

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



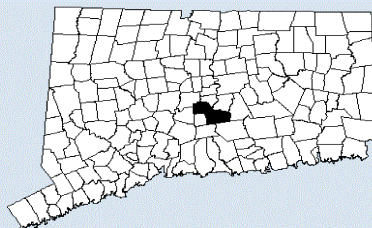
## Middletown School District

Dr. Michael Conner, Superintendent • 860-638-1401 • [www.middletownschoools.org/](http://www.middletownschoools.org/)

### District Information

|                                     |              |
|-------------------------------------|--------------|
| Grade Range                         | PK-12        |
| Number of Schools/Programs          | 23           |
| Enrollment                          | 4,640        |
| Per Pupil Expenditures <sup>1</sup> | \$17,929     |
| Total Expenditures <sup>1</sup>     | \$89,177,500 |

<sup>1</sup>Expenditure data reflect the 2017-18 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 2018-19 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](http://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, 2018 Enrollment<sup>2</sup>

|   | Count | District<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|---|-------|-------------------------------------|----------------------------------|
| Female                                    | 2,304 | 49.7                                | 48.4                             |
| Male                                      | 2,336 | 50.3                                | 51.6                             |
| American Indian or Alaska Native          | *     | *                                   | 0.3                              |
| Asian                                     | 228   | 4.9                                 | 5.2                              |
| Black or African American                 | 924   | 19.9                                | 12.8                             |
| Hispanic or Latino of any race            | 958   | 20.6                                | 25.8                             |
| Native Hawaiian or Other Pacific Islander | *     | *                                   | 0.1                              |
| Two or More Races                         | 377   | 8.1                                 | 3.6                              |
| White                                     | 2,143 | 46.2                                | 52.4                             |
| English Learners                          | 180   | 3.9                                 | 7.6                              |
| Eligible for Free or Reduced-Price Meals  | 2,009 | 43.3                                | 42.1                             |
| Students with Disabilities <sup>3</sup>   | 656   | 14.1                                | 15.4                             |

<sup>2</sup>This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup>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.

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

### Chronic Absenteeism and Suspension/Expulsion

|  | Chronic<br>Absenteeism <sup>4</sup> |          | Suspension/<br>Expulsion <sup>5</sup> |          |
|--|-------------------------------------|----------|---------------------------------------|----------|
|  | Count                               | Rate (%) | Count                                 | Rate (%) |
| Female                                   | 234                                 | 10.4     | 141                                   | 5.9      |
| Male                                     | 245                                 | 10.9     | 253                                   | 10.4     |
| Black or African American                | 122                                 | 13.2     | 163                                   | 16.7     |
| Hispanic or Latino of any race           | 151                                 | 16.4     | 103                                   | 10.1     |
| White                                    | 144                                 | 7.0      | 87                                    | 4.0      |
| English Learners                         | 29                                  | 15.0     | 8                                     | 3.9      |
| Eligible for Free or Reduced-Price Meals | 327                                 | 15.4     | 286                                   | 12.5     |
| Students with Disabilities               | 124                                 | 19.4     | 104                                   | 13.5     |
| District                                 | 479                                 | 10.6     | 394                                   | 8.2      |
| State                                    |                                     | 10.4     |                                       | 6.7      |

**Number of students in 2017-18 qualified as truant under state statute: 585**

**Number of school-based arrests: 8**

<sup>4</sup>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.

<sup>5</sup>This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2018-19

## Middletown School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

|   | FTE   |
|---|-------|
| <b>General Education</b>                                  |       |
| Teachers and Instructors                                  | 298.7 |
| Paraprofessional Instructional Assistants                 | 24.5  |
| <b>Special Education</b>                                  |       |
| Teachers and Instructors                                  | 53.0  |
| Paraprofessional Instructional Assistants                 | 154.0 |
| <b>Administrators, Coordinators and Department Chairs</b> |       |
| District Central Office                                   | 15.2  |
| School Level  | 17.2  |
| <b>Library/Media</b>                                      |       |
| Specialists (Certified)                                   | 7.9   |
| Support Staff   | 4.0   |
| Instructional Specialists Who Support Teachers            | 27.1  |
| Counselors, Social Workers and School Psychologists       | 35.0  |
| School Nurses   | 20.0  |
| Other Staff Providing Non-Instructional Services/Support  | 312.9 |

