

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

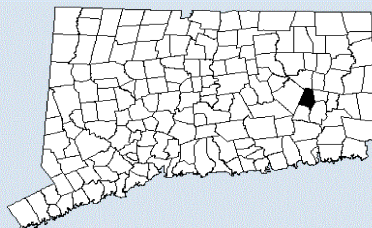


Franklin School District

Mr. Lawrence Fenn, Superintendent • 860-642-6113 • www.franklinschoolct.org

District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	154
Per Pupil Expenditures ¹	\$16,590
Total Expenditures ¹	\$4,147,596

¹Expenditure data reflect the 2017-18 school year.

Community Information

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

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Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2018 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	71	46.1	48.4
Male	83	53.9	51.6
American Indian or Alaska Native	0	0.0	0.3
Asian	*	*	5.2
Black or African American	8	5.2	12.8
Hispanic or Latino of any race	9	5.8	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	*	*	3.6
White	125	81.2	52.4
English Learners	0	0.0	7.6
Eligible for Free or Reduced-Price Meals	29	18.8	42.1
Students with Disabilities ³	9	5.8	15.4

²This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

³Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

NOTE: To protect student privacy, gender counts are suppressed () when fewer than 6 students enrolled in the district identify as non-binary.*

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	0	0.0
Male	*	*	*	*
Black or African American	0	*	0	*
Hispanic or Latino of any race	0	*	0	*
White	*	*	*	*
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	*	*	*	*
District	*	*	*	*
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 0

Number of school-based arrests: 0

⁴A student is chronically absent if they miss 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.

⁵This column displays the 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	14.1
Paraprofessional Instructional Assistants	4.3
Special Education	
Teachers and Instructors	1.0
Paraprofessional Instructional Assistants	3.5
Administrators, Coordinators and Department Chairs	
District Central Office	0.9
School Level	1.0
Library/Media	
Specialists (Certified)	0.0
Support Staff	0.5
Instructional Specialists Who Support Teachers	1.2
Counselors, Social Workers and School Psychologists	0.8
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	6.1

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	0	0.0	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	1	4.6	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	21	95.5	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	4.6	10.0

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	N/A	N/A
Other Health Impairment	7	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	0	0
District	11	*
State		67.6

³This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	*	*	1.9
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	0	0.0	5.5
Other Health Impairment	9	4.3	3.2
Other Disabilities	0	0.0	1.1
Speech/Language Impairment	*	*	1.8
All Disabilities	17	8.1	15.0

¹This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	9	*	8.2
Private Schools or Other Settings	N/A	N/A	5.0

²This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$2,719,916	\$10,880	\$10,545
Support services - students	\$197,827	\$1,206	\$1,373
Support services - instruction	\$57,557	\$351	\$644
Support services - general administration	\$279,391	\$1,704	\$462
Support services - school based administration	\$151,312	\$923	\$1,007
Central and other support services	\$46,405	\$283	\$671
Operation and maintenance of plant	\$459,872	\$2,804	\$1,629
Student transportation services	\$235,316	\$1,010	\$1,231
Food services	.	.	\$13
Enterprise operations	.	.	\$157
Minor school construction	.	.	\$65
Total	\$4,147,596	\$16,590	\$17,153

³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$208,354	32.6	29.7
Instructional Aide Salaries	\$82,542	12.9	9.6
Other Salaries	.	.	10.4
Employee Benefits	\$44,252	6.9	13.0
Purchased Services Other Than Transportation	\$47,213	7.4	5.5
Special Education Tuition	\$218,011	34.1	22.6
Supplies	\$11,680	1.8	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$27,918	4.4	8.0
Equipment	.	.	0.2
All Other Expenditures	.	.	0.1
Total	\$639,970	100.0	100.0
Percent of Total Expenditures Used for Special Education		15.4	24.4

Expenditures by Revenue Source:⁴ 2017-18

	Percent of Total (%) Excluding School Construction
Local	77.9
State	19.5
Federal	2.5
Tuition & Other	0.1

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	*	*	*	*	0	N/A
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	*	*
White	77	74.3	77	68.5	20	68.5
English Learners	0	N/A	0	N/A	0	N/A
Non-English Learners	93	74.3	93	68.8	23	68.2
Eligible for Free or Reduced-Price Meals	20	61.8	20	60.1	8	*
Not Eligible for Free or Reduced-Price Meals	73	77.7	73	71.2	15	*
Students with Disabilities	6	*	6	*	*	*
Students without Disabilities	87	76.7	87	70.8	*	*
High Needs	23	59.2	23	57.4	10	*
Non-High Needs	70	79.3	70	72.5	13	*
District	93	74.3	93	68.8	23	68.2

