Elmer Thienes-Mary Hall Elementary School

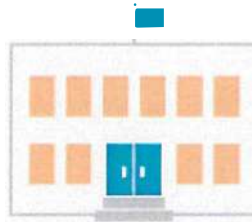Website: http://www.marlborough.k12.ct.us

Phone: 860-295-6220

Printable Reports (PPRs)

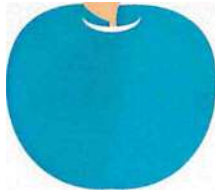Next Generation Accountability Report

447 students

Grades: **PK-6**

$18,255 per pupil

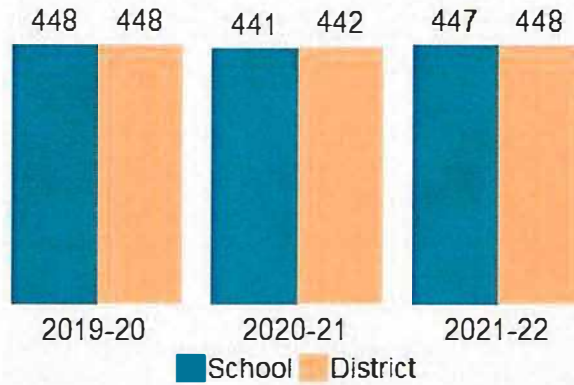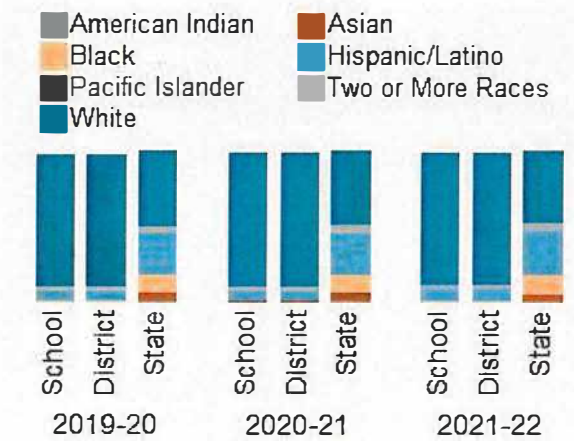New in 2020!

44.4 certified staff
FT

School/District Enrollment ⓘ

2019-20	2020-21	2021-22
448 448	441 442	447 448

■ School ■ District

Percentage of Enrollment by Race/Ethnicity ⓘ

■ American Indian   ■ Asian
■ Black   ■ Hispanic/Latino
■ Pacific Islander ■ Two or More Races
■ White

School District State   School District State   School District State

2019-20   2020-21   2021-22

Percentage Eligible for Free/Reduced Price Meals ⓘ

2019-20	2020-21	2021-22
16.3 16.3 43.3	14.5 14.5 42.7	15.7 15.6 40.6

■ School ■ District ■ State
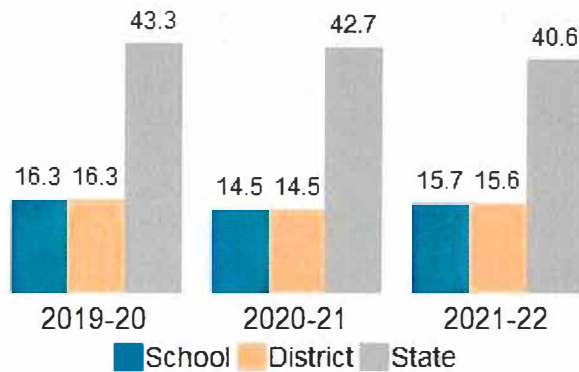
Percentage Students with Disabilities ⓘ

16.0   16.3   16.7

11.6 11.6   12.0 12.2   11.2 11.4

2019-20   2020-21   2021-22

■ School ■ District ■ State
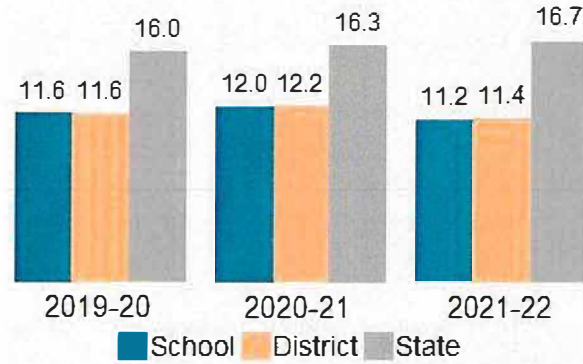
Percentage English Learners ⓘ

