

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



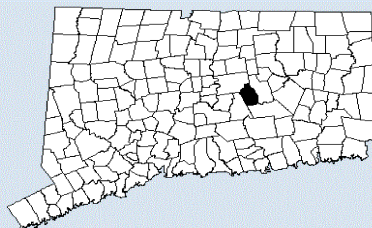
## Marlborough School District

Mr. David Sklarz, Superintendent • 860-295-6236 • <http://marlborough.k12.ct.us>

### District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	535
Per Pupil Expenditures <sup>1</sup>	\$13,483
Total Expenditures <sup>1</sup>	\$7,672,044

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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 ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

## Students

### October 1, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	243	45.4	48.4
Male	292	54.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.1
Black or African American	7	1.3	12.9
Hispanic or Latino	36	6.7	24.0
Pacific Islander	0	0.0	0.1
Two or More Races	11	2.1	2.9
White	473	88.4	54.8
English Learners	*	*	6.8
Eligible for Free or Reduced-Price Meals	48	9.0	35.9
Students with Disabilities <sup>1</sup>	59	11.0	14.3

<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	12	5.0	0	0.0
Male	14	5.0	*	*
Black or African American	0	*	0	*
Hispanic or Latino	*	*	0	0.0
White	20	4.4	*	*
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	9	18.8	*	*
Students with Disabilities	*	*	*	*
District	26	5.0	*	*
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 24

Number of school-based arrests: 0

<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 2016-17

## Marlborough School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	36.0
Paraprofessional Instructional Assistants	5.9
<b>Special Education</b>	
Teachers and Instructors	3.8
Paraprofessional Instructional Assistants	11.6
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.5
School Level	2.0
<b>Library/Media</b>	
Specialists (Certified)	1.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	1.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	25.0

<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	0	0.0	1.0
Black or African American	1	2.1	3.6
Hispanic or Latino	0	0.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	47	97.9	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	9.6

### Instruction and Resources

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>3</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	20	90.9
Other Health Impairment	7	*
Other Disabilities	*	*
Speech/Language Impairment	*	*
District	34	82.9
State		68.2

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2016-17

## Marlborough School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.7
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	22	4.2	4.9
Other Health Impairment	7	1.3	2.9
Other Disabilities	6	1.1	1.1
Speech/Language Impairment	9	1.7	1.8
All Disabilities	52	9.9	13.9

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

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	5,141,880	9,248	9,663
Instructional Supplies and Equipment	190,274	342	321
Improvement of Instruction and Educational Media Services	318,334	573	578
Student Support Services	198,681	357	1,103
Administration and Support Services	818,899	1,473	1,861
Plant Operation and Maintenance	645,485	1,161	1,637
Transportation	322,942	295	877
Costs of Students Tuitioned Out	35,549	N/A	N/A
Other	0	0	201
Total	7,672,044	13,483	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	705,454	1,269	1,749
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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: 2015-16

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	596,680	44.8	34.6
Noncertified Personnel	301,906	22.7	14.6
Purchased Services	120,790	9.1	5.8
Tuition to Other Schools	6,939	0.5	21.8
Special Ed. Transportation	88,631	6.7	8.5
Other Expenditures	217,699	16.3	14.7
Total Expenditures	1,332,645	100.0	100.0

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

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	77.2	75.1
State	20.3	22.2
Federal	2.4	2.7
Tuition & Other	0.0	0.0

<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 2016-17

## Marlborough 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	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	0	N/A
Black or African American	*	*	*	*	*	*
Hispanic or Latino	20	68.8	20	63.9	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	9	*	9	*	*	*
White	291	78.6	291	76.6	87	63.6
English Learners	*	*	*	*	0	N/A
Non-English Learners	325	78.2	325	75.8	94	63.8
Eligible for Free or Reduced-Price Meals	27	72.0	27	69.9	6	*
Not Eligible for Free or Reduced-Price Meals	300	78.7	300	76.3	88	64.3
Students with Disabilities	31	52.3	31	52.8	9	*
Students without Disabilities	296	80.9	296	78.2	85	65.3
High Needs	55	62.8	55	62.5	13	*
Non-High Needs	272	81.3	272	78.5	81	65.6
District	327	78.2	327	75.8	94	63.8

#### 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	74.4	57.3	N/A	N/A	171	65.5
Curl Up	86.6	84.3	N/A	N/A	171	85.4
Push Up	92.7	92.1	N/A	N/A	171	92.4
Mile Run/PACER	70.7	80.9	N/A	N/A	171	76.0
All Tests - District	53.7	43.8	N/A	N/A	171	48.5
All Tests - State	52.8	51.4	51.4	50.6		51.6

