

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



Marlborough School District

Holly Hageman, Superintendent • 860-295-6236 • <http://marlborough.k12.ct.us>

District Information

Grade Range	PK-6
Number of Schools/Programs	1
Enrollment	458
Per Pupil Expenditures	\$19,607
Total Expenditures	\$8,901,504

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	211	46.1	48.4
Male	247	53.9	51.5
Non-Binary	0	0.0	0.1
American Indian or Alaska Native	*	*	0.2
Asian	12	2.6	5.2
Black or African American	*	*	12.4
Hispanic or Latino of any race	43	9.4	32.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	10	2.2	4.8
White	388	84.7	45.1
English Learners/Multilingual Learners	*	*	11.3
Eligible for Free or Reduced-Price Meals	85	18.6	44.8
Students with Disabilities	59	12.9	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	15	7.7	*	*
Male	16	7.0	*	*
Non-Binary	N/A	N/A	N/A	N/A
Black or African American	0	*	0	*
Hispanic or Latino of any race	6	14.3	*	*
White	22	6.1	*	*
English Learners/Multilingual Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	10	12.8	*	*
Students with Disabilities	8	13.8	*	*
All Students - District	31	7.3	6	1.3
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: 32
Number of school-based arrests: 0

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	32.6
General Education Paraprofessionals	3.0
Special Education Teachers and Instructors	5.0
Special Education Paraprofessionals	17.3
District Central Office Administrators	1.9
School Level Administrators	1.4
Library/Media Specialists (Certified)	1.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	1.2
Counselors, Social Workers and School Psychologists	2.0
School Nurses	1.0
Other Staff Providing Non-Instructional Services/Support	30.5

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	9.8
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	47	100.0	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	4	8.5	6.8
Teachers	2	5.1	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	7	*
Emotional Disability	N/A	N/A
Intellectual Disability	0	0
Learning Disability	17	85.0
Other Health Impairment	7	*
Other Disabilities	N/A	N/A
Speech/Language Impairment	6	*
All Disabilities - District	37	84.1
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	12	2.8	2.9
Emotional Disability	0	0.0	1.1
Intellectual Disability	*	*	0.6
Learning Disability	20	4.7	6.5
Other Health Impairment	7	1.6	3.6
Other Disabilities	*	*	1.1
Speech/Language Impairment	7	1.6	2.0
All Disabilities	49	11.4	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	N/A	N/A	8.2
Private Schools or Other Settings	N/A	N/A	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	\$5,798,201	\$12,771	\$13,471
Support services - students	\$593,740	\$1,334	\$1,826
Support services - instruction	\$231,978	\$521	\$972
Support services - general administration	\$246,424	\$554	\$568
Support services - school based administration	\$657,451	\$1,477	\$1,274
Central and other support services	\$223,773	\$503	\$761
Operation and maintenance of plant	\$796,011	\$1,789	\$2,125
Student transportation services	\$353,926	\$780	\$1,695
Food services	.	.	\$10
Enterprise operations	.	.	\$219
Total	\$8,901,504	\$19,607	\$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	\$756,791	38.0	26.4
Instructional Aide Salaries	\$383,880	19.3	10.1
Other Salaries	\$235,722	11.8	10.5
Employee Benefits	\$84,176	4.2	13.3
Purchased Services Other Than Transportation	\$105,271	5.3	6.8
Special Education Tuition	\$268,519	13.5	22.8
Supplies	\$50,101	2.5	0.6
Property Services	.	.	0.4
Purchased Services For Transportation	\$105,101	5.3	8.7
Equipment	.	.	0.2
All Other Expenditures	\$422	0.0	0.1
Total	\$1,989,984	100.0	100.0

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

Level	Percent (%)
District	22.4
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	77.7
State	18.4
Federal	3.8
Tuition & Other	0.0

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
Asian	*	*	*	*	*	*
Black or African American	*	*	*	*	0	N/A
Hispanic or Latino of any race	20	67.5	20	65.6	*	*
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	*	*	*	*	0	N/A
White	217	76.9	217	75.9	57	81.1
English Learners/Multilingual Learners	*	*	*	*	*	*
Non-English Learners/Non-Multilingual Learners	*	*	*	*	*	*
Eligible for Free or Reduced-Price Meals	41	67.1	41	64.6	7	*
Not Eligible for Free or Reduced-Price Meals	206	77.8	206	77.0	56	83.1
Students with Disabilities	33	58.5	33	59.3	7	*
Students without Disabilities	214	78.7	214	77.4	56	82.5
High Needs	68	64.9	68	64.1	15	*
Non-High Needs	179	80.2	179	79.1	48	85.5
All Students - District	247	76.0	247	74.9	63	81.2

