

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18



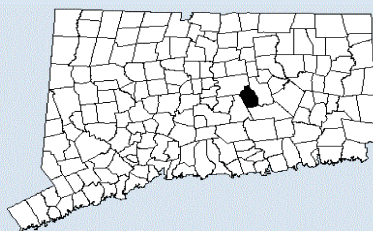
## Marlborough School District

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

### District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	491
Per Pupil Expenditures <sup>1</sup>	\$13,521
Total Expenditures <sup>1</sup>	\$7,396,132

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	229	46.6	48.4
Male	262	53.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	*	*	5.1
Black or African American	8	1.6	12.8
Hispanic or Latino	28	5.7	24.8
Pacific Islander	0	0.0	0.1
Two or More Races	10	2.0	3.3
White	436	88.8	53.6
English Learners	6	1.2	7.2
Eligible for Free or Reduced-Price Meals	47	9.6	36.7
Students with Disabilities <sup>1</sup>	62	12.6	14.8

<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	* *	0 0.0
Male	* *	0 0.0
Black or African American	0 *	0 *
Hispanic or Latino	0 0.0	0 0.0
White	* *	0 0.0
English Learners	* *	0 *
Eligible for Free or Reduced-Price Meals	* *	0 0.0
Students with Disabilities	* *	0 0.0
District	17 3.6	0 0.0
State	10.7	6.8

Number of students in 2016-17 qualified as truant under state statute: 21

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 2017-18

## Marlborough School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	35.5
Paraprofessional Instructional Assistants	3.1
<b>Special Education</b>	
Teachers and Instructors	3.8
Paraprofessional Instructional Assistants	12.2
<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	24.0

<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	1.1
Black or African American	1	2.1	3.7
Hispanic or Latino	0	0.0	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	46	97.9	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.9	10.5

### 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	16	72.7
Other Health Impairment	8	*
Other Disabilities	0	0
Speech/Language Impairment	*	*
District	33	70.2
State		68.6

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

# District Profile and Performance Report for School Year 2017-18

## Marlborough School District

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

	District Count	District Rate (%)	State Rate (%)
Autism	*	*	1.8
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	22	4.6	5.2
Other Health Impairment	9	1.9	3.1
Other Disabilities	*	*	1.1
Speech/Language Impairment	11	2.3	1.8
All Disabilities	55	11.5	14.5

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

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

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	0	0.0	5.2

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

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	4,972,215	9,294	9,847
Instructional Supplies and Equipment	155,279	290	287
Improvement of Instruction and Educational Media Services	308,886	577	589
Student Support Services	158,380	296	1,120
Administration and Support Services	809,302	1,513	1,905
Plant Operation and Maintenance	613,813	1,147	1,648
Transportation	310,686	291	904
Costs of Students Tuitioned Out	67,571	N/A	N/A
Other	0	0	208
Total	7,396,132	13,521	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	634,050	1,185	1,393
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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: 2016-17

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	577,068	45.0	33.8
Noncertified Personnel	275,260	21.5	14.5
Purchased Services	113,277	8.8	5.5
Tuition to Other Schools	42,171	3.3	23.4
Special Ed. Transportation	81,906	6.4	8.7
Other Expenditures	191,803	15.0	14.1
Total Expenditures	1,281,485	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	77.7	75.8
State	20.6	22.3
Federal	1.7	1.9
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 2017-18

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	0	N/A	0	N/A
Asian	*	*	*	*
Black or African American	*	*	*	*
Hispanic or Latino	14	*	14	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A
Two or More Races	7	*	7	*
White	266	76.8	266	73.7
English Learners	*	*	*	*
Non-English Learners	292	76.6	292	73.4
Eligible for Free or Reduced-Price Meals	44	72.8	44	67.5
Not Eligible for Free or Reduced-Price Meals	251	77.2	251	74.4
Students with Disabilities	31	56.3	31	52.5
Students without Disabilities	264	79.0	264	75.8
High Needs	71	65.9	71	61.3
Non-High Needs	224	79.9	224	77.1
District	295	76.6	295	73.3

