

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



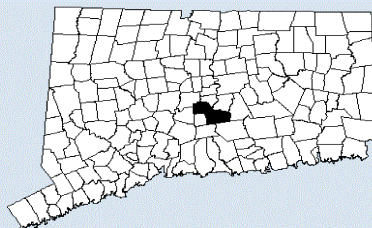
## Middletown School District

Ms. Patricia Charles, Superintendent • 860-638-1401 • [www.middletownschoools.org/](http://www.middletownschoools.org/)

### District Information

Grade Range	PK-12
Number of Schools/Programs	26
Enrollment	4,794
Per Pupil Expenditures <sup>1</sup>	\$15,816
Total Expenditures <sup>1</sup>	\$82,007,413

<sup>1</sup>Expenditure data reflect the 2013-14 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)  
[District and School Performance Reports](#)  
[Special Education Annual Performance Reports](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,328	48.6	48.3
Male	2,466	51.4	51.6
American Indian or Alaska Native	14	0.3	0.2
Asian	210	4.4	4.7
Black or African American	962	20.1	12.9
Hispanic or Latino	851	17.8	22.1
Pacific Islander	6	0.1	0.0
Two or More Races	261	5.4	2.5
White	2,490	51.9	57.2
English Language Learners	176	3.7	6.3
Eligible for Free or Reduced-Price Meals	2,264	47.2	37.6
Students with Disabilities <sup>1</sup>	635	13.2	13.3

<sup>1</sup>Students 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 <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	213	9.4	115	4.9
Male	229	9.7	268	10.7
Black or African American	108	11.4	133	13.6
Hispanic or Latino	102	12.6	108	12.6
White	190	7.9	115	4.6
English Language Learners	27	15.2	18	9.9
Eligible for Free or Reduced-Price Meals	307	14.0	295	12.4
Students with Disabilities	104	17.9	98	13.7
District	442	9.5	383	7.9
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 271**

<sup>2</sup>A 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.

<sup>3</sup>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 2014-15

## Middletown School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	306.5
Paraprofessional Instructional Assistants	46.7
<b>Special Education</b>	
Teachers and Instructors	49.4
Paraprofessional Instructional Assistants	113.6
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	10.0
School Level	20.0
<b>Library/Media</b>	
Specialists (Certified)	4.6
Support Staff	5.0
Instructional Specialists Who Support Teachers	21.5
Counselors, Social Workers and School Psychologists	33.0
School Nurses	17.5
Other Staff Providing Non-Instructional Services/Support	200.1

<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 Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	9	2.0	1.0
Black or African American	15	3.3	3.5
Hispanic or Latino	11	2.4	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	418	92.3	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.9
District Poverty Quartile: High	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.2	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	59	80.8	67	80.7
Hispanic or Latino	31	83.8	19	67.9
White	131	85.6	143	76.9
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	99	75.6	98	74.8
Students with Disabilities	22	66.7	24	37.5
District	243	83.8	250	77.6
State		58.4		73.8

<sup>3</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>4</sup>

	Count	Rate (%)
Autism	43	59.7
Emotional Disturbance	17	27.4
Intellectual Disability	21	60.0
Learning Disability	155	84.2
Other Health Impairment	99	81.1
Other Disabilities	15	53.6
Speech/Language Impairment	92	92.9
District	442	73.4
State		69.7

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2014-15

## Middletown School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	76	1.5	1.5
Emotional Disturbance	62	1.2	1.0
Intellectual Disability	35	0.7	0.5
Learning Disability	184	3.6	4.4
Other Health Impairment	124	2.4	2.6
Other Disabilities	42	0.8	1.0
Speech/Language Impairment	112	2.2	1.9
All Disabilities	635	12.5	13.0