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	50.0	38.1	*	N/A	58	51.7
Curl Up	50.0	38.1	*	N/A	58	51.7
Push Up	50.0	38.1	*	N/A	58	51.7
Mile Run/PACER	50.0	38.1	*	N/A	58	51.7
All Tests - District	50.0	38.1	*	N/A	58	51.7
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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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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	74.3	75	49.5	50	99.1	67.7
	High Needs Students	59.2	75	39.5	50	79.0	58.1
Math Performance Index	All Students	68.8	75	45.9	50	91.7	63.1
	High Needs Students	57.4	75	38.3	50	76.6	52.7
Science Performance Index	All Students	68.2	75	45.5	50	91.0	63.8
	High Needs Students	.	75	.	.	.	54.2
ELA Academic Growth	All Students	66.2%	100%	66.2	100	66.2	59.9%
	High Needs Students	56.6%	100%	56.6	100	56.6	55.1%
Math Academic Growth	All Students	87.0%	100%	87.0	100	87.0	62.5%
	High Needs Students	73.2%	100%	73.2	100	73.2	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	1.4%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	5.4%	<=5%	49.2	50	98.4	16.1%
Preparation for CCR	% Taking Courses	.	75%	.	.	.	80.0%
	% Passing Exams	.	75%	.	.	.	42.6%
On-track to High School Graduation		.	94%	.	.	.	88.0%
4-year Graduation All Students (2018 Cohort)		.	94%	.	.	.	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		.	94%	.	.	.	83.3%
Postsecondary Entrance (Class of 2018)		.	75%	.	.	.	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.0% 51.7%	75%	34.5	50	69.0	96.4% 52.9%
Arts Access		.	60%	.	.	.	51.9%
Accountability Index				635.3	800	79.4	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	75.0	59.2	15.8	15.4	
Math Performance Index Gap	72.5	57.4	15.1	17.6	
Science Performance Index Gap	.	.	.	16.1	
Graduation Rate Gap	

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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) ³
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	.

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

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: N/A State: 51.5

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Narratives

School District Improvement Plans and Parental Outreach Activities

Franklin School District adopted a robust Strategic Advancement Plan as a result of an EASTCONN led, rigorous strategic planning process. The Strategic Planning Committee was comprised of community leadership members, parents, teachers, and administrators and included community, family, and student survey data. Additionally, the Committee hosted a well-advertised focus group which included a broad representation of the community.

As a result of Strategic Planning and other district initiatives, the Professional Development/Evaluation Committee drafted a professional learning plan and revised the teacher evaluation plan. Throughout the year, home/school communication was increased and improved, including the publication of a monthly newsletter, the Patriot Press. Additionally, a monthly staff newsletter was developed and published.

The District continues to use PowerSchool, School Messenger, and School Rack to provide families with easy access to their child's progress and important information. The PowerSchool and School Messenger online systems generate a daily communication to families of students who are absent as well as generate report information for the district regarding individual student attendance. Some teachers use other means to provide meaningful communication, district provided email, and home/school folders. Teachers continue to provide families with ideas and activities that will assist them to support their children with projects, homework and other academic endeavors through flyers, email, and other communications. All teachers have office hours three times monthly to provide opportunities for student assistance and parent meetings as well as a district-provided email for electronic communication with families.

School improvements included increasing student academic periods by eliminating study halls incorporating Enrichment periods. Staff used district-wide benchmark assessment data to identify and meet the diverse needs of the student population. Franklin Elementary School continues to use a PBIS based approach to student discipline. Data is collected and analyzed through the web-based SWIS program which continues to provide school, class, and individual data for on-going focus on improving student

Efforts to Reduce Racial, Ethnic and Economic Isolation

Spanish is being taught in fifth through eighth grade. Cultural learning, celebrations, and history are explored and taught together with both oral and written fluency and comprehension. Our middle school students examine the culture and history of the world and our nation through their social studies curriculum and lessons. The eighth grade studies American History and our Nation's Capital throughout the year. With the support of our families, eighth grade students travel to Washington, D.C. for three days. Our library collection contains a variety of multi-cultural authors and titles and our twice annual Scholastic Book Fair includes a large variety of high-interest, multi-cultural titles for our students and families. Our students have the opportunity to choose from three high schools. Teachers are encouraged to attend and participate in multi-cultural professional learning opportunities. Additionally, teachers are encouraged to purchase books and art/instructional supplies that represent a variety of cultures and ethnicities. Our art teacher develops and implements a number of art projects with students throughout the year that examine and express cultural arts such as the symmetry of elephant painting from India.

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Equitable Allocation of Resources among District Schools

Franklin Public School District consists of one prekindergarten through eighth grade school (Franklin Elementary School). Our high school students continue to have a choice of Norwich Free Academy, Lyman Memorial High School, or Norwich Tech and may apply for spaces available at many of the regional choice/magnet high schools