

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2021–22**



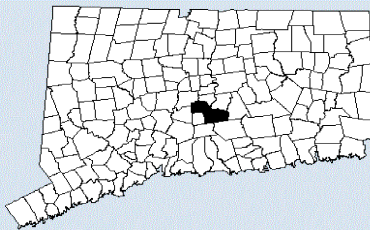
Middletown School District

Dr. Michael Conner, Superintendent • 860-638-1401 • www.middletownschoools.org/

District Information

Grade Range	PK-12
Number of Schools/Programs	22
Enrollment	4,430
Per Pupil Expenditures ¹	\$21,208
Total Expenditures ¹	\$99,531,069

¹ Expenditure data reflect the 2020-21 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2021-22 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 <https://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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2021 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.5
Male	2,272	51.3	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	15	0.3	0.3
Asian	208	4.7	5.1
Black or African American	967	21.8	12.6
Hispanic or Latino of any race	703	15.9	29.0
Native Hawaiian or Other Pacific Islander	19	0.4	0.1
Two or More Races	485	10.9	4.3
White	2,033	45.9	48.6
English Learners/Multilingual Learners	183	4.1	8.8
Eligible for Free or Reduced-Price Meals	1,616	36.5	40.6
Students with Disabilities ³	681	15.4	16.7

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.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	154	6.8
Male	628	28.5	240	10.0
Non-Binary	*	*	0	*
Black or African American	342	36.0	162	15.7
Hispanic or Latino of any race	267	37.7	91	12.0
White	452	22.9	93	4.4
English Learners/Multilingual Learners	70	34.7	15	6.9
Eligible for Free or Reduced-Price Meals	873	40.9	302	12.8
Students with Disabilities	241	39.2	109	13.7
District	1,257	29.0	394	8.4
State		23.7		6.5

Number of students qualified as truant under state statute: 1,525

Number of school-based arrests: Fewer than 6

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.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	314.1
Paraprofessional Instructional Assistants	17.0
Special Education	
Teachers and Instructors	52.0
Paraprofessional Instructional Assistants	186.0
Administrators, Coordinators and Department Chairs	
District Central Office	12.0
School Level	16.5
Library/Media	
Specialists (Certified)	10.0
Support Staff	0.0
Instructional Specialists Who Support Teachers	31.8
Counselors, Social Workers and School Psychologists	41.0
School Nurses	18.0
Other Staff Providing Non-Instructional Services/Support	322.5

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.

Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	11	2.3	1.3
Black or African American	24	5.0	4.3
Hispanic or Latino of any race	15	3.1	4.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.2
White	429	89.2	89.2

Classroom Teacher Attendance: 2020-21

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	10.3	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	64	79.0	57	79.2
Hispanic or Latino of any race	41	78.8	49	84.5
White	122	83.6	156	83.4
English Learners/Multilingual Learners	*	*	6	*
Eligible for Free or Reduced-Price Meals	120	80.5	120	80.0
Students with Disabilities	36	80.0	45	83.3
District	264	82.5	303	83.9
State		81.7		87.7

² College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

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

	Count	Rate (%)
Autism	56	57.7
Emotional Disturbance	25	53.2
Intellectual Disability	12	30.8
Learning Disability	183	96.3
Other Health Impairment	126	86.9
Other Disabilities	8	33.3
Speech/Language Impairment	74	93.7
District	484	77.9
State		68.4

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).

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	101	2.3	2.3
Emotional Disturbance	47	1.1	1.1
Intellectual Disability	39	0.9	0.6
Learning Disability	190	4.3	6.1
Other Health Impairment	147	3.3	3.3
Other Disabilities	46	1.0	1.1
Speech/Language Impairment	96	2.2	1.9
All Disabilities	666	14.9	16.3

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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	21	3.2	8.2
Private Schools or Other Settings	76	11.4	4.6

