

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



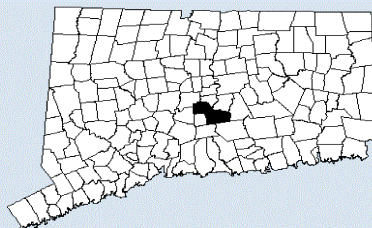
Middletown School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	23
Enrollment	4,702
Per Pupil Expenditures ¹	\$17,289
Total Expenditures ¹	\$87,688,629

¹Expenditure 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.

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	2,275	48.4	48.4
Male	2,427	51.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	221	4.7	5.1
Black or African American	919	19.5	12.9
Hispanic or Latino	869	18.5	24.0
Pacific Islander	*	*	0.1
Two or More Races	319	6.8	2.9
White	2,360	50.2	54.8
English Learners	178	3.8	6.8
Eligible for Free or Reduced-Price Meals	2,182	46.4	35.9
Students with Disabilities ¹	653	13.9	14.3

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	195	8.9	105	4.6
Male	215	9.2	229	9.5
Black or African American	89	9.9	122	13.2
Hispanic or Latino	123	14.6	96	10.9
White	156	7.0	84	3.6
English Learners	20	11.2	*	*
Eligible for Free or Reduced-Price Meals	274	13.8	258	11.6
Students with Disabilities	103	17.8	85	12.2
District	410	9.1	334	7.1
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 469

Number of school-based arrests: 7

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	300.4
Paraprofessional Instructional Assistants	54.2
Special Education	
Teachers and Instructors	52.0
Paraprofessional Instructional Assistants	167.0
Administrators, Coordinators and Department Chairs	
District Central Office	12.2
School Level	19.7
Library/Media	
Specialists (Certified)	6.1
Support Staff	6.0
Instructional Specialists Who Support Teachers	23.3
Counselors, Social Workers and School Psychologists	34.0
School Nurses	20.5
Other Staff Providing Non-Instructional Services/Support	234.8

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	7	1.5	1.0
Black or African American	15	3.3	3.6
Hispanic or Latino	12	2.6	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	422	92.5	91.4

Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.0	9.6

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	40	64.5	60	78.9
Hispanic or Latino	23	45.1	37	69.8
White	127	75.6	150	81.1
English Learners	*	*	7	*
Eligible for Free or Reduced-Price Meals	70	58.8	109	73.6
Students with Disabilities	23	53.5	41	68.3
District	211	67.4	265	77.5
State		63.6		77.5

³College-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 Peers⁴

	Count	Rate (%)
Autism	39	54.9
Emotional Disturbance	35	47.3
Intellectual Disability	14	37.8
Learning Disability	154	92.2
Other Health Impairment	112	82.4
Other Disabilities	14	50.0
Speech/Language Impairment	77	91.7
District	445	74.5
State		68.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	77	1.6	1.7
Emotional Disturbance	74	1.5	1.0
Intellectual Disability	37	0.8	0.5
Learning Disability	167	3.4	4.9
Other Health Impairment	137	2.8	2.9
Other Disabilities	40	0.8	1.1
Speech/Language Impairment	108	2.2	1.8
All Disabilities	640	13.0	13.9

¹Grades K-12

Overall Expenditures:³ 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	47,895,804	10,351	9,663
Instructional Supplies and Equipment	1,250,622	270	321
Improvement of Instruction and Educational Media Services	1,957,412	423	578
Student Support Services	4,323,969	935	1,103
Administration and Support Services	6,616,571	1,430	1,861
Plant Operation and Maintenance	9,267,147	2,003	1,637
Transportation	7,767,301	1,521	877
Costs of Students Tuitioned Out	7,114,021	N/A	N/A
Other	1,495,782	323	201
Total	87,688,629	17,289	16,236

Additional Expenditures

Land, Buildings, and Debt Service	7,855,382	1,698	1,749
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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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	5,567,672	26.9	34.6
Noncertified Personnel	2,953,796	14.3	14.6
Purchased Services	1,046,494	5.1	5.8
Tuition to Other Schools	5,962,536	28.8	21.8
Special Ed. Transportation	2,976,922	14.4	8.5
Other Expenditures	2,183,649	10.6	14.7
Total Expenditures	20,691,069	100.0	100.0

Expenditures by Revenue Source:⁴

2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	66.4	67.7
State	28.9	27.2
Federal	3.7	4.0
Tuition & Other	1.0	1.0

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	96	77.6	96	73.6	40	57.8
Black or African American	474	53.2	473	47.9	204	42.5
Hispanic or Latino	427	55.2	427	50.3	182	43.2
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	144	65.7	144	58.2	46	51.1
White	1204	71.2	1203	65.7	542	57.7
English Learners	130	54.7	130	52.1	44	42.5
Non-English Learners	2222	65.1	2220	59.5	972	52.1
Eligible for Free or Reduced-Price Meals	1038	55.4	1038	49.8	441	44.8
Not Eligible for Free or Reduced-Price Meals	1314	71.8	1312	66.5	575	57.1
Students with Disabilities	308	41.2	308	35.8	127	36.8
Students without Disabilities	2044	68.1	2042	62.6	889	53.9
High Needs	1167	54.7	1167	49.2	486	44.6
Non-High Needs	1185	74.2	1183	68.9	530	58.3
District	2352	64.5	2350	59.1	1016	51.7

