

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



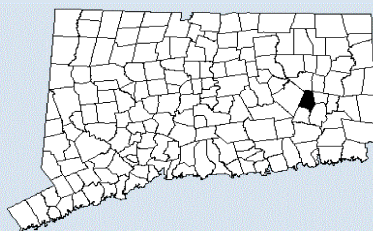
Franklin School District

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

District Information

| | |
|-------------------------------------|-------------|
| Grade Range | PK-8 |
| Number of Schools/Programs | 1 |
| Enrollment | 165 |
| Per Pupil Expenditures ¹ | \$18,200 |
| Total Expenditures ¹ | \$3,021,186 |

¹Expenditure data reflect the 2016-17 year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

| | Count | District Percent of Total (%) | State Percent of Total (%) |
|--|-------|-------------------------------------|----------------------------------|
| Female | * | * | 48.4 |
| Male | 83 | 50.3 | 51.6 |
| American Indian or Alaska Native | * | * | 0.3 |
| Asian | * | * | 5.1 |
| Black or African American | 7 | 4.2 | 12.8 |
| Hispanic or Latino | 8 | 4.8 | 24.8 |
| Pacific Islander | 0 | 0.0 | 0.1 |
| Two or More Races | 6 | 3.6 | 3.3 |
| White | 139 | 84.2 | 53.6 |
| English Learners | 0 | 0.0 | 7.2 |
| Eligible for Free or Reduced-Price Meals | 29 | 17.6 | 36.7 |
| Students with Disabilities ¹ | 12 | 7.3 | 14.8 |

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 | 0 | * | 0 | * |
| Hispanic or Latino | * | * | 0 | * |
| White | * | * | * | * |
| English Learners | N/A | N/A | N/A | N/A |
| Eligible for Free or Reduced-Price Meals | * | * | * | * |
| Students with Disabilities | 0 | * | * | * |
| District | * | * | * | * |
| State | | 10.7 | | 6.8 |

Number of students in 2016-17 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 | 11.6 |
| Paraprofessional Instructional Assistants | 4.0 |
| Special Education | |
| Teachers and Instructors | 1.0 |
| Paraprofessional Instructional Assistants | 3.0 |
| Administrators, Coordinators and Department Chairs | |
| District Central Office | 1.3 |
| School Level | 2.0 |
| 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 | 9.8 |

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 | 1.1 |
| Black or African American | 0 | 0.0 | 3.7 |
| Hispanic or Latino | 1 | 4.8 | 3.7 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 20 | 95.2 | 91.0 |

Classroom Teacher Attendance: 2016-17

| | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 8.9 | 10.5 |

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 | 0 | 0 |
| Learning Disability | * | * |
| Other Health Impairment | 6 | * |
| Other Disabilities | N/A | N/A |
| Speech/Language Impairment | * | * |
| District | 16 | * |
| State | | 68.6 |

³Ages 6-21

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Students with Disabilities by Primary Disability¹

| | District | | State |
|----------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Autism | * | * | 1.8 |
| Emotional Disturbance | * | * | 1.1 |
| Intellectual Disability | * | * | 0.5 |
| Learning Disability | * | * | 5.2 |
| Other Health Impairment | 7 | 3.0 | 3.1 |
| Other Disabilities | * | * | 1.1 |
| Speech/Language Impairment | * | * | 1.8 |
| All Disabilities | 20 | 8.7 | 14.5 |

¹Grades K-12

Students with Disabilities Placed Outside of the District²

| | District | | State |
|-----------------------------------|----------|----------|----------|
| | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 9 | 45.0 | 8.3 |
| Private Schools or Other Settings | 0 | 0.0 | 5.2 |

²Grades K-12

Overall Expenditures:³ 2016-17

| | Total (\$) | Per Pupil | |
|---|------------|---------------|------------|
| | | District (\$) | State (\$) |
| Instructional Staff and Services | 1,578,601 | 9,744 | 9,847 |
| Instructional Supplies and Equipment | 24,427 | 151 | 287 |
| Improvement of Instruction and Educational Media Services | 58,819 | 363 | 589 |
| Student Support Services | 195,206 | 1,205 | 1,120 |
| Administration and Support Services | 431,543 | 2,664 | 1,905 |
| Plant Operation and Maintenance | 338,637 | 2,090 | 1,648 |
| Transportation | 264,900 | 1,019 | 904 |
| Costs of Students Tuitioned Out | 121,920 | N/A | N/A |
| Other | 7,133 | 44 | 208 |
| Total | 3,021,186 | 18,200 | 16,535 |

Additional Expenditures

| | | | |
|-----------------------------------|--------|-----|-------|
| Land, Buildings, and Debt Service | 82,975 | 512 | 1,393 |
|-----------------------------------|--------|-----|-------|

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2016-17

| | District | | State |
|----------------------------|------------|----------------------|----------------------|
| | Total (\$) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel | 270,977 | 38.6 | 33.8 |
| Noncertified Personnel | 76,970 | 11.0 | 14.5 |
| Purchased Services | 51,956 | 7.4 | 5.5 |
| Tuition to Other Schools | 181,889 | 25.9 | 23.4 |
| Special Ed. Transportation | 62,746 | 8.9 | 8.7 |
| Other Expenditures | 57,091 | 8.1 | 14.1 |
| Total Expenditures | 701,629 | 100.0 | 100.0 |