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 Expenditures³: 2020-21

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$59,042,304	\$12,581	\$12,000
Support services - students	\$5,820,715	\$1,340	\$1,468
Support services - instruction	\$4,413,730	\$1,016	\$780
Support services - general administration	\$2,239,902	\$516	\$472
Support services - school based administration	\$5,423,552	\$1,248	\$1,103
Central and other support services	\$5,918,286	\$1,362	\$703
Operation and maintenance of plant	\$10,234,855	\$2,356	\$1,910
Student transportation services	\$4,530,938	\$1,232	\$1,287
Food services	\$1,127,081	\$259	\$28
Enterprise operations	\$779,706	\$179	\$170
Total	\$99,531,069	\$21,208	\$19,134

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

Special Education Expenditures: 2020-21

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$7,149,719	29.7	29.7
Instructional Aide Salaries	\$3,698,896	15.4	10.8
Other Salaries	\$1,048,990	4.4	9.8
Employee Benefits	\$3,214,726	13.4	13.8
Purchased Services Other Than Transportation	\$746,038	3.1	5.7
Special Education Tuition	\$6,223,939	25.9	22.6
Supplies	\$136,046	0.6	0.6
Property Services	\$446	0.0	0.4
Purchased Services For Transportation	\$1,769,292	7.4	6.3
Equipment	\$71,683	0.3	0.2
All Other Expenditures	\$750	0.0	0.1
Total	\$24,060,525	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.2	24.5

Expenditures by Revenue Source⁴: 2020-21

	Percent of Total (%) Excluding School Construction
Local	69.4
State	26.6
Federal	3.2
Tuition & Other	0.8

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).

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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	9	*	9	*	*	*
Asian	111	72.4	111	66.8	48	70.1
Black or African American	442	52.7	441	42.7	197	48.7
Hispanic or Latino of any race	404	57.2	403	47.5	162	51.2
Native Hawaiian or Other Pacific Islander	11	*	11	*	*	*
Two or More Races	247	61.4	245	51.1	90	51.8
White	1,016	67.7	1,015	58.0	418	61.2
English Learners/Multilingual Learners	142	54.6	141	49.8	60	47.4
Non-English Learners/Non-Multilingual Learners	2,098	62.8	2,094	52.9	863	56.7
Eligible for Free or Reduced-Price Meals	1,069	55.3	1,064	45.4	447	50.5
Not Eligible for Free or Reduced-Price Meals	1,171	68.6	1,171	59.3	476	61.4
Students with Disabilities	320	39.3	321	32.2	115	38.1
Students without Disabilities	1,920	66.1	1,914	56.1	808	58.7
High Needs	1,215	54.7	1,211	45.4	502	50.0
Non-High Needs	1,025	71.2	1,024	61.2	421	63.5
District	2,240	62.3	2,235	52.7	923	56.1

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	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, at https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	81.1	74.3	55.3	77.0	1,054	76.5
Curl Up	83.9	66.7	59.6	82.7	1,054	76.5
Push Up	71.1	55.0	44.7	55.4	1,054	60.2
Mile Run/PACER	71.7	64.5	19.1	39.2	1,054	58.3
All Tests - District	52.2	36.0	19.1	36.7	1,054	41.0
All Tests - State	48.9	46.7	44.3	43.3		45.8

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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Cohort Graduation: Four-Year¹

	2020-21	
	Cohort Count ²	Rate (%)
Black or African American	73	89.0
Hispanic or Latino of any race	60	90.0
White	178	95.5
English Learners/Multilingual Learners	7	*
Eligible for Free or Reduced-Price Meals	185	89.2
Students with Disabilities	43	67.4
District	357	93.3
State		89.6

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2020-21 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	96.2	120	35.1
Male	95.3	93	27.5
Non-Binary	*	0	*
Black or African American	93.5	22	14.4
Hispanic or Latino	96.4	19	17.3
White	96.1	131	39.3
English Learners/ Multilingual Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.3	58	19.4
Students with Disabilities	77.8	*	*
District	95.6	213	31.3
State	95.0		43.5

³ Students demonstrate postsecondary readiness through at least one of the following:

- SAT[®] - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT[®] - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP[®] - 3 or higher on any one AP[®] exam
- IB[®] - 4 or higher on any one IB[®] exam
- Earning three or more non-remedial college credits cumulatively during high school.

