Connecticut State Department of Education

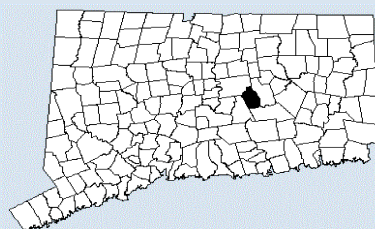# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

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	600
Per Pupil Expenditures[1]	$11,913
Total Expenditures[1]	$7,385,854

[1]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)

Contents

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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	277	46.2	48.3
Male	323	53.8	51.6
American Indian or Alaska Native	0	0.0	0.2
Asian	*	*	4.7
Black or African American	*	*	12.9
Hispanic or Latino	26	4.3	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	19	3.2	2.5
White	547	91.2	57.2
English Language Learners	*	*	6.3
Eligible for Free or Reduced-Price Meals	49	8.2	37.6
Students with Disabilities[1]	55	9.2	13.3

[1]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[2]		Suspension/ Expulsion[3]	
	Count	Rate (%)	Count	Rate (%)
Female	13	4.9	0	0.0
Male	16	5.1	*	*
Black or African American	0	*	0	*
Hispanic or Latino	0	0.0	0	0.0
White	27	5.1	*	*
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	9	17.6	0	0.0
Students with Disabilities	*	*	*	*
District	29	5.0	*	*
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 4

[2]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.

[3]The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	35.0
Paraprofessional Instructional Assistants	3.5
Special Education	
Teachers and Instructors	4.0
Paraprofessional Instructional Assistants	12.2
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	3.0
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	27.0

[1]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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	1	2.0	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	48	98.0	91.8

Classes Taught by Highly Qualified Teachers[2]

	Percent of Total (%)
District	94.6
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

[2]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	5.8	9.2

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	0	0
Intellectual Disability	N/A	N/A
Learning Disability	20	90.9
Other Health Impairment	*	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	6	*
District	34	81.0
State		69.7

[3]Ages 6-21

Students with Disabilities by Primary Disability[1]

	District		State
	Count	Rate (%)	Rate (%)
Autism	6	1.0	1.5
Emotional Disturbance	*	*	1.0
Intellectual Disability	0	0.0	0.5
Learning Disability	22	3.7	4.4
Other Health Impairment	6	1.0	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	9	1.5	1.9
All Disabilities	46	7.8	13.0

[1]Grades K-12

Students with Disabilities Placed Outside of the District[2]

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

[2]Grades K-12

Overall Expenditures:[3] 2013-14

		Per Pupil	
	Total ($)	District ($)	State ($)
Instructional Staff and Services	4,923,856	8,139	9,134
Instructional Supplies and Equipment	171,123	283	334
Improvement of Instruction and Educational Media Services	281,844	466	498
Student Support Services	132,200	219	1,001
Administration and Support Services	754,037	1,246	1,694
Plant Operation and Maintenance	727,520	1,203	1,572
Transportation	358,363	307	813
Costs of Students Tuitioned Out	36,911	N/A	N/A
Other	0	0	186
Total	7,385,854	11,913	15,289
Additional Expenditures			
Land, Buildings, and Debt Service	745,819	1,233	1,272

[3]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	601,944	49.2	35.1
Noncertified Personnel	217,470	17.8	14.2
Purchased Services	62,296	5.1	5.2
Tuition to Other Schools	22,685	1.9	22.0
Special Ed. Transportation	91,868	7.5	8.6
Other Expenditures	227,220	18.6	14.9
Total Expenditures	1,223,483	100.0	100.0

Expenditures by Revenue Source:[4] 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	76.3	73.9
State	21.1	23.3
Federal	1.7	1.9
Tuition & Other	0.9	0.9

[4]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).

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) Count	English Language Arts(ELA) DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	0	N/A	0	N/A	0	N/A
Asian	*	*	*	*	N/A	N/A
Black or African American	*	*	*	*	N/A	N/A
Hispanic or Latino	17	*	17	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	13	*	13	*	*	*
White	330	79.1	330	73.8	72	62.9
English Language Learners	*	*	*	*	N/A	N/A
Non-English Language Learners	*	*	*	*	77	63.3
Eligible for Free or Reduced-Price Meals	36	66.5	36	59.2	9	*
Not Eligible for Free or Reduced-Price Meals	329	79.9	329	74.6	68	63.4
Students with Disabilities	42	57.7	42	51.7	6	*
Students without Disabilities	323	81.3	323	75.9	71	64.6
High Needs	65	62.7	65	56.2	12	*
Non-High Needs	300	82.0	300	76.7	65	64.3
District	365	78.6	365	73.1	77	63.3