<sup>1</sup>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<br>Percent of Total<br>(%) | State<br>Percent of Total<br>(%) |
|---|-------|-------------------------------------|----------------------------------|
| American Indian or Alaska Native          | 0     | 0.0                                 | 0.1                              |
| Asian                                     | 12    | 2.6                                 | 1.1                              |
| Black or African American                 | 20    | 4.4                                 | 3.8                              |
| Hispanic or Latino of any race            | 10    | 2.2                                 | 3.8                              |
| Native Hawaiian or Other Pacific Islander | 0     | 0.0                                 | 0.0                              |
| Two or More Races                         | 0     | 0.0                                 | 0.1                              |
| White                                     | 417   | 90.9                                | 90.5                             |

#### Classroom Teacher Attendance: 2017-18

|   | District | State |
|---|----------|-------|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 8.2      | 10.0  |

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

|  | 11th  |          | 12th  |          |
|--|-------|----------|-------|----------|
|  | Count | Rate (%) | Count | Rate (%) |
| Black or African American                | 52    | 68.4     | 58    | 69.9     |
| Hispanic or Latino of any race           | 19    | 42.2     | 44    | 74.6     |
| White                                    | 140   | 82.4     | 162   | 91.0     |
| English Learners                         | *     | *        | *     | *        |
| Eligible for Free or Reduced-Price Meals | 93    | 63.7     | 128   | 74.9     |
| Students with Disabilities               | 17    | 36.2     | 45    | 67.2     |
| District                                 | 239   | 74.0     | 291   | 82.9     |
| State                                    |       | 74.5     |       | 85.2     |

<sup>2</sup>College-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 Peers<sup>3</sup>

|                            | Count | Rate (%) |
|----------------------------|-------|----------|
| Autism                     | 45    | 51.1     |
| Emotional Disturbance      | 37    | 56.9     |
| Intellectual Disability    | 14    | 38.9     |
| Learning Disability        | 168   | 91.3     |
| Other Health Impairment    | 111   | 85.4     |
| Other Disabilities         | 12    | 48.0     |
| Speech/Language Impairment | 87    | 95.6     |
| District                   | 474   | 76.6     |
| State                      |       | 67.6     |

<sup>3</sup>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).

# District Profile and Performance Report for School Year 2018-19

## Middletown School District

### Students with Disabilities by Primary Disability<sup>1</sup>

|                            | District |          | State    |
|----------------------------|----------|----------|----------|
|                            | Count    | Rate (%) | Rate (%) |
| Autism                     | 94       | 2.0      | 1.9      |
| Emotional Disturbance      | 65       | 1.4      | 1.1      |
| Intellectual Disability    | 36       | 0.7      | 0.5      |
| Learning Disability        | 184      | 3.8      | 5.5      |
| Other Health Impairment    | 131      | 2.7      | 3.2      |
| Other Disabilities         | 35       | 0.7      | 1.1      |
| Speech/Language Impairment | 114      | 2.4      | 1.8      |
| All Disabilities           | 659      | 13.7     | 15.0     |

<sup>1</sup>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 District<sup>2</sup>

|                                   | District |          | State    |
|-----------------------------------|----------|----------|----------|
|                                   | Count    | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 31       | 4.7      | 8.2      |
| Private Schools or Other Settings | 68       | 10.3     | 5.0      |