⁴ Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percentage.

Sources:

SAT[®] and AP[®] statistics derived from data provided by the College Board.

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ACT[®] statistics derived from data provided by ACT, Inc.

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IB[®] statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2021	Class of 2020
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	74.3	86.8
Male	56.5	79.0
Non-Binary	N/A	N/A
Black or African American	61.5	69.8
Hispanic or Latino of any race	42.6	72.7
White	74.1	89.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	48.6	70.0
Students with Disabilities	25.8	*
District	66.0	83.9
State	66.1	84.9

⁵ College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁶ College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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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	62.3	75	41.5	50	83.0	64.2
	High Needs Students	54.7	75	36.5	50	72.9	54.2
Math Performance Index	All Students	52.7	75	35.1	50	70.2	58.6
	High Needs Students	45.4	75	30.3	50	60.6	47.7
Science Performance Index	All Students	56.1	75	37.4	50	74.8	61.4
	High Needs Students	50.0	75	33.3	50	66.6	51.3
ELA Academic Growth	All Students	60.4%	100%	60.4	100	60.4	60.4%
	High Needs Students	57.7%	100%	57.7	100	57.7	56.2%
Math Academic Growth	All Students	58.9%	100%	58.9	100	58.9	65.2%
	High Needs Students	56.5%	100%	56.5	100	56.5	59.1%
Progress Toward English Proficiency	Literacy	64.0%	100%	32.0	50	64.0	64.9%
	Oral	51.2%	100%	25.6	50	51.2	57.4%
Chronic Absenteeism	All Students	29.0%	<=5%	2.0	50	4.1	23.7%
	High Needs Students	39.4%	<=5%	0.0	50	0.0	34.0%
Preparation for CCR	% Taking Courses	83.3%	75%	50.0	50	100.0	84.8%
	% Meeting Benchmark	31.3%	75%	20.9	50	41.7	43.5%
On-track to High School Graduation		90.4%	94%	48.1	50	96.2	82.7%
4-year Graduation All Students (2021 Cohort)		93.3%	94%	99.2	100	99.2	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		92.0%	94%	97.8	100	97.8	85.2%
Postsecondary Entrance (Class of 2021)		66.0%	75%	88.0	100	88.0	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		78.5% 41.0%	75%	13.7	50	27.3	94.0% 45.8%
Arts Access		39.7%	60%	33.0	50	66.1	52.4%
Accountability Index				957.9	1450	66.1	

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	71.2	54.7	16.5	16.6	
Math Performance Index Gap	61.2	45.4	15.8	18.2	
Science Performance Index Gap	63.5	50.0	13.5	17.4	
Graduation Rate Gap	94.0%	92.0%	2.0%	10.2%	N

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. Gap calculations are based on unrounded rates.

Subject/Student Group		Participation Rate (%) ³
ELA	All Students	98.8
	High Needs Students	98.3
Math	All Students	98.6
	High Needs Students	98.0
Science	All Students	96.3
	High Needs Students	94.9

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: 48.2 State: 49.7

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

With the adoption of Middletown 2024: Elevating Innovation, Creativity, and Equity Strategic Operating Plan for the 2021-22 school year, Middletown Public Schools continues to strive toward meeting the needs of ALL students so that they will demonstrate personalized growth and achieve at high levels to thrive in life. The new strategic operating plan includes bold goals related to the continuous improvement of teaching and learning; transformation of the operations, systems, and structures; development of choice and innovation models; and creation of equitable learning environments. Several key strategies to achieve these goals have been enacted during the 2021-22 school year, including the implementation of culturally relevant curriculum, personalized learning opportunities for students, instructional and social-emotional supports through a multi-tiered system of supports (MTSS), expansion of early childhood education, and the continued development of high school options and pathways.