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	32%
National Public	40%	33%	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	HS	Count	Rate (%)
Sit & Reach	87.1	64.0	N/A	N/A	151	73.5
Curl Up	91.9	83.1	N/A	N/A	151	86.8
Push Up	87.1	94.4	N/A	N/A	151	91.4
Mile Run/PACER	77.4	75.3	N/A	N/A	151	76.2
All Tests - District	67.7	46.1	N/A	N/A	151	55.0
All Tests - State	53.2	51.4	50.5	45.6		50.1

<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 2017-18

## 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. The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	76.6	75	50.0	50	100.0	67.6
	High Needs Students	65.9	75	44.0	50	87.9	57.5
Math Performance Index	All Students	73.3	75	48.9	50	97.8	62.7
	High Needs Students	61.3	75	40.9	50	81.7	52.0
ELA Academic Growth	All Students	65.3%	100%	65.3	100	65.3	60.7%
	High Needs Students	60.0%	100%	60.0	100	60.0	55.6%
Math Academic Growth	All Students	77.7%	100%	77.7	100	77.7	61.9%
	High Needs Students	68.4%	100%	68.4	100	68.4	55.4%
Chronic Absenteeism	All Students	3.6%	<=5%	50.0	50	100.0	10.7%
	High Needs Students	4.7%	<=5%	50.0	50	100.0	16.6%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	74.8%
	% Passing Exams	N/A	75%	0.0	0	0.0	44.8%
On-track to High School Graduation		N/A	94%	0.0	0	0.0	87.5%
4-year Graduation All Students (2017 Cohort)		N/A	94%	0.0	0	0.0	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		N/A	94%	0.0	0	0.0	81.8%
Postsecondary Entrance (Class of 2017)		N/A	75%	0.0	0	0.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		98.7%   55.0%	75%	36.6	50	73.3	96.6%   50.1%
Arts Access		N/A	60%	0.0	0	0.0	51.2%
<b>Accountability Index</b>				<b>591.8</b>	<b>750</b>	<b>78.9</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	65.9	9.1	15.9	
Math Performance Index Gap	75.0	61.3	13.7	18.2	
Science Performance Index Gap	.	N/A	.	.	
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	100.0
	High Needs Students	100.0
Math	All Students	100.0
	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: 51.5**

#### 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 2017-18

## 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 families 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.

Communication with our families and the community is a critical component of our structure. Through information provided in our weekly Thursday Family Letters, 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 families, students, and staff in our building. From a School Advisory Committee comprised of staff, administration, and families that provides quarterly communication regarding school structure and improvement, to a Brunch Bunch that includes students, staff, administration, and family members that focuses on successes and the direction of our school lunch program, to an Operations and Safety Committee comprised of staff, family members, 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 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 resulting in growth in all academic areas. The Special Education team meets on a monthly basis to review student programs, Special Education resources and all else related to the Special Education program for our students in Marlborough.

As a smaller school in a single school district, we have the distinct advantage of knowing our students and families on a personal level. We work with families when there are attendance issues with students, and often have a very good understanding of why there may be situations that lead to the attendance concerns. We meet with parents and guardians to lend assistance when needed to improve student attendance. Depending on the situation our meetings will often include students.

One of our school-wide goals 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 2017-2018 school year was the fourth year of our Spanish program for all of our students in grades K-6. K-5 students get Spanish instruction two times per week and Grade 6 students receive one longer class session each week. A number of grade 6 students once again took part in the CT Rhyme Celebration as a culminating activity to their year. 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. MES celebrates Multicultural Day in April, with visiting performers and workshops for students and grade levels. From African drummers to Chinese acrobats to Mariachi musicians, MES, with terrific support of our PTO, has provided enriching programs that focus on cultures from around the world. This past year MES was fortunate to host two incredible performers, Storyteller Len Cabral and musician Tony Memmel. These two artists helped to increase student awareness of the diversity of individuals and cultures.

Three 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. Two years ago, we added an after school 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. This past year's clubs provided enriching activities to well over 100 students - nearly 25% of our student population. We're looking forward to continuing to grow the after school offerings for our students.

# District Profile and Performance Report for School Year 2017-18

## 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.