

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Franklin School District

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District Information

Grade Range	PK-8
Number of Schools/Programs	1
Enrollment	188
Per Pupil Expenditures	\$19,849
Total Expenditures	\$5,160,677

Expenditure data reflect the 2023-24 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 2024-25 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://public-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, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	81	43.1	48.4
Male	107	56.9	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	0	0.0	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	15	8.0	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	17	9.0	4.8
White	152	80.9	45.1
English Learners/Multilingual Learners	0	0.0	11.3
Eligible for Free or Reduced-Price Meals	51	27.1	44.8
Students with Disabilities	23	12.2	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	*	*	0	0.0
Male	*	*	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	*	0	*
Hispanic or Latino of any race	0	*	0	*
White	*	*	*	*
English Learners/Multilingual Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	0	0.0	*	*
Students with Disabilities	*	*	0	0.0
All Students - District	*	*	*	*
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: Fewer than 6
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	13.1
General Education Paraprofessionals	13.5
Special Education Teachers and Instructors	3.0
Special Education Paraprofessionals	12.9
District Central Office Administrators	1.1
School Level Administrators	1.0
Library/Media Specialists (Certified)	0.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	0.8
Counselors, Social Workers and School Psychologists	1.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	11.3

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: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	4.2
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	0	0.0	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.3
White	25	100.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	4	19	6.8
Teachers	2	12.5	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24.

All Educator Attrition Rate is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	*	*
Emotional Disability	*	*
Intellectual Disability	0	0
Learning Disability	*	*
Other Health Impairment	6	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	*	*
All Disabilities - District	15	60.0
All Disabilities - State		68.0

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 Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	7	3.0	2.9
Emotional Disability	*	*	1.1
Intellectual Disability	*	*	0.6
Learning Disability	*	*	6.5
Other Health Impairment	8	3.5	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	*	*	2.0
All Disabilities	28	12.1	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.2
Private Schools or Other Settings	*	*	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$3,582,805	\$13,780	\$13,471
Support services - students	\$204,962	\$1,073	\$1,826
Support services - instruction	\$32,322	\$169	\$972
Support services - general administration	\$355,659	\$1,862	\$568
Support services - school based administration	\$46,311	\$242	\$1,274
Central and other support services	\$69,478	\$364	\$761
Operation and maintenance of plant	\$453,351	\$2,374	\$2,125
Student transportation services	\$415,039	\$1,203	\$1,695
Food services	.	.	\$10
Enterprise operations	\$750	\$4	\$219
Total	\$5,160,677	\$19,849	\$22,054

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

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$238,908	25.0	26.4
Instructional Aide Salaries	\$138,780	14.5	10.1
Other Salaries	.	.	10.5
Employee Benefits	\$68,987	7.2	13.3
Purchased Services Other Than Transportation	\$12,885	1.4	6.8
Special Education Tuition	\$401,819	42.1	22.8
Supplies	\$6,282	0.7	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$79,436	8.3	8.7
Equipment	\$6,746	0.7	0.2
All Other Expenditures	.	.	0.1
Total	\$953,842	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	18.5
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	82.9
State	15.2
Federal	1.7
Tuition & Other	0.2

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., English Language Arts(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.

Student Group	ELA Count	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	0	N/A	0	N/A	0	N/A
Black or African American	0	N/A	0	N/A	0	N/A
Hispanic or Latino of any race	7	*	7	*	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	10	*	10	*	*	*
White	86	70.2	86	67.6	34	71.8
English Learners/Multilingual Learners	0	N/A	0	N/A	0	N/A
Non-English Learners/Non-Multilingual Learners	103	70.8	103	68.5	42	71.2
Eligible for Free or Reduced-Price Meals	24	69.2	24	65.0	8	*
Not Eligible for Free or Reduced-Price Meals	79	71.3	79	69.6	34	74.0
Students with Disabilities	10	*	10	*	*	*
Students without Disabilities	93	74.4	93	72.3	*	*
High Needs	29	63.2	29	59.0	9	*
Non-High Needs	74	73.8	74	72.3	33	74.9
All Students - District	103	70.8	103	68.5	42	71.2

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	*	*	90.9	N/A	44	93.2
Curl Up	*	*	95.5	N/A	44	97.7
Push Up	*	*	95.5	N/A	44	97.7
Mile Run/PACER	*	*	95.5	N/A	44	97.7
All Tests - District	*	*	81.8	N/A	44	88.6
All Tests - State	55.8	51.4	46.0	43.6		49.0

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.