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	85.7	82.8	N/A	N/A	114	84.2
Curl Up	80.4	76.3	N/A	N/A	115	78.3
Push Up	85.7	86.4	N/A	N/A	115	86.1
Mile Run/PACER	76.8	72.9	N/A	N/A	115	74.8
All Tests - District	55.4	56.9	N/A	N/A	114	56.1
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	76.0	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	64.9	75	43.3	50	86.5	54.9
Math Performance Index	All Students	74.9	75	50.0	50	99.9	61.1
Math Performance Index	High Needs Students	64.1	75	42.7	50	85.5	50.6
Science Performance Index	All Students	81.2	75	50.0	50	100.0	62.6
Science Performance Index	High Needs Students	.	75	.	.	.	52.1
ELA Academic Growth	All Students	73.0%	100%	73.0	100	73.0	60.6%
ELA Academic Growth	High Needs Students	70.2%	100%	70.2	100	70.2	55.7%
Math Academic Growth	All Students	79.2%	100%	79.2	100	79.2	62.3%
Math Academic Growth	High Needs Students	78.0%	100%	78.0	100	78.0	55.9%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	58.7%
Progress Toward English Proficiency	Oral	.	100%	.	.	.	55.7%
Chronic Absenteeism	All Students	7.3%	<=5%	45.4	50	90.8	17.2%
Chronic Absenteeism	High Needs Students	12.6%	<=5%	34.8	50	69.6	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	56.1%	75%	37.4	50	74.9	49.0%
Arts Access	All Students	.	60%	.	.	.	55.1%
Accountability Index				653.9	800	81.7	

Physical Fitness Estimated Participation Rate - District: 99.1% | 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	75.0	64.9	10.1	16.9	N
Math Performance Index Gap	75.0	64.1	10.9	18.4	N
Science Performance Index Gap	75.0	.	.	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	98.8
ELA	High Needs Students	97.2
Math	All Students	98.8
Math	High Needs Students	97.2
Science	All Students	96.9
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>

District Profile and Performance Report for School Year 2024-25

Marlborough School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Marlborough Elementary School, the sole school within the Marlborough School District, plays a central role in the Marlborough community. We are fortunate to receive strong support from families and town organizations, each contributing unique opportunities for our students. From our active Marlborough Parent Teacher Organization to our supportive Board of Education and community partners, we are consistently provided with resources and encouragement to foster the best possible learning environment for every child.

Communication with families and the community remains a cornerstone of our school's success. Families receive weekly updates from administration highlighting upcoming events, important information, and student accomplishments. Our School Advisory Committee meets quarterly to discuss school structures, operations, and other school needs. Both committees include representation from staff, parents, and Board of Education members. We also offer several committees dedicated to reviewing and improving our practices, including our Literacy Committee, Mathematics Committee, PBIS Committee, and grade-level committee meetings.

Student programming is designed with careful attention to individual needs. Staff and families use multiple data points, as well as their professional knowledge, to develop effective supports. Through the Multi-Tiered System of Supports (MTSS), educators and families collaborate to create and monitor plans for students who require additional academic, social, or emotional support. Individualized plans are implemented and reviewed continuously to ensure student growth. The Special Education and PreK teams meet biweekly to review student progress, resources, and program effectiveness, ensuring that all identified students receive the services they need.

MES is fully implementing a Science of Reading aligned literacy curriculum for grades K-3, while further articulating a standards-aligned and rigorous 4-6 model. The K-3 program is evidence- and research-based and focused upon student competency in oral language, phonemic awareness, phonics, letter name fluency and word recognition automaticity, vocabulary, reading fluency and comprehension. The MES program is comprehensive, standards-based, sequential, and aligned to the instructional shifts associated with the Science of Reading which build a love of reading.

As a single-school district, we benefit from close relationships with our families. We meet regularly with our attendance team to monitor student attendance, reach out to families to offer support, and create attendance goals. Attendance issues are addressed collaboratively, with administrators meeting with parents, guardians, and often students to understand challenges and provide support.

Efforts to Reduce Racial, Ethnic and Economic Isolation

The 2024–2025 school year marked the 11th year of our Spanish program for students in grades K–6. Students participated in a 40-minute class once a week, where they engaged in highly interactive lessons focused on vocabulary, language structures, and conversational strategies. The immersive nature of instruction enabled students to acquire Spanish at an impressive rate.

MES also collaborated with a community organization to bring multicultural assemblies to our students. We hosted the Krishnankutty Pulavar Memorial Tolpavakoothu & Puppet Centre, which presented a traditional Tholpavakoothu performance with a pre-show introduction and post-show interactive demonstration. In addition, students experienced a performance by the EvaE Peart African Drumming group, which highlighted African music, rhythm, and culture through an engaging and interactive presentation.

We also offer an English Learner (EL) group, which provides targeted strategies to support our English learners in building both language proficiency and confidence across academic areas.

Marlborough Elementary School is committed to recruiting and retaining staff who provide students with a curriculum rich in opportunities to explore diverse perspectives and cultures.

Throughout the 2024–2025 school year, MES staff worked intentionally to support both students and their families. By implementing our Strategic Continuous Improvement Plan (SCIP), our school team ensured that academic, social, and emotional supports were aligned to meet the individual needs of all learners.

District Profile and Performance Report for School Year 2024-25 Marlborough School District

Equitable Allocation of Resources among District Schools

As the only school in the Marlborough School District, Marlborough Elementary School receives the full allocation of district resources directed to benefit our students.

District Profile and Performance Report for School Year 2024-25

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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	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	1	20.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	0	0.0	32.0
Retired	4	80.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	5		

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.