

**STRATEGIC SCHOOL PROFILE 2011-12****Middletown School District**

MICHAEL J. FRECHETTE, Superintendent

Location: 311 Hunting Hill Avenue  
Middletown,  
Connecticut

Telephone: (860) 638-1401

Website: [www.middletownschoools.org/](http://www.middletownschoools.org/)


---

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

---

**COMMUNITY DATA**

County: Middlesex

Town Population in 2000: 43,167

1990-2000 Population Growth: 0.9%

Number of Public Schools: 11

Per Capita Income in 2000: \$25,720

Percent of Adults without a High School Diploma in 2000\*: 16.3%

Percent of Adults Who Were Not Fluent in English in 2000\*: 3.0%

District Enrollment as % of Estimated. Student Population: 88.8%

---

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

---

District Reference Group (DRG): G DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

---

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011      5,033  
5-Year Enrollment Change      -0.8%

---

**DISTRICT GRADE RANGE**

Grade Range      PK - 12

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	2,198	43.7	42.1	35.2
K-12 Students Who Are Not Fluent in English	132	2.7	3.8	5.6
Students Identified as Gifted and/or Talented*	354	7.0	3.9	4.0
PK-12 Students Receiving Special Education Services in District	549	10.9	12.6	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	383	87.0	77.0	79.8
Homeless	16	0.3	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	14	7.3	12.0	13.0

\*0.0 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	12	0.2
Asian American	274	5.4
Black	1,106	22.0
Hispanic	759	15.1
Pacific Islander	3	0.1
White	2,737	54.4
Two or more races	142	2.8
Total Minority	2,296	45.6

**Percent of Minority Professional Staff:** 7.2%

**Non-English Home Language:**

6.3% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 36.

---

### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

---

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

As in the past Middletown schools continue to offer many programs for students, staff, parents, and community members – all designed to enrich interaction and understanding among Middletown’s diverse educational community. After years of revising and reporting out on the district’s Diversity enhancement 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 district goal to close the achievement gap by implementing balanced literacy PreK-10, Scientifically Researched Based Intervention (SRBI) for grades K-12 and the more rigorous Common Core Curriculum. The data shows that narrowing of the achievement gap from 2006-2012 continues to improve in reading, writing, and mathematics at all grade levels. In addition to this more focused effort on closing the achievement gap, Middletown continued 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 to the High School’s Alianza Latina continue to promote multicultural appreciation and interest. And the 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 many of the School Data Teams continues to be involved in a “Courageous Conversation” Initiative around diversity, cultural sensitivity, high expectations for all students; All eleven schools have now become members of the state’s School, Family, and Community Partners initiative; The district’s Cultural Council continues to organize and offer programs at all grades in multicultural music, dance, drama, and the arts – to all schools. The district has purchased PowerSchool, Pearson Inform and Aimsweb in order to progress monitor student progress and disaggregate data to better inform the progress of all our students; particularly students who are at risk. Again, with reduced Title I funding the district have become more aggressive and creative in pursuing grants and drawing upon its own resources as reflected in additional pre-school program and the expanded after-school program with 21st Century after-school programs at both middle schools.

---

## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Grade 3 Reading	60.4	59.2	39.4	
Writing	64.0	62.7	38.8	
Mathematics	61.3	66.5	22.5	
Grade 4 Reading	57.7	64.1	19.4	
Writing	65.4	65.3	34.4	
Mathematics	60.1	68.0	18.8	
Grade 5 Reading	64.7	67.6	25.9	
Writing	71.4	68.1	44.6	
Mathematics	67.1	71.6	25.0	
Science	57.1	63.9	18.5	
Grade 6 Reading	65.0	74.1	20.5	
Writing	61.4	67.4	23.5	
Mathematics	62.8	69.3	21.7	
Grade 7 Reading	70.0	79.8	15.1	
Writing	57.4	65.6	19.9	
Mathematics	47.4	68.1	11.3	
Grade 8 Reading	69.5	76.8	18.9	
Writing	62.4	68.3	24.4	
Mathematics	44.1	67.2	10.7	
Science	48.7	61.9	16.9	

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal	<p>For more detailed CAPT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p>
Reading Across the Disciplines	39.5	47.5	30.8	
Writing Across the Disciplines	57.3	63.0	29.1	
Mathematics	43.0	49.2	32.3	
Science	45.6	47.1	38.8	

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	40.1	50.6	23.0

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		73.0	77.3	
Average Score	Mathematics	480	505	26.0
	Critical Reading	478	502	22.1
	Writing	484	506	25.2

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2011	76.9	82.7	18.0
2010-11 Annual Dropout Rate for Grade 9 through 12	3.1	2.6	18.1

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	84.2	84.5
% Employed (Civilian Employment and in Armed Services)	5.6	9.7

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	312.68
Paraprofessional Instructional Assistants	28.58
Special Education	
Teachers and Instructors	48.00
Paraprofessional Instructional Assistants	118.25
Library/Media Specialists and/or Assistants	9.00
Staff Devoted to Adult Education	6.05
Administrators, Coordinators, and Department Chairs	
District Central Office	6.60
School Level	19.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	12.00
Counselors, Social Workers, and School Psychologists	26.00
School Nurses	16.60
Other Staff Providing Non-Instructional Services and Support	246.24