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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	10	Count	Rate (%)
Sit & Reach	80.8	75.6	85.3	93.8	1,304	83.5
Curl Up	84.3	79.7	84.8	90.3	1,304	84.6
Push Up	64.3	48.1	65.6	76.3	1,304	63.4
Mile Run/PACER	55.2	75.9	60.4	52.5	1,304	60.8
All Tests - District	38.9	34.0	43.3	50.2	1,304	41.3
All Tests - State	52.8	51.4	51.4	50.6		51.6

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

	2015-16	
	Cohort Count ²	Rate (%)
Black or African American	85	88.2
Hispanic or Latino	58	72.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	188	79.8
Students with Disabilities	54	59.3
District	334	86.5
State		87.4

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 2015-16 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.4	120	38.6
Male	92.7	127	36.9
Black or African American	94.2	24	17.4
Hispanic or Latino	93.3	22	21.2
White	96.0	177	50.1
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	95.5	63	23.6
Students with Disabilities	74.8	*	*
District	95.0	247	37.7
State	96.1		43.5

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.

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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 2016	Class of 2015
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	73.1	92.8
Male	55.3	85.7
Black or African American	60.5	81.8
Hispanic or Latino	54.5	*
White	67.7	91.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	48.5	85.2
Students with Disabilities	26.8	*
District	64.5	89.7
State	72.0	88.5

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	64.5	75	43.0	50	86.1	67.1
	High Needs Students	54.7	75	36.5	50	73.0	55.9
Math Performance Index	All Students	59.1	75	39.4	50	78.8	62.2
	High Needs Students	49.2	75	32.8	50	65.6	50.5
Science Performance	All Students	51.7	75	34.5	50	69.0	55.3
	High Needs Students	44.6	75	29.7	50	59.5	45.2
ELA Academic Growth	All Students	53.5%	100%	53.5	100	53.5	55.4%
	High Needs Students	47.3%	100%	47.3	100	47.3	49.8%
Math Academic Growth	All Students	57.7%	100%	57.7	100	57.7	61.7%
	High Needs Students	53.0%	100%	53.0	100	53.0	53.7%
Chronic Absenteeism	All Students	9.1%	<=5%	41.9	50	83.7	9.9%
	High Needs Students	13.6%	<=5%	32.7	50	65.4	15.8%
Preparation for CCR	% Taking Courses	72.7%	75%	48.4	50	96.9	70.7%
	% Passing Exams	37.7%	75%	25.1	50	50.3	43.5%
On-track to High School Graduation		92.5%	94%	49.2	50	98.4	87.8%
4-year Graduation All Students (2016 Cohort)		86.5%	94%	92.0	100	92.0	87.4%
6-year Graduation - High Needs Students (2014)		81.1%	94%	86.2	100	86.2	82.0%
Postsecondary Entrance (Class of 2016)		64.5%	75%	86.0	100	86.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		95.2% 41.3%	75%	27.6	50	55.1	92.0% 51.6%
Arts Access		36.6%	60%	30.5	50	60.9	50.5%
Accountability Index				947.0	1350	70.1	

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	74.2	54.7	19.5	16.7	
Math Performance Index Gap	68.9	49.2	19.8	18.7	
Science Performance Index Gap	58.3	44.6	13.7	16.6	
Graduation Rate Gap	94.0%	81.1%	12.9%	12.0%	Y

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	99.7
	High Needs Students	99.5
Math	All Students	99.6
	High Needs Students	99.4
Science	All Students	99.5
	High Needs Students	99.2

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: 47.9

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

Middletown School District

Narratives

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 continued our contract 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. Our Social Worker for the Early Childhood Assessment Team reaches out to parents who need support. At the elementary school level, a Special Education Instructional Support Teacher coaches special education teachers, in grades preschool-6 and non-tenured staff, during their specialized support instruction. She is also certified in dyslexia and has acquired proficiencies, through rigorous professional development, in many reading and numeracy competencies. These skills are important in maintaining research based practices. System-wide, Board Certified Behavior Analysts (BCBAs) were hired to address programming for students with social/emotional and 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. 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 and Kindergarten Attendance Liaisons. 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- Parents Supporting Educational Excellence (PSEE) 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.

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. The District Improvement Plan continues to emphasize on raising expectations, maximizing parent and community involvement, and offering enrichment to support academic performance. The district is focusing on meeting its goal to close the achievement gap. Balanced Literacy in grades PreK-11, Guided Math in grades K-8, Scientifically Researched Based Interventions, and the rigorous CT Core Standards and STEM curricula are fully implemented. The district data shows the narrowing of the achievement gap since 2006 has decreased in reading, writing, and mathematics. There continues to be an emphasis on developing cultural competence and responsiveness. The district utilizes Glenn E. Singleton model, "Courageous Conversation Beyond Diversity" (Pacific Educational Group, Inc.) to understand our racial consciousness. Middletown continues to offer activities and programs to reduce racial, ethnic and economic isolation, including Academic Enrichment Programs, Pride Patrol, 21st Century After School program, 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 and School Data Teams continue to be involved in a Courageous Conversation initiative around equity, cultural sensitivity, and high expectations for all students. The District Leadership Team is participating in a book club, using "Culturally Responsive Teaching and the Brain" by Zaretta Hammond. The Cultural Council offers programs in multicultural music, dance, drama, and the arts in all schools. The district utilizes PowerSchool 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. Approximately 400 students attend interdistrict magnet schools.

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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.