

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



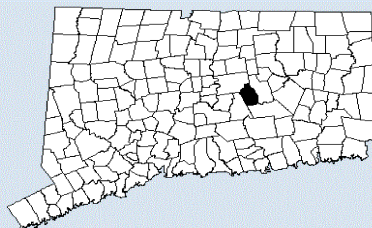
Marlborough School District

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

District Information

Grade Range	PK-6
Number of Schools	1
Enrollment	605
Per Pupil Expenditures ¹	\$11,244
Total Expenditures ¹	\$7,364,646

¹Expenditure data reflect the 2012-13 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](#)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	289	47.8	48.3
Male	316	52.2	51.6
American Indian	0	0.0	0.2
Asian	*	*	4.6
Black or African American	*	*	12.9
Hispanic or Latino	33	5.5	21.2
Pacific Islander	0	0.0	0.0
White	543	89.8	58.4
Two or More Races	22	3.6	2.3
English Language Learners	*	*	5.7
Eligible for Free or Reduced-Price Meals	54	8.9	37.3
Students with Disabilities ¹	58	9.6	12.8

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	*	*	*	*
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	0.0	*	*
White	12	2.3	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	12	2.0	6	0.9
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 0

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.

District Profile and Performance Report for School Year 2013-14

Marlborough School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	34.0
Paraprofessional Instructional Assistants	4.5
Special Education	
Teachers and Instructors	4.6
Paraprofessional Instructional Assistants	10.4
Administrators, Coordinators and Department Chairs	
District Central Office	0.5
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	3.5
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	25.0

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 (%)
Asian	0	0	1.0
Black or African American	1	2.0	3.5
Hispanic	0	0	3.6
Native American	0	0	0.1
White	49	98.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.7	9.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	N/A	N/A
Learning Disability	26	92.9
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
District	37	82.2
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	6	1.0	1.4
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0	0.4
Learning Disability	28	4.7	4.2
Other Health Impairment	6	1.0	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	8	1.3	1.9
All Disabilities	52	8.7	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	0	0	2.8
Private Schools or Other Settings	0	0	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,923,647	7,705	8,769
Instructional Supplies and Equipment	125,294	196	275
Improvement of Instruction and Educational Media Services	237,276	371	487
Student Support Services	219,487	343	965
Administration and Support Services	734,103	1,149	1,600
Plant Operation and Maintenance	666,961	1,044	1,472
Transportation	365,578	307	786
Costs of Students Tuitioned Out	47,300	N/A	N/A
Other	45,000	70	178
Total	7,364,646	11,244	14,642

Additional Expenditures

Land, Buildings, and Debt Service	539,118	844	1,434
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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: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	579,527	51.7	35.6
Noncertified Personnel	191,944	17.1	14.5
Purchased Services	97,933	8.7	5.0
Tuition to Other Schools	4,125	0.4	21.4
Special Ed. Transportation	79,155	7.1	8.5
Other Expenditures	168,614	15.0	14.9
Total Expenditures	1,121,298	100.0	100.0

PK-12 Expenditures Used for Special Education	15.2	21.9
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Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	75.2	73.4
State	22.5	24.1
Federal	2.2	2.3
Tuition & Other	0.1	0.1

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).

District Profile and Performance Report for School Year 2013-14

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Performance

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) is the test performance of all subjects tested for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the "goal" level on the majority of tests. Detailed reports of CMT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	84.5	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	.	79.9	74.0	79.1	.	.	.	.
Students with Disabilities	69.1	63.7	60.3	58.7	.	.	.	.
High Needs	74.5	75.7	69.2	71.4	.	.	.	.
District	92.9	92.6	90.1	90.1	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by			All Tested Grades	
	4	6	8	Count	Rate (%)
Sit & Reach	88.2	80.7	N/A	159	84.3
Curl Up	85.5	73.5	N/A	159	79.2
Push Up	90.8	89.2	N/A	159	89.9
Mile Run/PACER	61.8	57.8	N/A	159	59.7
All Tests - District	48.7	43.4	N/A	159	45.9
All Tests - State	50.2	50.7	50.3		51.1

