

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20

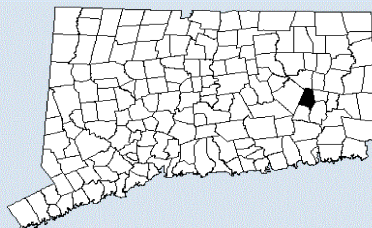


Franklin School District

Mr. Lawrence Fenn, Superintendent • 860-642-6113 • www.franklinschoolct.org

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	160
Per Pupil Expenditures ¹	\$18,694
Total Expenditures ¹	\$4,243,565

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	*	*	48.4
Male	86	53.8	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	12	7.5	26.9
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	7	4.4	3.8
White	135	84.4	51.1
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	32	20.0	43.3
Students with Disabilities ³	8	5.0	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	*	*	0	0.0
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	0	*	*	*
White	10	8.5	*	*
English Learners	0	0.0	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	0	*
District	10	7.0	*	*
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: 6

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	13.7
Paraprofessional Instructional Assistants	6.0
Special Education	
Teachers and Instructors	1.3
Paraprofessional Instructional Assistants	3.5
Administrators, Coordinators and Department Chairs	
District Central Office	0.4
School Level	1.5
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	1.1
Counselors, Social Workers and School Psychologists	0.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	5.1

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	1	4.6	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	21	95.5	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.2	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	N/A	N/A
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	0	0
District	6	*
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	0	0.0	5.7
Other Health Impairment	*	*	3.3
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	11	5.2	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	*	*	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	\$2,879,796	\$12,686	\$10,923
Support services - students	\$98,372	\$639	\$1,277
Support services - instruction	\$77,766	\$505	\$682
Support services - general administration	\$288,778	\$1,875	\$467
Support services - school based administration	\$111,132	\$722	\$1,021
Central and other support services	\$66,175	\$430	\$679
Operation and maintenance of plant	\$489,085	\$3,176	\$1,718
Student transportation services	\$232,462	\$1,057	\$1,288
Food services	.	.	\$12
Enterprise operations	.	.	\$163
Minor school construction	.	.	\$59
Total	\$4,243,565	\$18,694	\$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	\$220,369	35.6	28.5
Instructional Aide Salaries	\$72,052	11.6	10.1
Other Salaries	.	.	11.1
Employee Benefits	\$41,885	6.8	13.0
Purchased Services Other Than Transportation	\$60,791	9.8	5.7
Special Education Tuition	\$205,975	33.3	22.5
Supplies	\$3,850	0.6	0.6
Property Services	.	.	0.3
Purchased Services For Transportation	\$14,522	2.3	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$619,444	100.0	100.0
Percent of Total Expenditures Used for Special Education		14.6	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	78.1
State	19.6
Federal	2.2
Tuition & Other	0.1

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	7.0%	<=5%	12.2%
	High Needs Students	13.5%	<=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](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

Franklin Elementary School is fully committed to providing the teaching and learning needed to improve student performance. Getting to know students and families is a key component of this approach. Each year, teachers seek out information from parents to share what they want us to know and their hopes and dreams for their children. A Parent Back-to-School Night is held in September to share expectations and student outcomes for the year. Our PTO meets to decide on various yearly projects and dedicates funds to enhance classroom instruction and school initiatives. Conferences are held for each student after the first marking period and again in spring. Email and open lines of communication between home and school allows teachers and parents to share questions/concerns at any time. Our weekly school news, Google Classroom program, FES News Productions, school website, and classroom newsletters keep parents informed about what we do and why we do it. Report cards and progress reports are offered four times a year and include assessment information so that parents have a clear understanding about how their child is performing in relation to grade-level benchmarks. We have also begun to utilize proficiency based report cards through grade 4. In 2020, Franklin Elementary School was identified as a State of CT School of distinction based on the 12 performance indicator metrics used for the School Performance Index for the 2018-2019 school year.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Each year the school population grows more diverse, and Franklin Elementary School's students have several educational opportunities to appreciate diverse racial, ethnic, and economic backgrounds. Some activities involve one class and one session; other projects were year-long ventures through which friendships with students from other communities were formed. This year launches Franklin Elementary School's involvement with the Dr. Martin Luther King, Jr Recognition Dinner. Two of Franklin Elementary School students represented our school and community at this very prestigious event. Last year also began our involvement in Project Unify, a branch of Special Olympics. Our athletes had the opportunity to participate in athletic and social events with other elementary and middle schools from urban settings and at high school events in the interest of preparing our students to transition to their secondary education experience. We also participate in the Connecticut Association of Schools Student Leadership Recognition Ceremony and the Connecticut Association of Boards of Education Award. It is our intent to continue to grow and improve with regard to experiences with programs that expand beyond the boundaries of our town. Our Choose Love character education program also fosters acceptance, empathy, and citizenship as a vital part of accepting and celebrating the richness of all cultures. Our students are also provided the opportunity to select from numerous regional high schools. We have recently expanded our list of high school choices to meet the diverse needs of more students from Franklin.

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Equitable Allocation of Resources among District Schools

Franklin Elementary School is the only school in the district. Our staff uses multiple source of information to improve student performance. During yearly goal setting they evaluate the effectiveness of grade level instructional improvement plans from the previous year using end-of-year benchmark data and SBA results to develop plans for the current year. Regular classroom trend visits, the teacher evaluation plan, and professional development based on the school improvement plan lead to growth for our staff. This included training on a new math program and current technologies to deliver content consistent with the CCSS. As a result, in 2020, Franklin Elementary School was identified as a State of CT School of Distinction as measured by the 12 performance indicators metrics for the School Performance level. FES fosters an environment addressing the academic, social/emotional, and physical needs for the "whole-child". This is enhanced through our thematic school-wide character education meetings, our responsive and restorative classroom techniques, and our high expectations for all students. FES now has a one-to-one take home device assigned to every student.