<sup>2</sup>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 Expenditures:<sup>3</sup> 2017-18

|  | Total (\$)   | Per Pupil     |            |
|--|--------------|---------------|------------|
|  |              | District (\$) | State (\$) |
| Instruction                                    | \$51,763,880 | \$10,407      | \$10,545   |
| Support services - students                    | \$9,626,452  | \$2,126       | \$1,373    |
| Support services - instruction                 | \$1,286,114  | \$284         | \$644      |
| Support services - general administration      | \$1,940,813  | \$429         | \$462      |
| Support services - school based administration | \$4,169,189  | \$921         | \$1,007    |
| Central and other support services             | \$3,665,263  | \$809         | \$671      |
| Operation and maintenance of plant             | \$8,268,848  | \$1,826       | \$1,629    |
| Student transportation services                | \$6,983,782  | \$1,578       | \$1,231    |
| Food services                                  | \$647,373    | \$143         | \$13       |
| Enterprise operations                          | \$825,787    | \$182         | \$157      |
| Minor school construction                      | .            | .             | \$65       |
| Total  | \$89,177,500 | \$17,929      | \$17,153   |

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

### Special Education Expenditures: 2017-18

|  | District     |                      | State                |
|--|--------------|----------------------|----------------------|
|  | Total (\$)   | Percent of Total (%) | Percent of Total (%) |
| Teacher Salaries   | \$5,468,072  | 25.1                 | 29.7                 |
| Instructional Aide Salaries                              | \$3,445,046  | 15.8                 | 9.6                  |
| Other Salaries   | \$1,519,768  | 7.0                  | 10.4                 |
| Employee Benefits  | \$1,947,656  | 9.0                  | 13.0                 |
| Purchased Services Other Than Transportation             | \$1,189,312  | 5.5                  | 5.5                  |
| Special Education Tuition                                | \$5,470,549  | 25.1                 | 22.6                 |
| Supplies   | \$59,592     | 0.3                  | 0.6                  |
| Property Services  | \$34,500     | 0.2                  | 0.4                  |
| Purchased Services For Transportation                    | \$2,613,813  | 12.0                 | 8.0                  |
| Equipment  | \$4,511      | 0.0                  | 0.2                  |
| All Other Expenditures                                   | .            | .                    | 0.1                  |
| Total  | \$21,752,820 | 100.0                | 100.0                |
| Percent of Total Expenditures Used for Special Education |              | 24.4                 | 24.4                 |

### Expenditures by Revenue Source:<sup>4</sup>

2017-18

|                 | Percent of Total (%) Excluding School Construction |
|-----------------|--|
| Local           | 67.8   |
| State           | 27.9   |
| Federal         | 3.3  |
| Tuition & Other | 1.0  |

<sup>4</sup>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).

# District Profile and Performance Report for School Year 2018-19

## Middletown School District

### 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  | 96                          | 79.0 | 96    | 77.1 | *       | *    |
| Black or African American                    | 475                         | 54.6 | 474   | 48.2 | 208     | 48.3 |
| Hispanic or Latino of any race               | 432                         | 58.2 | 429   | 52.8 | 167     | 54.6 |
| Native Hawaiian or Other Pacific Islander    | *                           | *    | *     | *    | 0       | N/A  |
| Two or More Races                            | 180                         | 65.0 | 180   | 58.2 | 69      | 55.1 |
| White  | 1,039                       | 71.7 | 1,037 | 65.9 | 469     | 62.0 |
| English Learners                             | 134                         | 58.7 | 134   | 56.2 | 54      | 55.7 |
| Non-English Learners                         | 2,094                       | 65.6 | 2,088 | 59.6 | 902     | 57.7 |
| Eligible for Free or Reduced-Price Meals     | 1,053                       | 57.8 | 1,047 | 52.2 | 447     | 51.0 |
| Not Eligible for Free or Reduced-Price Meals | 1,175                       | 71.8 | 1,175 | 65.8 | 509     | 63.3 |
| Students with Disabilities                   | 311                         | 42.6 | 310   | 37.6 | 133     | 43.0 |
| Students without Disabilities                | 1,917                       | 68.8 | 1,912 | 63.0 | 823     | 59.9 |
| High Needs                                   | 1,189                       | 57.1 | 1,183 | 51.7 | 505     | 50.8 |
| Non-High Needs                               | 1,039                       | 74.4 | 1,039 | 68.2 | 451     | 65.1 |
| District                                     | 2,228                       | 65.2 | 2,222 | 59.4 | 956     | 57.6 |

#### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

|                 | NAEP 2019 |         | NAEP 2013 |
|-----------------|-----------|---------|-----------|
|                 | Grade 4   | Grade 8 | Grade 12  |
| <b>READING</b>  |           |         |           |
| Connecticut     | 40        | 41      | 50        |
| National Public | 34        | 32      | 36        |
| <b>MATH</b>     |           |         |           |
| Connecticut     | 45        | 39      | 32        |
| National Public | 40        | 33      | 25        |

<sup>1</sup>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<sup>2</sup>

|                      | Percent of Students by Grade <sup>3</sup> (%) |      |      |      | All Tested Grades |          |
|----------------------|---|------|------|------|-------------------|----------|
|                      | 4   | 6    | 8    | HS   | Count             | Rate (%) |
| Sit & Reach          | 83.9  | 76.2 | 78.2 | 93.3 | 1,217             | 82.7     |
| Curl Up              | 83.6  | 74.9 | 84.4 | 88.3 | 1,217             | 82.7     |
| Push Up              | 71.2  | 63.0 | 66.0 | 79.8 | 1,217             | 69.8     |
| Mile Run/PACER       | 70.6  | 77.8 | 56.1 | 70.2 | 1,217             | 68.9     |
| All Tests - District | 52.4  | 45.7 | 44.9 | 64.2 | 1,217             | 51.6     |
| All Tests - State    | 56.1  | 53.5 | 50.9 | 51.4 |                   | 52.9     |

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2018-19

## Middletown School District

### Cohort Graduation: Four-Year<sup>1</sup>

|  | 2017-18                   |          |
|--|---------------------------|----------|
|  | Cohort Count <sup>2</sup> | Rate (%) |
| Black or African American                | 66                        | 87.9     |
| Hispanic or Latino of any race           | 54                        | 87.0     |
| English Learners                         | 7                         | *        |
| Eligible for Free or Reduced-Price Meals | 154                       | 86.4     |
| Students with Disabilities               | 50                        | 52.0     |
| District                                 | 329                       | 90.3     |
| State                                    |                           | 88.3     |

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

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

|  | Participation <sup>4</sup> | Meeting Benchmark |          |
|--|----------------------------|-------------------|----------|
|  | Rate (%)                   | Count             | Rate (%) |
| Female                                   | 98.0                       | 111               | 31.6     |
| Male                                     | 93.2                       | 111               | 34.4     |
| Black or African American                | 95.0                       | 18                | 11.3     |
| Hispanic or Latino of any race           | 92.3                       | 14                | 13.5     |
| White                                    | 97.1                       | 159               | 45.7     |
| English Learners                         | *                          | 0                 | *        |
| Eligible for Free or Reduced-Price Meals | 94.3                       | 54                | 17.0     |
| Students with Disabilities               | 80.7                       | *                 | *        |
| District                                 | 95.7                       | 222               | 32.9     |
| State                                    | 95.9                       |                   | 42.6     |

<sup>3</sup>College 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

<sup>4</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

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 2018         | Class of 2017            |
|--|-----------------------|--------------------------|
|  | Entrance <sup>5</sup> | Persistence <sup>6</sup> |
|  | Rate (%)              | Rate (%)                 |
| Female                                   | 76.6                  | 88.0                     |
| Male                                     | 58.3                  | 77.9                     |
| Black or African American                | 57.1                  | 79.6                     |
| Hispanic or Latino of any race           | 41.7                  | 57.7                     |
| White                                    | 78.2                  | 89.2                     |
| English Learners                         | *                     | *                        |
| Eligible for Free or Reduced-Price Meals | 55.0                  | 73.4                     |
| Students with Disabilities               | 33.3                  | *                        |
| District                                 | 67.5                  | 82.8                     |
| State                                    | 71.0                  | 87.8                     |

<sup>5</sup>College 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.

