initiative around diversity, cultural sensitivity, and high expectations for all students. The Cultural Council organizes and offer programs in multicultural music, dance, drama, and the arts in all schools. The district has purchased PowerSchool, Pearson Inform, and NWEA to progress monitor student achievement and disaggregate data to better inform the progress of all our students; particularly students who are at risk. Due to the Title I funding the district has become more aggressive in pursuing grants and drawing upon its own resources to close the achievement 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.