

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



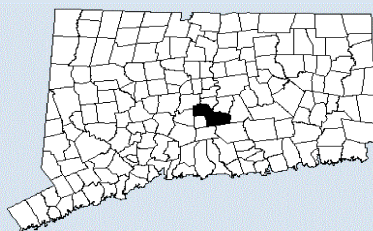
Middletown School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	23
Enrollment	4,588
Per Pupil Expenditures ¹	\$17,538
Total Expenditures ¹	\$88,547,591

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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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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,240	48.8	48.4
Male	2,348	51.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	209	4.6	5.1
Black or African American	906	19.7	12.8
Hispanic or Latino	912	19.9	24.8
Pacific Islander	*	*	0.1
Two or More Races	345	7.5	3.3
White	2,202	48.0	53.6
English Learners	173	3.8	7.2
Eligible for Free or Reduced-Price Meals	2,045	44.6	36.7
Students with Disabilities ¹	638	13.9	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	218	9.9	114	5.1
Male	215	9.5	225	9.5
Black or African American	117	13.0	121	13.1
Hispanic or Latino	115	13.1	87	9.4
White	154	7.3	96	4.4
English Learners	15	8.5	13	7.3
Eligible for Free or Reduced-Price Meals	319	14.0	266	10.9
Students with Disabilities	116	19.5	88	12.5
District	433	9.7	339	7.3
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 467

Number of school-based arrests: 9

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	295.5
Paraprofessional Instructional Assistants	52.7
Special Education	
Teachers and Instructors	51.0
Paraprofessional Instructional Assistants	195.0
Administrators, Coordinators and Department Chairs	
District Central Office	14.1
School Level	20.0
Library/Media	
Specialists (Certified)	7.1
Support Staff	4.0
Instructional Specialists Who Support Teachers	19.3
Counselors, Social Workers and School Psychologists	33.0
School Nurses	22.5
Other Staff Providing Non-Instructional Services/Support	205.0

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	9	2.0	1.1
Black or African American	17	3.8	3.7
Hispanic or Latino	14	3.1	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	407	91.1	91.0

Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.9	10.5

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	45	62.5	65	90.3
Hispanic or Latino	27	55.1	38	70.4
White	130	76.5	160	89.9
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	88	58.3	124	80.5
Students with Disabilities	23	56.1	45	72.6
District	223	69.9	291	86.6
State		69.3		80.1

²College-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 Peers³

	Count	Rate (%)
Autism	41	53.2
Emotional Disturbance	38	55.9
Intellectual Disability	11	31.4
Learning Disability	146	88.0
Other Health Impairment	107	82.9
Other Disabilities	10	43.5
Speech/Language Impairment	94	95.9
District	447	75.0
State		68.6

³Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	87	1.8	1.8
Emotional Disturbance	68	1.4	1.1
Intellectual Disability	35	0.7	0.5
Learning Disability	166	3.4	5.2
Other Health Impairment	132	2.7	3.1
Other Disabilities	44	0.9	1.1
Speech/Language Impairment	116	2.4	1.8
All Disabilities	648	13.5	14.5

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	40	6.2	8.3
Private Schools or Other Settings	57	8.8	5.2

²Grades K-12

Overall Expenditures:³ 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	49,364,828	10,676	9,847
Instructional Supplies and Equipment	1,123,454	243	287
Improvement of Instruction and Educational Media Services	1,960,658	424	589
Student Support Services	4,473,166	967	1,120
Administration and Support Services	6,983,126	1,510	1,905
Plant Operation and Maintenance	8,851,025	1,914	1,648
Transportation	7,167,561	1,418	904
Costs of Students Tuitioned Out	7,039,447	N/A	N/A
Other	1,584,326	343	208
Total	88,547,591	17,538	16,535

Additional Expenditures

Land, Buildings, and Debt Service	3,329,659	720	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	6,206,140	28.0	33.8
Noncertified Personnel	3,395,989	15.3	14.5
Purchased Services	1,488,929	6.7	5.5
Tuition to Other Schools	5,806,850	26.2	23.4
Special Ed. Transportation	2,684,162	12.1	8.7
Other Expenditures	2,583,502	11.7	14.1
Total Expenditures	22,165,572	100.0	100.0

Expenditures by Revenue Source:⁴ 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	69.7	68.8
State	25.1	25.8
Federal	3.9	4.0
Tuition & Other	1.3	1.3

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	6	*	6	*
Asian	82	81.2	81	77.7
Black or African American	463	53.4	463	48.1
Hispanic or Latino	447	55.6	446	51.5
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	161	65.7	161	59.6
White	1089	69.6	1084	65.6
English Learners	126	57.3	126	56.2
Non-English Learners	2124	64.0	2117	59.3
Eligible for Free or Reduced-Price Meals	1141	56.3	1139	51.5
Not Eligible for Free or Reduced-Price Meals	1109	71.1	1104	67.0
Students with Disabilities	309	40.6	309	35.7
Students without Disabilities	1941	67.2	1934	62.9
High Needs	1251	55.7	1249	51.1
Non-High Needs	999	73.5	994	69.2
District	2250	63.6	2243	59.1