<sup>6</sup>College 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

# District Profile and Performance Report for School Year 2018-19

## Middletown School District

### 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        | 65.2          | 75     | 43.5          | 50          | 86.9            | 67.7                     |
|   | High Needs Students | 57.1          | 75     | 38.1          | 50          | 76.2            | 58.1                     |
| Math Performance Index                                    | All Students        | 59.4          | 75     | 39.6          | 50          | 79.2            | 63.1                     |
|   | High Needs Students | 51.7          | 75     | 34.5          | 50          | 69.0            | 52.7                     |
| Science Performance Index                                 | All Students        | 57.6          | 75     | 38.4          | 50          | 76.8            | 63.8                     |
|   | High Needs Students | 50.8          | 75     | 33.9          | 50          | 67.8            | 54.2                     |
| ELA Academic Growth                                       | All Students        | 61.9%         | 100%   | 61.9          | 100         | 61.9            | 59.9%                    |
|   | High Needs Students | 57.5%         | 100%   | 57.5          | 100         | 57.5            | 55.1%                    |
| Math Academic Growth                                      | All Students        | 54.8%         | 100%   | 54.8          | 100         | 54.8            | 62.5%                    |
|   | High Needs Students | 52.1%         | 100%   | 52.1          | 100         | 52.1            | 55.2%                    |
| Progress Toward English Proficiency                       | Literacy            | 74.4%         | 100%   | 37.2          | 50          | 74.4            | 60.0%                    |
|   | Oral                | 62.7%         | 100%   | 31.4          | 50          | 62.7            | 52.1%                    |
| Chronic Absenteeism                                       | All Students        | 10.6%         | <=5%   | 38.7          | 50          | 77.4            | 10.4%                    |
|   | High Needs Students | 15.0%         | <=5%   | 30.0          | 50          | 60.1            | 16.1%                    |
| Preparation for CCR                                       | % Taking Courses    | 78.6%         | 75%    | 50.0          | 50          | 100.0           | 80.0%                    |
|   | % Passing Exams     | 32.9%         | 75%    | 22.0          | 50          | 43.9            | 42.6%                    |
| On-track to High School Graduation                        |                     | 90.7%         | 94%    | 48.3          | 50          | 96.5            | 88.0%                    |
| 4-year Graduation All Students (2018 Cohort)              |                     | 90.3%         | 94%    | 96.0          | 100         | 96.0            | 88.3%                    |
| 6-year Graduation - High Needs Students (2016 Cohort)     |                     | 91.1%         | 94%    | 97.0          | 100         | 97.0            | 83.3%                    |
| Postsecondary Entrance (Class of 2018)                    |                     | 67.5%         | 75%    | 90.1          | 100         | 90.1            | 70.9%                    |
| Physical Fitness (estimated part rate) and (fitness rate) |                     | 90.6%   51.6% | 75%    | 34.4          | 50          | 68.8            | 96.4%   52.9%            |
| Arts Access   |                     | 36.7%         | 60%    | 30.6          | 50          | 61.1            | 51.9%                    |
| <b>Accountability Index</b>                               |                     |               |        | <b>1059.9</b> | <b>1450</b> | <b>73.1</b>     |                          |

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 <sup>1</sup> | High Needs Rate | Size of Gap | State Gap Mean +1 Stdev <sup>2</sup> | Is Gap an Outlier? <sup>2</sup> |
|-------------------------------|----------------------------------|-----------------|-------------|--------------------------------------|---------------------------------|
| Achievement Gap Size Outlier? |                                  |                 |             |                                      | Y                               |
| ELA Performance Index Gap     | 74.4                             | 57.1            | 17.2        | 15.4                                 |                                 |
| Math Performance Index Gap    | 68.2                             | 51.7            | 16.4        | 17.6                                 |                                 |
| Science Performance Index Gap | 65.1                             | 50.8            | 14.3        | 16.1                                 |                                 |
| Graduation Rate Gap           | 94.0%                            | 91.1%           | 2.9%        | 11.1%                                | N                               |

<sup>1</sup>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.