8.3   8.3   8.8

1.3 1.3

2019-20   2020-21   2021-22

■ School ■ District ■ State
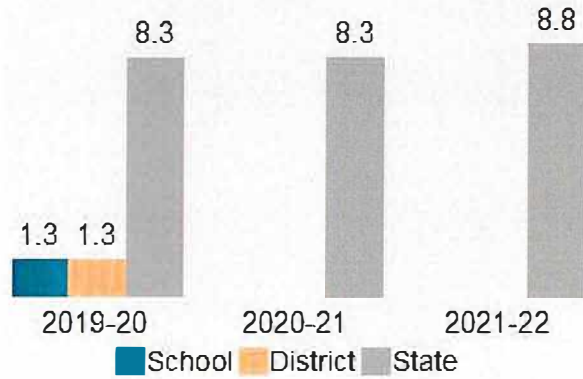
Percentage of Students Chronically Absent ⓘ ⊘
Target: <=5

23.7

19.0

12.2

7.5 7.5   8.9 8.8   7.7 7.7

2019-20   2020-21   2021-22

■ School ■ District ■ State
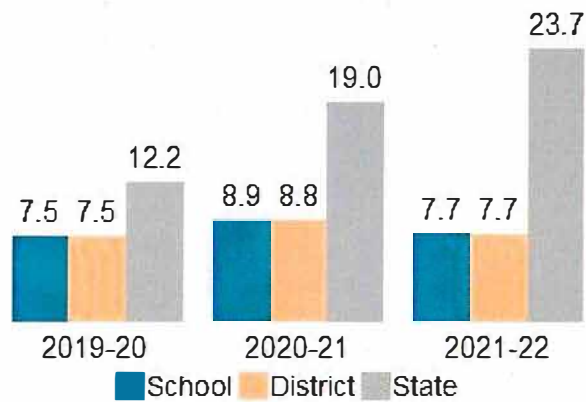
Certified Staff Full-Time Equivalent (FTE) ⓘ

	2019-20	2020-21	2021-22
School	40.9	42.6	44.4
District	42.4	44.1	45.9

■ School   District
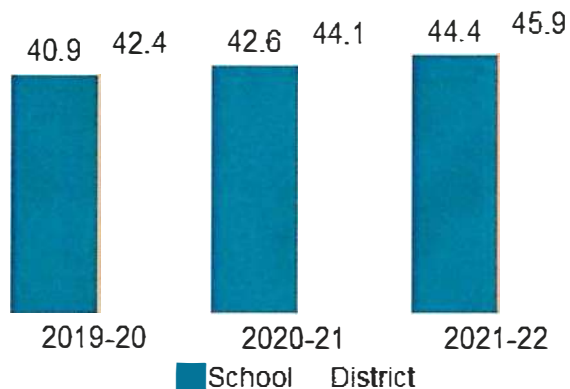
FTE by Assignment Category, 2021-22 ⓘ

School   **District**

■ District Administrators   ■ General Ed. Teachers
■ Instructional Specialists   ■ Library/Media
■ School Administrators   ■ Special Ed. Teachers
■ Student Support Services
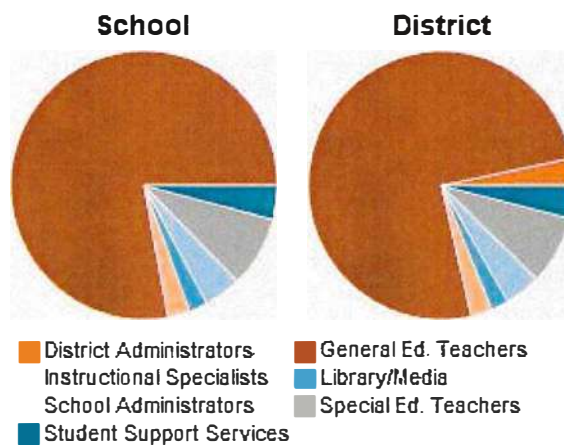
Percentage by Race/Ethnicity, 2021-22 ⓘ