<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 2016-17

## Marlborough 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	78.2	75	50.0	50	100.0	67.1
	High Needs Students	62.8	75	41.9	50	83.7	55.9
Math Performance Index	All Students	75.8	75	50.0	50	100.0	62.2
	High Needs Students	62.5	75	41.7	50	83.4	50.5
Science Performance	All Students	63.8	75	42.6	50	85.1	55.3
	High Needs Students	N/A	75	0.0	0	0.0	45.2
ELA Academic Growth	All Students	65.5%	100%	65.5	100	65.5	55.4%
	High Needs Students	55.1%	100%	55.1	100	55.1	49.8%
Math Academic Growth	All Students	70.4%	100%	70.4	100	70.4	61.7%
	High Needs Students	58.4%	100%	58.4	100	58.4	53.7%
Chronic Absenteeism	All Students	5.0%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	12.5%	<=5%	35.0	50	70.0	15.8%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	70.7%
	% Passing Exams	N/A	75%	0.0	0	0.0	43.5%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.8%
4-year Graduation All Students (2016 Cohort)		N/A	94%	0.0	0	0.0	87.4%
6-year Graduation - High Needs Students (2014)		N/A	94%	0.0	0	0.0	82.0%
Postsecondary Entrance (Class of 2016)		N/A	75%	0.0	0	0.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		98.8%   48.5%	75%	32.4	50	64.7	92.0%   51.6%
Arts Access		N/A	60%	0.0	0	0.0	50.5%
<b>Accountability Index</b>				<b>593.0</b>	<b>800</b>	<b>74.1</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	62.8	12.2	16.7	
Math Performance Index Gap	75.0	62.5	12.5	18.7	
Science Performance Index Gap	65.6	N/A	.	16.6	
Graduation Rate Gap	.	.	.	.	

<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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.7
	High Needs Students	100.0
Math	All Students	99.7
	High Needs Students	100.0
Science	All Students	100.0
	High Needs Students	.

<sup>3</sup>Minimum 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: 50.2**

#### 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 2016-17

## Marlborough School District

### Narratives

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

Marlborough Elementary School, the only school in the Marlborough School District, is an integral part of the Town of Marlborough. We are very fortunate to be highly supported by very dedicated parent and town organizations, each providing unique opportunities for our students. From our Marlborough Parent Teacher Organization to a supportive Board of Education, our school is provided constant support for creating the best learning environment for all of our students.

We strongly value communication with our families and the community. It is a critical component of our structure. Through information provided in a weekly letter written by administration that is distributed to families and posted on our website, to the creation of a monthly newsletter that is shared electronically, our goal is to provide a constant picture for families and the community into daily education at Marlborough Elementary School. Along with a variety of published communications, we also have a series of committees that are supported by the parents/guardians, students, and staff in our building. From a School Advisory Committee comprised of staff, administration, and parents/guardians that provides quarterly communication regarding school structure and improvement, to a Brunch Bunch that includes students, staff, administration, and parents/guardians that focuses on successes and direction of our school lunch program, to an Operations and Safety Committee comprised of staff, parents/guardians, and Board of Education members, Marlborough Elementary School is building a structure where all voices collectively form a stronger learning community.

Our classrooms, where meeting everyone's individual needs is our belief, create a school where multiple data points and educator and parent/guardian knowledge are combined to plan effective programs for our students. The entire staff, both special educators, curriculum specialists and classroom teachers, work together through the Early Intervention Process, to create and monitor plans for students starting with our very earliest concerns with students. Identified students have individualized plans created, implemented and continuously monitored to assure that the joint instruction is assuring growth in all academic areas.

We provide a number of online programs that allow families the opportunity to work with their students at home in both the areas of math and language arts. These web-based programs can be accessed by students at both school and home, allowing for a smooth continuation of learning activities. Parents/guardians of students involved in our early literacy intervention program met with the reading specialist at the beginning of the school year to obtain the information needed to support the program at home.

Although Marlborough Elementary School only offers one parent-teacher conference opportunity in the fall, teachers meet with parents/guardians throughout the school year on a less formal basis. Our most recent school-wide goal focused on school and family collaboration and communication. Staff members worked either individually or at grade levels to develop goals to increase or improve the home and school connection. Through classroom newsletters, websites, postcard mailings and communication notebooks and folders, staff found a number of creative and engaging ways to connect with their families.

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

At Marlborough Elementary School (MES), the 2016-17 school year was the third year of a daily Spanish block for all of our students in grades 1-6, with Kindergarten students getting Spanish instruction two times per week. Students experience lessons focusing not only on vocabulary development, but also on pronunciation, culture, and opportunities for conversational experiences. In the 2017-18 school year, we'll continue our in-depth foreign language exploration, with the benefit of our Spanish teacher having gained the experience of the Oral Proficiency Interview Workshop to build the depth and authenticity of our assessments. Our Spanish Program has students immersed in classes where their depth of knowledge on vocabulary, language structures, and conversational strategies are built and reinforced by an amazing teacher whose highly interactive, almost full immersion approach has our children acquiring knowledge at an amazing rate.

Marlborough Public School is an equal opportunity employer that continues to recruit and retain staff dedicated to providing a curriculum that is rich in opportunities for our students to learn about and explore the world they live in. Students are provided experiences through literature and social studies classes to understand and appreciate the cultural diversity of the world they live in. MES celebrates Multicultural Day in April, with visiting performers and workshops for students and grade levels. From African drummers to Chinese acrobats, MES, with terrific support of our PTO, has provided enriching programs that focus on cultures from around the world.

Two years ago, MES started an afternoon PASS Program to assist children in grades 4-6 with building their math and language arts skills. Students met in small groups with certified staff to help close the achievement gap. Students were assessed at the beginning and end of the program to monitor their progress. Last year, we added an afterschool club program on an additional day to provide all interested students with the opportunity to spend an hour a week enjoying multi-age peers and an instructor who shared similar interests. To ensure accessibility, we provided a late bus for the students who needed transportation.

# District Profile and Performance Report for School Year 2016-17

## Marlborough School District

### **Equitable Allocation of Resources among District Schools**

As Marlborough Elementary School is the only school in the Marlborough School District, all district resources are allocated to just Marlborough Elementary School.