<sup>2</sup>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.

| Subject/Student Group |                     | Participation Rate (%) <sup>3</sup> |
|-----------------------|---------------------|-------------------------------------|
| ELA                   | All Students        | 99.5                                |
|                       | High Needs Students | 99.5                                |
| Math                  | All Students        | 99.4                                |
|                       | High Needs Students | 99.4                                |
| Science               | All Students        | 98.9                                |
|                       | High Needs Students | 98.5                                |

<sup>3</sup>Minimum participation standard is 95%.

### 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.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: 48.8      State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Middletown School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

Building and sustaining strong early identification and intervention systems continues to be a focus for the Pupil Services Department, early childhood educators and health providers in Middletown. At the elementary school level, the Special Education Instructional Support Teacher provides targeted professional development and coaches special education teachers in grades preschool-6. With the addition of a dedicated secondary special education curriculum coach, this model of staff development has been expanded to address the preschool through transition continuum. A specific focus this year for both certified and non-certified staff was in the area of fostering student independence. Teachers and paraeducators across the elementary, middle school and high school participated in specialized training and support in utilizing a self-assessment tool to identify opportunities for independence. The Pupil Services Department worked extensively on the development and implementation of the District Strategic Operating Plan and took leadership on several key strategies. One area of focus was in the area of Universal Design for Learning (UDL). School level teams and the Curriculum Leadership Team received professional development, coaching and technical assistance in developing and implementing lessons and units utilizing UDL principles. Expanding transition supports and services at the secondary level continues to be a focus. This year several new job sites that provide a pathway to competitive employment were developed. A partnership with Middlesex Community College provided an opportunity for several students to be supported in completed college coursework. Middletown continues a proactive approach in addressing the rapidly growing rate of students with mental health as well as social, emotional and behavioral challenges. The Middletown Social Emotional Learning and Intervention model was developed at two elementary schools. The focus of this strategy is the creation of a multi-tiered system of supports to address social emotional learning. Utilizing a universal screen, the CASEL standards and evidence based practices, the framework was designed and will be implemented at two additional elementary schools next year. Three additional behavior technicians were provided with the training and oversight to become Registered Behavior Technicians (RBT). Middletown was one of three Connecticut districts to apply for and receive a Project AWARE Grant which will be utilized to increase awareness of and response to mental health as well as to connect our students and families to community supports.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

Middletown Schools offer programs for students, staff, parents, and community members designed to enrich interaction and understanding among Middletown's diverse educational community. The district has a Strategic Operating Plan called Middletown 2021: Keys to Innovation & Equity which emphasizes high expectations for ALL students, maximizes family and community involvement, and offers enrichment to support academic performance. The district is establishing successful education models that support choice and achievement through innovation, including STEM, International Baccalaureate (IB), and Rigor & Relevance. Tier 1 instructional frameworks include Balanced Literacy, Guided Math and personalized learning platforms to support a blended learning environment. Implementation of Read 180, Math 180 and Systems 44 at the middle school level provide personalized Tier II and Tier III support. Through the utilization of PowerSchool, Alpine, NWEA, AimsWeb, Reading Inventory, Math Inventory, Phonics Inventory and Key Phonics Screener, we can make informed decisions about instructional practices. Data shows a narrowing of the achievement gap in reading and mathematics. There is an emphasis on developing the cultural competence of staff which is based on our collaboration with Pacific Education Group committed to forging educational equity. Our District Equity Leadership Team (DELT) is dedicated to transforming systems to create equitable outcomes. The district continues to focus on equity, diversity, cultural sensitivity and high student expectations for all students. A range of after-school programs include After School Academic Enrichment Programs at Title I schools, Pride Patrol, 21st Century After School programs and advisory periods at the secondary level to promote multicultural appreciation and self-respect. Middletown High School's Minority Student Coalition and Men of Excellence Group continue to educate students, teachers, administrators and community members about the challenges facing students of color. The Cultural Council organizes and offers programs in multicultural music and dance. The district has become more aggressive in pursuing grants and drawing upon its own resources to close the achievement gap. 326 students attend interdistrict magnet schools.

# District Profile and Performance Report for School Year 2018-19

## Middletown School District

### **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 2021-2021 SY.