

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

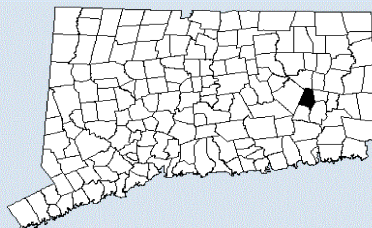


## Franklin School District

860-642-6113 • www.franklinschoolct.org

### District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	170
Per Pupil Expenditures <sup>1</sup>	\$16,672
Total Expenditures <sup>1</sup>	\$3,167,642

<sup>1</sup>Expenditure data reflect the 2013-14 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](#)  
[SAT®, AP®, PSAT® Report by High School \(Class of 2015\)](#)  
 (2015® The College Board)

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### Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](#).  
 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, 2014 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	79	46.5	48.3
Male	91	53.5	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.7
Black or African American	0	0.0	12.9
Hispanic or Latino	9	5.3	22.1
Pacific Islander	*	*	0.0
Two or More Races	*	*	2.5
White	153	90.0	57.2
English Language Learners	0	0.0	6.3
Eligible for Free or Reduced-Price Meals	24	14.1	37.6
Students with Disabilities <sup>1</sup>	27	15.9	13.3

<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	* *	* *
Male	* *	* *
Black or African American	0 *	0 *
Hispanic or Latino	0 *	* *
White	7 4.9	* *
English Language Learners	N/A N/A	N/A N/A
Eligible for Free or Reduced-Price Meals	* *	* *
Students with Disabilities	* *	* *
District	7 4.3	7 3.9
State	10.6	7.2

**Number of students in 2013-14 qualified as truant under state statute: 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 2014-15

## Franklin School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	12.0
Paraprofessional Instructional Assistants	4.5
<b>Special Education</b>	
Teachers and Instructors	1.6
Paraprofessional Instructional Assistants	2.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	0.2
School Level	0.6
<b>Library/Media</b>	
Specialists (Certified)	0.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	0.6
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	6.5

<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	0	0.0	3.5
Hispanic or Latino	0	0.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	19	100.0	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

#### Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	3.1	9.2

### 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	*	*
Learning Disability	11	*
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	7	*
District	30	96.8
State		69.7

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

# District Profile and Performance Report for School Year 2014-15

## Franklin School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	11	4.4	4.4
Other Health Impairment	6	2.4	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	7	2.8	1.9
All Disabilities	32	12.9	13.0

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

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

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	10	31.3	8.1
Private Schools or Other Settings	0	0.0	5.4

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

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	1,611,243	8,902	9,134
Instructional Supplies and Equipment	1,746	10	334
Improvement of Instruction and Educational Media Services	21,308	118	498
Student Support Services	147,890	817	1,001
Administration and Support Services	374,995	2,072	1,694
Plant Operation and Maintenance	401,090	2,216	1,572
Transportation	321,364	1,156	813
Costs of Students Tuitioned Out	280,490	N/A	N/A
Other	7,516	42	186
Total	3,167,642	16,672	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	28,026	155	1,272
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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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	260,933	29.4	35.1
Noncertified Personnel	65,770	7.4	14.2
Purchased Services	28,872	3.3	5.2
Tuition to Other Schools	393,228	44.3	22.0
Special Ed. Transportation	93,717	10.6	8.6
Other Expenditures	45,223	5.1	14.9
Total Expenditures	887,743	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	72.4	72.3
State	25.3	25.4
Federal	2.1	2.1
Tuition & Other	0.2	0.2

<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 2014-15

## Franklin 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	*	*	*	*	*	*
Black or African American	N/A	N/A	N/A	*	N/A	N/A
Hispanic or Latino	8	*	8	*	*	*
Native Hawaiian or Other Pacific Islander	*	*	*	*	N/A	N/A
Two or More Races	*	*	*	*	*	*
White	91	74.6	91	64.9	32	57.9
English Language Learners	0	N/A	0	N/A	0	N/A
Non-English Language Learners	104	73.2	104	63.4	36	57.9
Eligible for Free or Reduced-Price Meals	18	*	18	*	7	*
Not Eligible for Free or Reduced-Price Meals	86	77.2	86	66.5	29	61.4
Students with Disabilities	17	*	17	*	6	*
Students without Disabilities	87	77.1	87	66.3	30	61.0
High Needs	29	55.7	29	49.9	11	*
Non-High Needs	75	80.0	75	68.6	25	63.3
District	104	73.2	104	63.4	36	57.9

#### 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	*	*	*	N/A	50	80.0
Curl Up	*	*	*	N/A	50	92.0
Push Up	*	*	*	N/A	50	88.0
Mile Run/PACER	*	*	*	N/A	50	82.0
All Tests - District	*	*	*	N/A	50	80.0
All Tests - State	50.8	51.0	50.3	51.9		51.0

<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 2014-15

## Franklin School District

### Next Generation Accountability Results

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	73.2	75	97.6	100	97.6	67.9
	High Needs Students	55.7	75	74.3	100	74.3	56.7
Math Performance Index	All Students	63.4	75	84.5	100	84.5	59.3
	High Needs Students	49.9	75	66.5	100	66.5	47.8
Science Performance Index	All Students	57.9	75	77.2	100	77.2	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	4.3%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	7.0%	<=5%	46.0	50	92.1	17.3%
Preparation for CCR	% Taking Courses	N/A	75%	0.0	0	0.0	66.1%
	% Passing Exams	N/A	75%	0.0	0	0.0	37.3%
On-track to High School Graduation		96.3%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		N/A	94%	0.0	0	0.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		N/A	94%	0.0	0	0.0	77.6%
Postsecondary Entrance (Class of 2014)		N/A	75%	0.0	0	0.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		94.3%   80.0%	75%	50.0	50	100.0	87.6%   51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
<b>Accountability Index</b>				<b>596.1</b>	<b>700</b>	<b>85.2</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?					Y
ELA Performance Index Gap	75.0	55.7	19.3	17.3	
Math Performance Index Gap	68.6	49.9	18.7	19.6	
Science Performance Index Gap	63.3	N/A	.	17.2	
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), then the ultimate target is displayed and used for gap calculations.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.2
	High Needs Students	100.0
Math	All Students	97.3
	High Needs Students	97.1
Science	All Students	100.0
	High Needs Students	.

### 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: 50.1**

#### 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 2014-15

## Franklin School District

### Narratives

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

Our SRBI program continues to develop using benchmarks and progress monitoring. STAR Reading and STAR Math continue to be used as our universal screening tool. Fountas and Pinnell is another effective benchmark tool that we often use. We have just completed the final year of our SPDG professional development grant on literacy and PBIS. We continue to follow the PBIS model. Here at FES, we Focus, Excel, and Show Respect. Discipline data is collected, entered into SWIS and analyzed.

Parents are integrally involved in many school wide initiatives. They collaborate with our administration and staff in the design and implementation of our school wide Safety and Security program as well as our technology updates and communication plans. The Board of education has authorized the purchase of over 100 new personal computers as well as related hardware and software. This enables our teachers to better participate in state wide assessments and reporting requirements. Additionally, new surveillance cameras and protocols increase administrator and staff ability to improve our school wide safety and security.

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

The Board encourages the staff to integrate diverse units of study to improve our students' empathy and awareness of other cultures and impact of poverty and isolation. Our students study and visit Washington D.C., New York City and area poverty areas.

# District Profile and Performance Report for School Year 2014-15

## Franklin School District

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

Franklin School District only has one school, so all resources available are dedicated to the one school.