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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Narratives

School District Improvement Plans and Parental Outreach Activities

Marlborough Elementary School, being a single school district, is an integral part of the Marlborough community. Our school is highly supported by very dedicated families and town organizations. These groups help to provide unique opportunities for our students. From our Marlborough Parent Teacher Organization to our Marlborough Education Foundation to a wealth of volunteers, our school is provided constant support in creating the best learning environment for all of our students.

Communication with our families and our community is a critical component of our school structure. School information is provided directly to families, and is posted on our website, in a weekly letter written by administration. Through the weekly letter, our monthly school newsletter and articles and pictures in the local paper that highlight our successes, our goal is to provide a constant picture for the parents and community into our student's daily education. Along with a variety of published communications, we also have a series of committees that are supported by the parents, students, and staff in our building. From a School Advisory Committee comprised of staff, administration, and parents that provides monthly communication regarding school structure, to a monthly Lunch Bunch that includes students, staff, administration, and parents that focuses on the success and direction of our school lunch program, to a Technology Committee that includes parents, staff and administration focusing on the development and implementation of the school Technology Plan, Marlborough Elementary School is building a structure where all voices collectively form a stronger learning community. School climate surveys will provide families with yet another avenue to communicate with the school.

Marlborough Elementary School continues to support parents in their efforts to work with their children on learning activities at home. The MES website contains a wide range of web-based programs that families can access and work on at home. There are a variety of Math and Language Arts sites that families can visit in order to strengthen skills that are covered during the school day.

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

Our school social workers (one full time and one part-time) from AHM family services work with students at all grade levels on social skills, as well as providing support to our families. Our social workers also work with the Principal and the nurse to monitor any attendance issues that may arise. Attendance concerns are reviewed on a monthly basis and action steps are taken when there is a concern. At the school and Board of Education level, we took a close look at our Attendance Policy and made revisions in order to be in alignment with the Attendance Policy developed by the State Board of Education.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Marlborough Elementary School is located in the central section of the state, with close proximity to Hartford, and is part of the EASTCONN region. Our second graders have been part of the Imagination Connection program. In the program, our second graders have had the opportunity to make friends and complete joint projects with schools from more diverse areas. The groups have focused on the concept of team building through the reading of poems for two voices and have also focused on diversity through storytelling. The goal of the program is to, "increase student achievement and multi-cultural appreciation, helping students better prepare for academic success and employment in our changing global marketplace." Due to the success of the program, continued participation is planned.

The 2014-15 school year was the inaugural year of a daily Spanish block for all of our students in grades 1-6. In the 2013-14 school year, our 6th graders had a partial year Spanish program as we were in process of creating our curriculum. In daily 15 minutes blocks, students experience lessons focused not only on vocabulary development, but also on pronunciation, culture, and continued opportunities for conversation. Moving forward, we will continue our in-depth foreign language exploration and be adding a daily 15 minute block for our kindergartener students. Finally, a group of our 6th graders will be participating in the Rhyme Celebration. They will be joining students from towns and cities all over the state and sharing poetry and songs in multiple languages.

Marlborough Public School is an equal opportunity employer who continues to recruit and retain staff that is dedicated to providing a curriculum that is rich in opportunities for our students to learn about and explore the world they live in. All grade levels provide experiences through literature and social studies classes to understand and appreciate the cultural diversity of the world they live in. From lessons in our first grade where our students learn about their own families' culture to our 6th graders who are completing an in-depth, research based exploration of the cultures of the world, students in every grade gain a deeper knowledge and appreciation of the strength created by the diversity of our world.

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Equitable Allocation of Resources among District Schools

As Marlborough Elementary School is the only school in the district, all district resources are used within our school.