In accordance with a key strategy of the SOP, the district's special education services underwent an improvement audit in order to make intentional changes to the allocation of resources and supports to be more strongly anchored in educationally sound decision-making practices, and to connect to mental health, social-emotional, and trauma-focused needs. Special education leaders, coaches, and teachers will prioritize the findings of the audit to implement its recommendations. These steps will include an internal division between special education and student behavioral supports in order to provide stronger focus to each of these two areas, and further definition and expansion of the Intensive Case Management program, including at the pre-K level. To support the social emotional learning, wellness, and mental health of all students, the Middletown Social Emotional Learning & Intervention (MSELI) has now been scaled to all elementary schools. This includes the use of a universal screen, CASEL standards, and evidence-based practices to incorporate social and emotional learning into the curriculum. Additionally, MPS continues to use the RULER framework at all schools.

MPS is committed to utilizing data-informed approaches to decrease rates of truancy and chronic absenteeism. MPS adopted Unified Insights as a new data warehouse to allow for comparisons between the many available data sources. Schools have begun to utilize new automated attendance technology to more accurately account for student attendance. Middletown High School is a member of the RISE network, providing access to attendance data visualization tools and collaborative processes for improving attendance for 9th graders and beyond.

Finally, Middletown 2024 was developed with full community involvement, including families every step of the way. The SOP forwards family and caregiver partnerships as a key strategy to create equitable learning environments. To that end, all schools in the district rely on families to collaborate to make key decisions through School Governance Councils and School Leadership Councils.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Middletown continues to offer programs for students, staff, families, and community members designed to enrich interaction and understanding among Middletown's diverse educational community. As it was with the previous strategic operating plan (SOP), equity remains central to the goals of Middletown 2024: Elevating Innovation, Creativity, and Equity. A highlight of progress in this work is the relaunch of Macdonough Elementary School as the Macdonough STEM Academy, a STEM-focused intra-district choice school. An enrollment lottery was introduced in the Spring of 2022 to allow all Middletown families to enroll their K-5 students in this school. Additionally, Beman Middle School opened as a grades 6-8 school, combining the district's former 6th grade and 7-8th grade middle schools. Beman Middle School is a state-of-the-art building that was named after an historically prominent, Black Middletown family. All students in the school engage in curricular experiences to research and understand the history of the Beman family and their lasting impact.

Importantly, MPS introduced a Director of Diversity, Equity, and Inclusion (DEI) during the 2021-22 school year. The director sits on cross-functional teams to ensure that programs and initiatives are considered through an equity lens. The director also supervises DEI Change Agents, a team of specially trained educators that lead equity-focused professional learning opportunities at the school level. At Middletown High School, the newly introduced Junior DEI Change Agents are 9th-12th grade students who will lead equity circles and learning opportunities among their peers.

Finally, the Seal of Biliteracy was implemented at Middletown High School, allowing multilingual students and those learning additional languages to be recognized as biliterate on their high school transcripts. This seal communicates the specialized knowledge of these students and recognizes language diversity as an asset for college and career. This program will be expanded in the 2022-23 school year. The Seal of Biliteracy is an example of the partnerships, collaboration, programs, and grants aggressively pursued by MPS in an effort to reduce racial, ethnic, and economic isolation.

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Equitable Allocation of Resources among District Schools

Beginning in the 2020-2021 school year, the district fully implemented equity-based budgeting (EBB) and is gradually moving toward school-based autonomy focusing on equity, transparency, and flexibility. EBB allows principals to define the resources they need to drive student achievement based on student need in their individual school facility. The focus of educational resources shifts to the student and gives increased control to the principals. Weighted funding to align spending and individual student needs is being calculated for school-based budgeting.

During the 2021-22 school year, MPS developed and began the implementation of a 4-year state and federal grant plan that assesses facilities and educational needs. This plan will ensure that all students attend schools that provide high-quality learning environments. Additionally, to monitor the equity-based budgeting described above, the district is developing a reporting mechanism to share to the Middletown Board of Education a quarterly report outlining individual school offerings and use of funds.