■ Staff   Student

	Black	Hispanic/Latino	White
Staff			100.0
Student	1.6	7.8	86.8
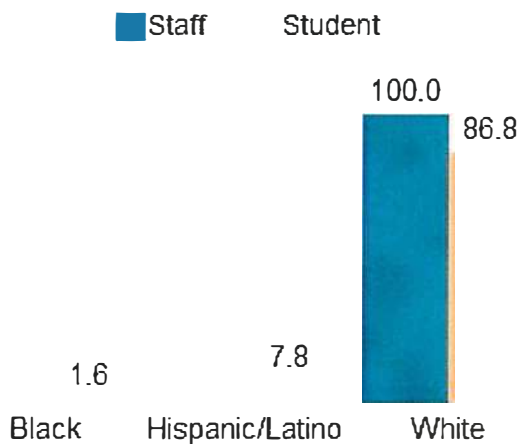
Classroom Teacher Attendance (Average FTE Days Absent) ⓘ

	2018-19	2019-20	2020-21
School	9.6	5.4	6.9
District	9.6	5.4	6.9
State	10.4	7.3	10.4

■ School ■ District ■ State
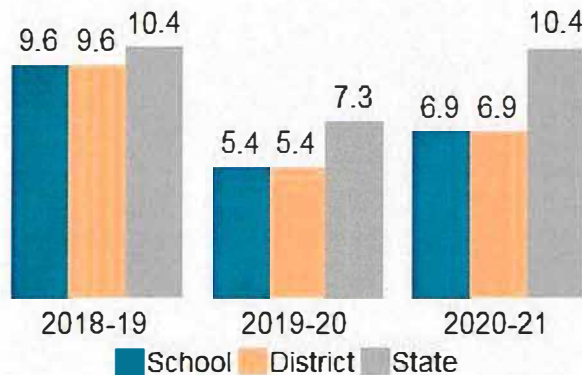
- Instruction/Resources

Time with Nondisabled Peers ⓘ
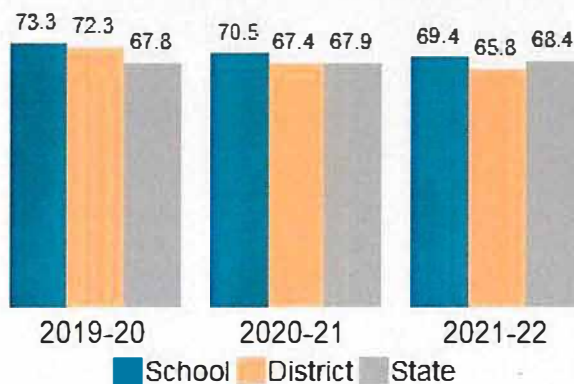
	2019-20	2020-21	2021-22
School	73.3	70.5	69.4
District	72.3	67.4	65.8
State	67.8	67.9	68.4

■ School ■ District ■ State

Per Pupil Expenditures ⓘ

	2018-19	2019-20	2020-21
School	$16,414	$16,940	$18,255
District	$16,230	$17,072	$18,629
State	$17,629	$17,838	$19,134

■ School ■ District ■ State

Next Generation Accountability Index ⓘ ⊘

77.9   77.9   74.2

2018-19

■ School ■ District ■ State
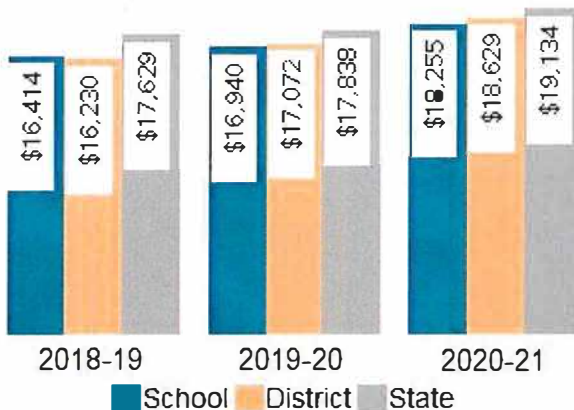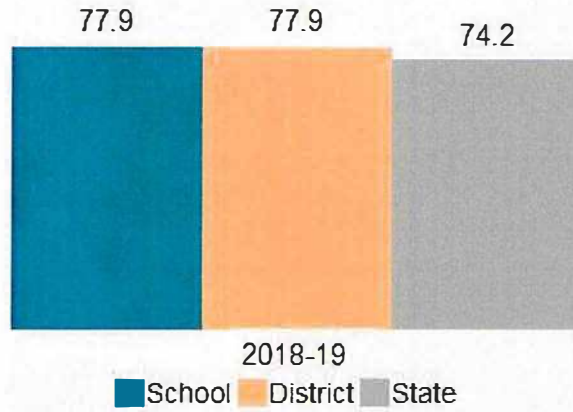
School Performance Index (SPI), ELA ⓘ ⊘
Target: 75