Expenditures by Revenue Source:⁴ 2016-17

| | Percent of Total (%) | |
|-----------------|-------------------------------|-------------------------------|
| | Including School Construction | Excluding School Construction |
| Local | 73.4 | 72.8 |
| State | 25.0 | 25.5 |
| Federal | 1.5 | 1.6 |
| Tuition & Other | 0.0 | 0.0 |

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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

| | English Language Arts(ELA) | | Math | |
|--|----------------------------|------|-------|------|
| | Count | DPI | Count | DPI |
| American Indian or Alaska Native | * | * | * | * |
| Asian | * | * | * | * |
| Black or African American | * | * | * | * |
| Hispanic or Latino | * | * | * | * |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A |
| Two or More Races | * | * | * | * |
| White | 85 | 72.2 | 85 | 60.8 |
| English Learners | 0 | N/A | 0 | N/A |
| Non-English Learners | 100 | 71.9 | 100 | 60.7 |
| Eligible for Free or Reduced-Price Meals | 20 | 59.6 | 20 | 57.0 |
| Not Eligible for Free or Reduced-Price Meals | 80 | 74.9 | 80 | 61.6 |
| Students with Disabilities | 10 | * | 10 | * |
| Students without Disabilities | 90 | 75.4 | 90 | 62.9 |
| High Needs | 26 | 56.3 | 26 | 53.4 |
| Non-High Needs | 74 | 77.3 | 74 | 63.2 |
| District | 100 | 71.9 | 100 | 60.7 |

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

| | NAEP 2017 | | NAEP 2013 |
|-----------------|-----------|---------|-----------|
| | Grade 4 | Grade 8 | Grade 12 |
| READING | | | |
| Connecticut | 43% | 44% | 50% |
| National Public | 35% | 35% | 36% |
| MATH | | | |
| Connecticut | 40% | 36% | 32% |
| National Public | 40% | 33% | 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 | HS | Count | Rate (%) |
| Sit & Reach | * | * | 65.0 | N/A | 46 | 76.1 |
| Curl Up | * | * | 70.0 | N/A | 46 | 76.1 |
| Push Up | * | * | 65.0 | N/A | 46 | 65.2 |
| Mile Run/PACER | * | * | 55.0 | N/A | 46 | 63.0 |
| All Tests - District | * | * | 55.0 | N/A | 46 | 60.9 |
| All Tests - State | 53.2 | 51.4 | 50.5 | 45.6 | | 50.1 |

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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

| Indicator | | Index/Rate | Target | Points Earned | Max Points | % Points Earned | State Average Index/Rate |
|---|---------------------|----------------|--------|---------------|------------|-----------------|--------------------------|
| ELA Performance Index | All Students | 71.9 | 75 | 47.9 | 50 | 95.8 | 67.6 |
| | High Needs Students | 56.3 | 75 | 37.5 | 50 | 75.1 | 57.5 |
| Math Performance Index | All Students | 60.7 | 75 | 40.4 | 50 | 80.9 | 62.7 |
| | High Needs Students | 53.4 | 75 | 35.6 | 50 | 71.2 | 52.0 |
| ELA Academic Growth | All Students | 60.0% | 100% | 60.0 | 100 | 60.0 | 60.7% |
| | High Needs Students | N/A | 100% | 0.0 | 0 | 0.0 | 55.6% |
| Math Academic Growth | All Students | 46.4% | 100% | 46.4 | 100 | 46.4 | 61.9% |
| | High Needs Students | N/A | 100% | 0.0 | 0 | 0.0 | 55.4% |
| Chronic Absenteeism | All Students | 3.4% | <=5% | 50.0 | 50 | 100.0 | 10.7% |
| | High Needs Students | 2.8% | <=5% | 50.0 | 50 | 100.0 | 16.6% |
| Preparation for CCR | % Taking Courses | N/A | 75% | 0.0 | 0 | 0.0 | 74.8% |
| | % Passing Exams | N/A | 75% | 0.0 | 0 | 0.0 | 44.8% |
| On-track to High School Graduation | | N/A | 94% | 0.0 | 0 | 0.0 | 87.5% |
| 4-year Graduation All Students (2017 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 87.9% |
| 6-year Graduation - High Needs Students (2015 Cohort) | | N/A | 94% | 0.0 | 0 | 0.0 | 81.8% |
| Postsecondary Entrance (Class of 2017) | | N/A | 75% | 0.0 | 0 | 0.0 | 70.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 100.0% 60.9% | 75% | 40.6 | 50 | 81.2 | 96.6% 50.1% |
| Arts Access | | N/A | 60% | 0.0 | 0 | 0.0 | 51.2% |
| Accountability Index | | | | 408.5 | 550 | 74.3 | |

| 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 | 75.0 | 56.3 | 18.7 | 15.9 | |
| Math Performance Index Gap | 63.2 | 53.4 | 9.8 | 18.2 | |
| Science Performance Index Gap | . | N/A | . | . | |
| 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: 51.5**

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 has been implementing a robust Five-Year Strategic 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 will develop and three year School Improvement Plans and continue adherence to the revised teacher evaluation plan. Throughout the year, home/school communication was increased and improved, including the publication of a monthly family newsletter, (The Patriot Press) weekly staff newsletters, parent emails, teacher and district websites, and .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 provided 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.

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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. We are also fostering relationships with our community library in order to share resources and offer programs.