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	81.7	85.1	72.5	90.6	1,288	82.5
Curl Up	82.8	70.6	75.1	83.4	1,288	78.3
Push Up	62.8	50.3	73.5	66.5	1,288	63.4
Mile Run/PACER	58.9	81.1	66.8	59.2	1,288	66.0
All Tests - District	36.4	36.8	48.2	55.2	1,288	44.0
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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Cohort Graduation: Four-Year¹

	2016-17	
	Cohort Count ²	Rate (%)
Black or African American	74	87.8
Hispanic or Latino	55	81.8
English Learners	15	*
Eligible for Free or Reduced-Price Meals	176	88.1
Students with Disabilities	46	73.9
District	334	92.2
State		87.9

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

²Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	99.1	116	36.4
Male	94.0	123	36.6
Black or African American	93.8	19	13.2
Hispanic or Latino	93.2	15	14.6
White	98.6	174	50.0
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	95.4	66	21.6
Students with Disabilities	80.6	*	*
District	96.5	239	36.5
State	96.3		44.8

³College 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

⁴Participation 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.

Copyright © 2018 ACT, Inc. www.act.org

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

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College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	69.9	89.7
Male	64.6	81.0
Black or African American	74.2	80.4
Hispanic or Latino	46.4	79.2
White	71.6	87.0
English Learners	*	*
Eligible for Free or Reduced-Price Meals	55.0	81.3
Students with Disabilities	36.2	*
District	67.1	86.1
State	70.9	88.3

⁵College 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.

⁶College 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

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	63.6	75	42.4	50	84.8	67.6
	High Needs Students	55.7	75	37.1	50	74.3	57.5
Math Performance Index	All Students	59.1	75	39.4	50	78.8	62.7
	High Needs Students	51.1	75	34.1	50	68.2	52.0
ELA Academic Growth	All Students	53.7%	100%	53.7	100	53.7	60.7%
	High Needs Students	51.1%	100%	51.1	100	51.1	55.6%
Math Academic Growth	All Students	56.3%	100%	56.3	100	56.3	61.9%
	High Needs Students	54.2%	100%	54.2	100	54.2	55.4%
Chronic Absenteeism	All Students	9.7%	<=5%	40.6	50	81.1	10.7%
	High Needs Students	13.9%	<=5%	32.3	50	64.6	16.6%
Preparation for CCR	% Taking Courses	78.5%	75%	50.0	50	100.0	74.8%
	% Passing Exams	36.5%	75%	24.3	50	48.7	44.8%
On-track to High School Graduation		90.3%	94%	48.1	50	96.1	87.5%
4-year Graduation All Students (2017 Cohort)		92.2%	94%	98.1	100	98.1	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		91.6%	94%	97.5	100	97.5	81.8%
Postsecondary Entrance (Class of 2017)		67.1%	75%	89.4	100	89.4	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		97.0% 44.0%	75%	29.3	50	58.7	96.6% 50.1%
Arts Access		37.6%	60%	31.3	50	62.7	51.2%
Accountability Index				909.4	1250	72.7	

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	73.5	55.7	17.7	15.9	
Math Performance Index Gap	69.2	51.1	18.0	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	91.6%	2.4%	12.7%	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	98.9
	High Needs Students	98.9
Math	All Students	98.9
	High Needs Students	98.8
Science	All Students	99.2
	High Needs Students	98.8

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: 46.7

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

Building a strong beginning is an ongoing focus for the early childhood educators and health providers in Middletown. The Social Worker on the Early Childhood Assessment Team reaches out to disenfranchised parents who need support and connects them with community resources. At the elementary school level, the Special Education Instructional Support Teacher coaches special education teachers in grades preschool-6, and non-tenured staff, in the areas of planning, instruction and assessment. Teachers across the elementary and middle schools participated in specialized literacy and numeracy training. There is a district focus on transition supports and services at the secondary level. Professional development, sharing of new resources, and curriculum work are ongoing. The Middletown Transition Program, addressing the needs of the age 18-21 population, expanded opportunities for work experience, post secondary educational access, and daily life skills. Addressing the rapidly growing rate of students with school refusal issues or mental health challenges is ongoing. Middletown contracts with Effective School Solutions to provide a clinical/therapeutic model for students with mental health needs in grades 7-12. System-wide, additional Board Certified Behavior Analysts (BCBAs) and Behavior Technicians (BTs) were hired to address programming for students with behavior challenges. They support teachers in learning how to implement behavior intervention plans as well as adding to the repertoire of positive strategies. Professional development on de-escalation strategies was provided across the district to administrators, general education and special education teachers, and support staff. All special education teacher and pupil services staff focused on engaging parents in reviewing evaluations prior to Planning and Placement Team meetings, as well as writing comprehensive integrated evaluations.

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 Improvement Plan, with an 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, Guided Math in grades K-8, 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. Over the past two years, there has been an emphasis on developing 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 to include, After School Academic Enrichment Programs at Title I schools, Pride Patrol, 21st Century After School programs, advisory periods at Woodrow Wilson Middle School and Middletown High School 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 utilizes PowerSchool, Alpine 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. The district is researching the Equity Based budgeting model and plans to fully implement it in 2019-2020 SY.