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	39	6.1	8.1
Private Schools or Other Settings	93	14.6	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	45,793,499	9,570	9,134
Instructional Supplies and Equipment	1,011,165	211	334
Improvement of Instruction and Educational Media Services	1,431,031	299	498
Student Support Services	4,368,191	913	1,001
Administration and Support Services	6,177,366	1,291	1,694
Plant Operation and Maintenance	8,951,460	1,871	1,572
Transportation	6,653,928	1,280	813
Costs of Students Tuitioned Out	6,282,463	N/A	N/A
Other	1,338,310	280	186
Total	82,007,413	15,816	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	5,024,618	1,050	1,272
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<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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,453,135	29.7	35.1
Noncertified Personnel	2,697,837	14.7	14.2
Purchased Services	899,602	4.9	5.2
Tuition to Other Schools	5,197,238	28.3	22.0
Special Ed. Transportation	2,215,299	12.1	8.6
Other Expenditures	1,901,860	10.4	14.9
Total Expenditures	18,364,971	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	69.6	67.7
State	26.7	28.4
Federal	2.4	2.5
Tuition & Other	1.3	1.4

<sup>4</sup>Revenue 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).

# District Profile and Performance Report for School Year 2014-15

## 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	*	*	*	*	6	*
Asian	90	78.7	90	69.9	28	63.5
Black or African American	463	57.5	460	45.9	204	42.7
Hispanic or Latino	396	58.4	397	48.9	172	43.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	130	68.0	130	57.5	44	50.4
White	1275	72.5	1274	63.2	589	57.0
English Language Learners	83	55.5	82	49.1	33	36.1
Non-English Language Learners	2279	67.6	2277	57.6	1010	52.4
Eligible for Free or Reduced-Price Meals	1054	58.8	1052	48.4	452	45.0
Not Eligible for Free or Reduced-Price Meals	1308	73.9	1307	64.5	591	57.1
Students with Disabilities	317	42.9	316	35.5	154	32.8
Students without Disabilities	2045	70.9	2043	60.7	889	55.1
High Needs	1182	57.9	1180	48.0	514	43.9
Non-High Needs	1180	76.4	1179	66.7	529	59.5
District	2362	67.1	2359	57.3	1043	51.8

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [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	10	Count	Rate (%)
Sit & Reach	88.1	75.0	79.5	92.1	1,300	83.2
Curl Up	80.1	67.1	90.9	83.1	1,300	79.8
Push Up	69.8	48.3	65.6	72.6	1,300	63.5
Mile Run/PACER	63.2	75.3	57.1	56.8	1,300	63.7
All Tests - District	41.8	29.8	40.4	52.3	1,300	40.3
All Tests - State	50.8	51.0	50.3	51.9		51.0

<sup>2</sup>The 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.

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

# District Profile and Performance Report for School Year 2014-15

## Middletown School District

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

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	73	79.5	71.4	Yes	73.9
Hispanic or Latino	45	71.1	72.6	No	75.0
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	149	72.5	66.0	Yes	69.1
Students with Disabilities	54	48.1	65.1	No	68.3
District	334	82.6	81.1	Yes	82.5
State <sup>4</sup>		87.0			

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	74.3	104	34.2
Male	53.6	75	24.4
Black or African American	57.1	26	16.7
Hispanic or Latino	44.6	7	10.8
White	68.1	124	36.6
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	50.4	38	14.5
Students with Disabilities	*	0	0.0
District	63.9	179	29.2
State	67.2		37.3

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

<sup>6</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 percent.

Sources:

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

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

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

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### College Entrance and Persistence

	Class of 2014	Class of 2013
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	74.5	91.3
Male	64.7	83.8
Black or African American	51.6	84.6
Hispanic or Latino	55.3	80.0
White	80.4	88.6
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	54.5	74.4
Students with Disabilities	57.5	*
District	70.0	87.5
State	72.6	88.8

<sup>7</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>8</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 2014-15