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2015 Grade 4	NAEP 2015 Grade 8	NAEP 2013 Grade 12
READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	41%	36%	32%
National Public	39%	32%	25%

[1]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[2]

	Percent of Students by Grade[3] (%) 4	6	8	10	All Tested Grades Count	All Tested Grades Rate (%)
Sit & Reach	81.7	69.7	N/A	N/A	192	75.5
Curl Up	94.6	94.9	N/A	N/A	192	94.8
Push Up	82.8	83.8	N/A	N/A	192	83.3
Mile Run/PACER	71.0	66.7	N/A	N/A	192	68.8
All Tests - District	55.9	46.5	N/A	N/A	192	51.0
All Tests - State	50.8	51.0	50.3	51.9		51.0

[2]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.

[3]Only students assessed in all four areas are included in this calculation.

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	78.6	75	100.0	100	100.0	67.9
	High Needs Students	62.7	75	83.6	100	83.6	56.7
Math Performance Index	All Students	73.1	75	97.4	100	97.4	59.3
	High Needs Students	56.2	75	75.0	100	75.0	47.8
Science Performance Index	All Students	63.3	75	84.4	100	84.4	56.5
	High Needs Students	N/A	75	0.0	0	0.0	45.9
Chronic Absenteeism	All Students	5.0%	<=5%	50.0	50	99.9	10.6%
	High Needs Students	11.2%	<=5%	37.5	50	75.1	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		N/A	94%	0.0	0	0.0	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)		99.5% | 51.0%	75%	34.0	50	68.1	87.6% | 51.0%
Arts Access		N/A	60%	0.0	0	0.0	45.7%
Accountability Index				**561.9**	**650**	**86.4**	

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?					N
ELA Performance Index Gap	75.0	62.7	12.3	17.3	
Math Performance Index Gap	75.0	56.2	18.8	19.6	
Science Performance Index Gap	64.3	N/A	.	17.2	
Graduation Rate Gap	.	.	.	.	

[1]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.

[2]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	99.7
	High Needs Students	100.0
Math	All Students	99.7
	High Needs Students	100.0
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: 53.6   **State: 50.1**

Supporting Resources

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

Narratives

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 parent and town organizations, each providing unique opportunities for our students. From our Marlborough Parent Teacher Organization to our Marlborough Education Foundation to a supportive Board of Education, our school is provided constant support for creating the best learning environment for all of our students.

We strongly value communication with our parents and the community. It is a critical component of our structure. Through information provided in a weekly letter written by administration that is distributed to families and posted on our web site, 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 the parents, students, and staff in our building. From a School Advisory Committee compromised of staff, administration, and parents that provides monthly communication regarding school structure and improvement, to a Brunch Bunch that includes students, staff, administration, and parents that focuses on successes and direction of our school breakfast and lunch programs, to an Operations and Safety Committee comprised of staff, parents, 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 equating to growth in all academic areas.

We provide a number of online programs that allow parents the opportunity to work with their students at home in both the areas of math and language arts. These web based programs can be accessed by students at both school and home, allowing for a smooth continuation of learning activities. Parents with students involved in our early literacy intervention program met with the reading specialist at the beginning of the school year to obtain the information needed to support the program at home. Although Marlborough Elementary School only offers one parent-teacher conference opportunity in the fall, teachers meet with parents throughout the school year on a less formal basis.

Our most recent school-wide goal 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, the 2014-2015 school year was the inaugural year of a daily Spanish block for all of our students in grades 1-6. In daily 15 minute blocks, students experience lessons focusing not only on vocabulary development, but also on pronunciation, culture, and continual opportunities for conversational experiences. During the 2015-2016 school year, we will be continuing our in-depth foreign language exploration, but with the addition of a 15 minute block two days per week for our kindergarten students.

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. Each April, Marlborough Elementary School celebrates Multicultural Day, with visiting performers and workshops for selected students and grade levels. From African drummers to Chinese acrobats, MES, with the terrific support of our PTO, has provided enriching programs that focuses on cultures from around the world.

During the 2014-2015 school year, Marlborough Elementary School implemented an afternoon PASS Program. The two-day per week program was developed to assist students in grades 4, 5 & 6 with skills in the areas of math one day and language arts the other. To ensure accessibility to all, we provided a late bus for the students who needed transportation. Students met in small groups with a teacher or curriculum specialist to help close the achievement gap. Students were assessed at the beginning and end of the program to monitor their progress. Students who met the attendance requirement were treated to a fun-based field trip in the spring. Grant funds were used to pay staff, provide transportation where needed and to provide a healthy snack to start each of the hour-long sessions.

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.