Connecticut State Department of Education

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19

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 | 449 |
| Per Pupil Expenditures[1] | $14,898 |
| Total Expenditures[1] | $7,538,171 |

[1]*Expenditure data reflect the 2017-18 school year.*
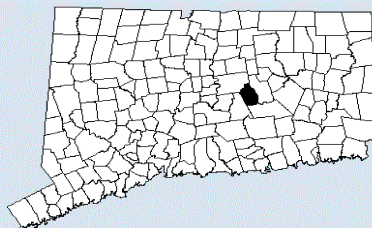
## Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities

## Contents

## 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 Enrollment[2]

| | District | | State |
|---|---|---|---|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 218 | 48.6 | 48.4 |
| Male | 231 | 51.4 | 51.6 |
| American Indian or Alaska Native | 0 | 0.0 | 0.3 |
| Asian | 10 | 2.2 | 5.2 |
| Black or African American | 7 | 1.6 | 12.8 |
| Hispanic or Latino of any race | 28 | 6.2 | 25.8 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0 | 0.1 |
| Two or More Races | 18 | 4.0 | 3.6 |
| White | 386 | 86.0 | 52.4 |
| English Learners | 6 | 1.3 | 7.6 |
| Eligible for Free or Reduced-Price Meals | 79 | 17.6 | 42.1 |
| Students with Disabilities[3] | 53 | 11.8 | 15.4 |

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

[3]Students 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 | 17 | 7.9 | 0 | 0.0 |
| Male | 28 | 12.8 | * | * |
| Black or African American | * | * | 0 | * |
| Hispanic or Latino of any race | * | * | 0 | 0.0 |
| White | 37 | 10.0 | * | * |
| English Learners | 0 | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 12 | 14.8 | 0 | 0.0 |
| Students with Disabilities | 9 | 16.7 | * | * |
| District | 45 | 10.4 | * | * |
| State | | 10.4 | | 6.7 |

**Number of students in 2017-18 qualified as truant under state statute: 25**

**Number of school-based arrests: 0**

[4]A 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.

[5]This column displays 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 | 33.5 |
| Paraprofessional Instructional Assistants | 2.5 |
| **Special Education** | |
| Teachers and Instructors | 3.8 |
| Paraprofessional Instructional Assistants | 13.6 |
| **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 | 1.0 |
| Counselors, Social Workers and School Psychologists | 1.8 |
| School Nurses | 1.0 |
| Other Staff Providing Non-Instructional Services/Support | 24.2 |

### 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 | 1.1 |
| Black or African American | 0 | 0.0 | 3.8 |
| Hispanic or Latino of any race | 0 | 0.0 | 3.8 |
| Native Hawaiian or Other Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 45 | 100.0 | 90.5 |

[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.

### Classroom Teacher Attendance: 2017-18

|  | District | State |
|---|---|---|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 7.3 | 10.0 |

## Instruction and Resources

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

|  | Count | Rate (%) |
|---|---|---|
| Autism | * | * |
| Emotional Disturbance | * | * |
| Intellectual Disability | 0 | 0 |
| Learning Disability | 17 | * |
| Other Health Impairment | 6 | * |
| Other Disabilities | 0 | 0 |
| Speech/Language Impairment | 8 | * |
| District | 35 | 81.4 |
| State |  | 67.6 |

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

## Students with Disabilities by Primary Disability[1]

| | District | | State |
| --- | --- | --- | --- |
| | Count | Rate (%) | Rate (%) |
| Autism | * | * | 1.9 |
| Emotional Disturbance | * | * | 1.1 |
| Intellectual Disability | * | * | 0.5 |
| Learning Disability | 19 | 4.3 | 5.5 |
| Other Health Impairment | 6 | 1.4 | 3.2 |
| Other Disabilities | * | * | 1.1 |
| Speech/Language Impairment | 14 | 3.2 | 1.8 |
| All Disabilities | 49 | 11.1 | 15.0 |

[1]This 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 District[2]

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

[2]This 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 | $5,227,590 | $10,331 | $10,545 |
| Support services - students | $234,121 | $477 | $1,373 |
| Support services - instruction | $237,751 | $484 | $644 |
| Support services - general administration | $219,177 | $446 | $462 |
| Support services - school based administration | $511,700 | $1,042 | $1,007 |
| Central and other support services | $129,231 | $263 | $671 |
| Operation and maintenance of plant | $678,641 | $1,382 | $1,629 |
| Student transportation services | $299,961 | $633 | $1,231 |
| Food services | . | . | $13 |
| Enterprise operations | . | . | $157 |
| Minor school construction | . | . | $65 |
| Total | $7,538,171 | $14,898 | $17,153 |

[3]Expenditures 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 | $624,251 | 48.3 | 29.7 |
| Instructional Aide Salaries | $199,265 | 15.4 | 9.6 |
| Other Salaries | $34,605 | 2.7 | 10.4 |
| Employee Benefits | $162,535 | 12.6 | 13.0 |
| Purchased Services Other Than Transportation | $91,568 | 7.1 | 5.5 |
| Special Education Tuition | $87,499 | 6.8 | 22.6 |
| Supplies | $8,756 | 0.7 | 0.6 |
| Property Services | . | . | 0.4 |
| Purchased Services For Transportation | $72,484 | 5.6 | 8.0 |
| Equipment | $8,459 | 0.7 | 0.2 |
| All Other Expenditures | $3,540 | 0.3 | 0.1 |
| Total | $1,292,962 | 100.0 | 100.0 |
| Percent of Total Expenditures Used for Special Education | | 17.2 | 24.4 |

## Expenditures by Revenue Source:[4] 2017-18

| | Percent of Total (%) Excluding School Construction |
| --- | --- |
| Local | 78.1 |
| State | 19.1 |
| Federal | 2.9 |
| Tuition & Other | . |

[4]Revenue 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).