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

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	13.0	14.4	13.9
% with Master's Degree or Above	77.1	79.5	79.6

Average Class Size	District	DRG	State
Grade K	18.1	18.7	18.5
Grade 2	20.0	19.3	19.7
Grade 5	20.3	21.1	21.6
Grade 7	21.5	20.3	20.3
High School	20.5	19.4	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	975	989	993
Middle School	986	1,012	1,024
High School	1,041	1,013	1,024

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	3.7	3.4	2.8
Middle School	2.4	2.4	2.2
High School	1.7	2.1	2.1

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2010-11

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$43,734	\$8,422	\$8,464	\$8,467	\$8,469
Instructional Supplies and Equipment	\$786	\$151	\$267	\$222	\$271
Improvement of Instruction and Educational Media Services	\$1,464	\$282	\$487	\$406	\$482
Student Support Services	\$3,934	\$757	\$901	\$999	\$901
Administration and Support Services	\$5,296	\$1,020	\$1,468	\$1,417	\$1,490
Plant Operation and Maintenance	\$8,696	\$1,675	\$1,471	\$1,459	\$1,463
Transportation	\$5,872	\$1,087	\$735	\$732	\$724
Costs for Students Tuitioned Out	\$5,283	N/A	N/A	N/A	N/A
Other	\$994	\$191	\$165	\$166	\$165
<b>Total</b>	<b>\$76,058</b>	<b>\$13,994</b>	<b>\$14,238</b>	<b>\$14,111</b>	<b>\$14,140</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$7,242	\$1,395	\$1,290	\$1,057	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$17,033,538	22.4	22.7	21.7

**Revenue Sources, % of Expenditures from Source.** 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 Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	69.6	22.1	7.4	0.8
Excluding School Construction	66.7	24.2	8.2	0.9

---

**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


---

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

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 ensure that all students, irrespective of parent financial support, receive the same experiences in the fine and performing arts.

---

**SPECIAL EDUCATION**


---



---

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	617
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.8%

---

<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	57	1.1	1.3	1.2
Learning Disability	161	3.1	3.9	3.9
Intellectual Disability	36	0.7	0.5	0.4
Emotional Disturbance	66	1.3	1.2	1.0
Speech Impairment	136	2.6	2.3	2.1
Other Health Impairment*	113	2.2	2.5	2.2
Other Disabilities**	48	0.9	1.2	1.0
<b>Total</b>	<b>617</b>	<b>11.8</b>	<b>12.9</b>	<b>11.7</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2010-11 with a Standard Diploma	55.6	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	7.7	5.1

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	13.6	36.0	64.3	70.4
	Writing	10.5	21.5	63.9	66.3
	Mathematics	9.9	31.8	57.6	68.4
	Science	16.9	23.0	53.2	62.9
CAPT	Reading Across the Disciplines	3.4	14.5	39.5	47.5
	Writing Across the Disciplines	10.5	18.2	57.3	63.0
	Mathematics	6.9	15.4	43.0	49.2
	Science	7.7	13.6	45.6	47.1

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

CMT	% Without Accommodations	49.1
	% With Accommodations	50.9
CAPT	% Without Accommodations	30.2
	% With Accommodations	69.8
% Assessed Using Skills Checklist		7.1

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

Placement	Count	Percent
Public Schools in Other Districts	14	2.3
Private Schools or Other Settings	105	17.0

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	475	77.0	68.0	72.1
40.1 to 79.0 Percent of Time	57	9.2	16.4	16.3
0.0 to 40.0 Percent of Time	85	13.8	15.6	11.7

---

**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

---

The following narrative was submitted by this district.

This year's Middletown students' performance on CMTs reflects overall improvement in reading, mathematics and writing. • In reading every grade level achieved 80% or better at the Proficient level. The writing data shows that Middletown improved at every grade level and in grades 3, 4, & 5 Middletown exceeded the state average at the proficient and goal level. The district average for proficient is 85.1%. and grade 5 students achieved 90.4% at the Proficient level. In mathematics grade 3-7 students improved at both the proficient and goal level. The percentage of students reaching goal increased by 7%. • The district is now in the process of developing a new three-year District Improvement Plan (2011-2014) which will build on the successes of the 2008-2011 District Improvement Plan (Data Teams and Data Driven Decision-Making) and focus on raising rigor in the district through the implementation of the Common Core State Standards and developing the District Curriculum in Language Arts, Mathematics, Science and Social Studies to align with the CCSS. In this year of transition and development there will be continued focus on strengthening Tier 1 instruction and providing more targeted and focused Tier 2 and Tier 3 interventions through the SRBI Framework. Professional development will address supporting teachers to better differentiate lessons while using effective teaching strategies that are proven to yield high results. In addition, Middletown Public School administrators, social workers, guidance counselors, and special education teachers, received Life space Crisis Intervention training. This training provides strategies for adults to use with students that require Tier 3 interventions so that they are better able cope with stressful situations and social emotional needs.

---