Note: Only students assessed in all four areas are included in the All Tests 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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	70.8	75	47.2	50	94.5	64.7
ELA Performance Index	High Needs Students	63.2	75	42.2	50	84.3	54.9
Math Performance Index	All Students	68.5	75	45.7	50	91.4	61.1
Math Performance Index	High Needs Students	59.0	75	39.3	50	78.6	50.6
Science Performance Index	All Students	71.2	75	47.5	50	95.0	62.6
Science Performance Index	High Needs Students	.	75	.	.	.	52.1
ELA Academic Growth	All Students	72.5%	100%	72.5	100	72.5	60.6%
ELA Academic Growth	High Needs Students	79.2%	100%	79.2	100	79.2	55.7%
Math Academic Growth	All Students	72.0%	100%	72.0	100	72.0	62.3%
Math Academic Growth	High Needs Students	65.3%	100%	65.3	100	65.3	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	1.2%	<=5%	50.0	50	100.0	17.2%
Chronic Absenteeism	High Needs Students	1.8%	<=5%	50.0	50	100.0	24.8%
% Taking CCR Courses	All Students	.	75%	.	.	.	92.4%
% Meeting CCR Benchmark	All Students	.	75%	.	.	.	47.2%
On-track to High School Graduation	All Students	.	94%	.	.	.	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	.	94%	.	.	.	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	.	94%	.	.	.	87.3%
Postsecondary Entrance (Class of 2024)	All Students	.	75%	.	.	.	67.0%
Physical Fitness % Meeting Health Standard	All Students	88.6%	75%	50.0	50	100.0	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				661.0	800	82.6	

Physical Fitness Estimated Participation Rate - District: 93.6% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	73.8	63.2	10.6	16.9	N
Math Performance Index Gap	72.3	59.0	13.3	18.4	N
Science Performance Index Gap	74.9	.	.	18.2	N
Graduation Rate Gap	.	.	.	.	

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.1
ELA	High Needs Students	93.5
Math	All Students	98.1
Math	High Needs Students	93.5
Science	All Students	95.5
Science	High Needs Students	.

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: 50.2**

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

This year, Franklin opened an ABA program for students whose disabilities prevent them from learning in a general education setting. The development of this program allowed us to return students who were formerly placed in other districts back to our school community. It allowed students to interact with non-disabled peers on a regular basis, thereby enriching the environment for the entire community.

Throughout the year, home/school communication was increased and improved, including the publication of a weekly newsletter and regular contact between school personnel and families.

The District continues to use PowerSchool and School Messenger to provide families with easy access to their child's progress and important information. The PowerSchool and School Messenger online systems generate daily communication to families of students who are absent as well as to report information for the district regarding individual student attendance. Some teachers use other means to provide meaningful communication, such as district-provided email, and home/school folders. Teachers provide families with ideas and activities to assist their students in meeting learning goals and enable them to support their children with all academic endeavors. All teachers have regular office hours to provide opportunities for student assistance and parent meetings.

We incorporate enrichment periods to provide students with engaging learning activities that go beyond the curriculum. Staff use district-wide benchmark assessment data to identify and meet the diverse needs of the student population. Data is collected and analyzed through the web-based online data collection system which continues to provide school, class, and individual data for an ongoing focus on improving student behavior. Additional Restorative Practice techniques and increased SEL staffing and curriculum have been initiated to enhance student safety and well-being. These program improvements have been vital in fostering overall academic success.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Cultural diversity and celebration of all learning styles and interests are essential in Franklin Public Schools. We participate yearly with our RESC and urban setting schools in programs that celebrate friendships and mindfulness.

Spanish is taught in grades six through eight. 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. Eighth grade students study 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 local high schools, with varying levels of diversity among them. Teachers are encouraged to use books and art/instructional supplies that represent a variety of cultures and ethnicities.

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Equitable Allocation of Resources among District Schools

Franklin is a one-school district so resources are allocated to one school only, other than the tuition paid for high school students and out-of district placements.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	.	2.1
Deceased	0	.	0.5
District/School Shut Down	0	.	0.0
Moved Out of State	0	.	2.2
Personal Reasons	0	.	6.7
Position Eliminated or Expired	0	.	9.8
Position Filled Permanently	0	.	0.1
Resigned (no reason given)	0	.	32.0
Retired	0	.	23.7
Teach/Admin in Other CT Dist	0	.	18.0
Teach/Admin in CT Nonpublic School	0	.	0.1
Teach/Admin Out-of-State (public or private)	0	.	1.3
Terminated	0	.	1.2
Took Job Related To Education	0	.	2.3
TOTAL	.		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.