# 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 | 15 | * | 15 | * | * | * |
| Native Hawaiian or Other Pacific Islander | 0 | N/A | 0 | N/A | 0 | N/A |
| Two or More Races | 10 | * | 10 | * | * | * |
| White | 238 | 75.5 | 238 | 74.2 | 55 | 85.7 |
| English Learners | * | * | * | * | 0 | N/A |
| Non-English Learners | * | * | * | * | 64 | 84.3 |
| Eligible for Free or Reduced-Price Meals | 46 | 72.5 | 46 | 67.5 | 9 | * |
| Not Eligible for Free or Reduced-Price Meals | 228 | 76.0 | 228 | 74.9 | 55 | 85.2 |
| Students with Disabilities | 33 | 56.3 | 33 | 53.5 | 9 | * |
| Students without Disabilities | 241 | 78.0 | 241 | 76.4 | 55 | 86.4 |
| High Needs | 75 | 66.8 | 75 | 63.1 | 17 | * |
| Non-High Needs | 199 | 78.6 | 199 | 77.7 | 47 | 87.9 |
| District | 274 | 75.4 | 274 | 73.7 | 64 | 84.3 |

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

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

## Physical Fitness Tests:  Students Reaching Health Standard[2]

| | Percent of Students by Grade[3] (%) | | | | All Tested Grades | |
|---|---|---|---|---|---|---|
| | 4 | 6 | 8 | HS | Count | Rate (%) |
| Sit & Reach | 90.3 | 83.5 | N/A | N/A | 141 | 86.5 |
| Curl Up | 91.9 | 92.4 | N/A | N/A | 141 | 92.2 |
| Push Up | 96.8 | 96.2 | N/A | N/A | 141 | 96.5 |
| Mile Run/PACER | 90.3 | 87.3 | N/A | N/A | 141 | 88.7 |
| All Tests - District | 75.8 | 72.2 | N/A | N/A | 141 | 73.8 |
| All Tests - State | 56.1 | 53.5 | 50.9 | 51.4 | | 52.9 |

[2]The 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.

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

## 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 | 75.4 | 75 | 50.0 | 50 | 100.0 | 67.7 |
| | High Needs Students | 66.8 | 75 | 44.5 | 50 | 89.1 | 58.1 |
| Math Performance Index | All Students | 73.7 | 75 | 49.1 | 50 | 98.2 | 63.1 |
| | High Needs Students | 63.1 | 75 | 42.1 | 50 | 84.1 | 52.7 |
| Science Performance Index | All Students | 84.3 | 75 | 50.0 | 50 | 100.0 | 63.8 |
| | High Needs Students | . | 75 | . | . | . | 54.2 |
| ELA Academic Growth | All Students | 64.6% | 100% | 64.6 | 100 | 64.6 | 59.9% |
| | High Needs Students | 55.8% | 100% | 55.8 | 100 | 55.8 | 55.1% |
| Math Academic Growth | All Students | 82.0% | 100% | 82.0 | 100 | 82.0 | 62.5% |
| | High Needs Students | 67.5% | 100% | 67.5 | 100 | 67.5 | 55.2% |
| Progress Toward English Proficiency | Literacy | . | 100% | . | . | . | 60.0% |
| | Oral | . | 100% | . | . | . | 52.1% |
| Chronic Absenteeism | All Students | 10.4% | <=5% | 39.2 | 50 | 78.4 | 10.4% |
| | High Needs Students | 15.4% | <=5% | 29.1 | 50 | 58.2 | 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) | | 95.3% \| 73.8% | 75% | 49.2 | 50 | 98.3 | 96.4% \| 52.9% |
| Arts Access | | . | 60% | . | . | . | 51.9% |
| **Accountability Index** | | | | **623.1** | **800** | **77.9** | |

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? | | | | | N |
| ELA Performance Index Gap | 75.0 | 66.8 | 8.2 | 15.4 | |
| Math Performance Index Gap | 75.0 | 63.1 | 11.9 | 17.6 | |
| Science Performance Index Gap | 75.0 | . | . | 16.1 | |
| Graduation Rate Gap | . | . | . | . | |

[1]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.
[2]If 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 | 99.6 |
| | High Needs Students | 98.7 |
| Math | All Students | 99.6 |
| | High Needs Students | 98.7 |
| Science | All Students | 100.0 |
| | High Needs Students | . |

[3]Minimum 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: ***        **State: 51.5**

**Supporting Resources:**    Two-page FAQ        Detailed Presentation        Using Accountability Results to Guide Improvement

# 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 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 compromised 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 assuring 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 4a€"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 to our students.

## 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.