## Middletown School District

### Next Generation Accountability Results

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

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	67.1	75	89.5	100	89.5	67.9
	High Needs Students	57.9	75	77.1	100	77.1	56.7
Math Performance Index	All Students	57.3	75	76.4	100	76.4	59.3
	High Needs Students	48.0	75	63.9	100	63.9	47.8
Science Performance Index	All Students	51.8	75	69.1	100	69.1	56.5
	High Needs Students	43.9	75	58.6	100	58.6	45.9
Chronic Absenteeism	All Students	9.5%	<=5%	40.9	50	81.9	10.6%
	High Needs Students	14.2%	<=5%	31.7	50	63.4	17.3%
Preparation for CCR	% Taking Courses	80.6%	75%	50.0	50	100.0	66.1%
	% Passing Exams	29.2%	75%	19.5	50	39.0	37.3%
On-track to High School Graduation		81.3%	94%	43.2	50	86.4	85.6%
4-year Graduation All Students (2014 Cohort)		82.6%	94%	87.9	100	87.9	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		77.8%	94%	82.8	100	82.8	77.6%
Postsecondary Entrance (Class of 2014)		70.3%	75%	93.8	100	93.8	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		93.4%   40.3%	75%	26.9	50	53.7	87.6%   51.0%
Arts Access		33.7%	60%	28.1	50	56.2	45.7%
<b>Accountability Index</b>				<b>939.6</b>	<b>1250</b>	<b>75.2</b>	

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?					N
ELA Performance Index Gap	75.0	57.9	17.1	17.3	
Math Performance Index Gap	66.7	48.0	18.7	19.6	
Science Performance Index Gap	59.5	43.9	15.6	17.2	
Graduation Rate Gap	93.0%	77.8%	15.2%	15.2%	N

<sup>1</sup>If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	99.0
	High Needs Students	98.3
Math	All Students	99.1
	High Needs Students	98.3
Science	All Students	99.9
	High Needs Students	99.8

### 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: 45.4      State: 50.1**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2014-15

## Middletown School District

### Narratives

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

At the secondary level we have several initiatives targeting areas for growth. One of those areas is in improving the information provided to parents and students in our transition programs. The Transition Services Information night hosts local vendors and state agencies for parents and students to ask questions and make connections for planning purposes. Addressing the rapidly growing rate of students with school refusal issues or mental health challenges is also an area of focus. We contracted with Effective School Solutions to provide a clinical/therapeutic model for students with mental health needs in grades 6-12. Building a strong beginning is an ongoing focus for the Early Childhood Educators and Health providers in Middletown. To keep parents engaged and to address their concerns, preschool has a parent advisory board that provides for program planning and curriculum which includes resources and suggestions for parents of children with special needs. At the elementary school level, a Special Education Instructional Support Teacher was hired to coach special education teachers, in grades preschool-5, during their specialized support instruction. System-wide, Board Certified Behavior Analysts (BCBAs) were hired to address programming for students with behavior challenges. They are also supporting teachers in learning how to implement behavior intervention plans as well as adding to their repertoire of positive strategies. To keep parents informed and engaged in the learning of our students, the Special Parent Advisory Council analyzes the achievement gap and provides suggestions for improvement. People Empowering People, sponsored by the Parent Trust Grant, focused on special education policies and procedures.

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

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

Middletown Schools offers programs for students, staff, parents, and community members designed to enrich interaction and understanding among Middletown's diverse educational community. After years of revising and reporting out on the district's District Improvement Plan, with its emphasis on raising expectations, maximizing parent and community involvement, and offering enrichment to support academic performance, the district now chooses to focus intensely upon meeting its goal to close the achievement gap. Balanced literacy in grades PreK-11, Scientifically Researched Based Interventions (SRBI) and the rigorous CT Core Curriculum and STEM curricula are fully implemented. The district data shows the narrowing of the achievement gap since 2006 has improved in reading, writing, and mathematics. This school year 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, including the elementary Free to Be Club, After School Academic Enrichment Programs at Title I schools, Pride Patrol, 21st Century After School programs, X-Men and Wonder Women clubs at Woodrow Wilson continue to promote multicultural appreciation and self-respect. Middletown High School's Minority Student Coalition continues to educate students, teachers, administrators and community members about the challenges facing students of color along with ways to meet those challenges. The District Data Team and School Data Teams continue to be involved in a "Courageous Conversation" Initiative around diversity, cultural sensitivity, and high expectations for all students. The Cultural Council organizes and offer programs in multicultural music, dance, drama, and the arts in all schools. The district has purchased PowerSchool, Pearson Inform, and NWEA to progress monitor student achievement and disaggregate data to better inform the progress of all our students; particularly students who are at risk. Due to the Title I funding the district has become more aggressive in pursuing grants and drawing upon its own resources to close the achievement gap.

# District Profile and Performance Report for School Year 2014-15

## 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.