	2017-18			2018-19			2021-22	
76.6	76.6	67.6	75.4	75.4	67.7	74.5	74.5	64.2

■ School ■ District ■ State
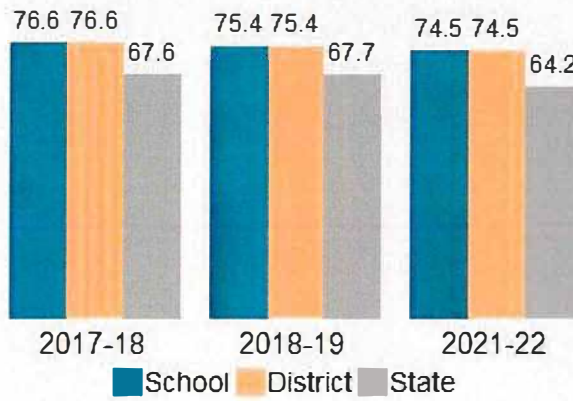
School Performance Index (SPI), Math ⓘ ⊘
Target: 75

	2017-18			2018-19			2021-22	
73.3	73.3	62.7	73.7	73.7	63.1	74.6	74.6	58.6

■ School ■ District ■ State
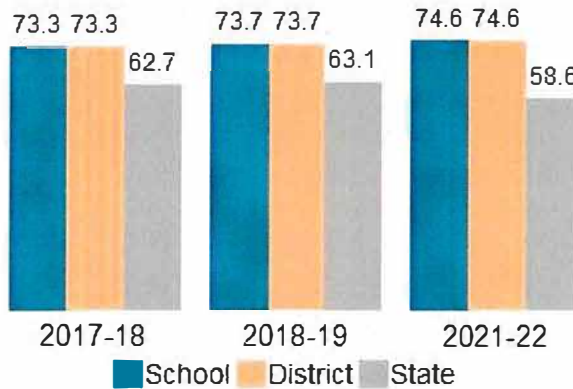
School Performance Index (SPI), Science ⓘ ⊘
Target: 75

84.3   84.3   83.3   83.3

63.8   61.4

2018-19   2021-22

■ School   District ▨ State
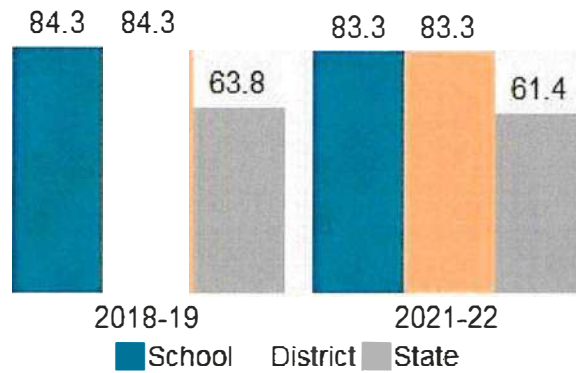
Smarter Balanced Growth, ELA ⓘ ⊘
Target: 100

65.3   65.3   60.7   64.6   64.6   59.9   64.0   64.0   60.4

2017-18   2018-19   2021-22

■ School   District   State
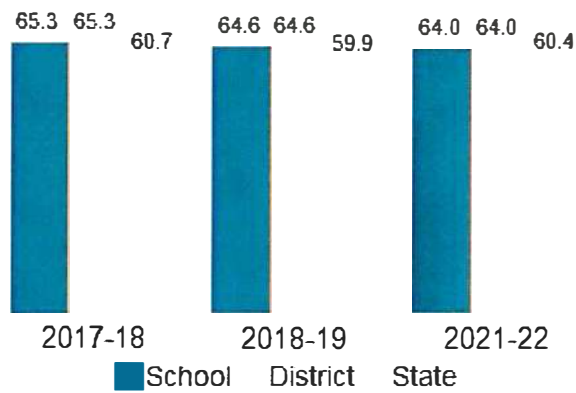
Smarter Balanced Growth, Math ⓘ ⊘
Target: 100

77.7   77.7   82.0   82.0   87.0   87.0

61.9   62.5   65.2

2017-18   2018-19   2021-22

■ School   District   State
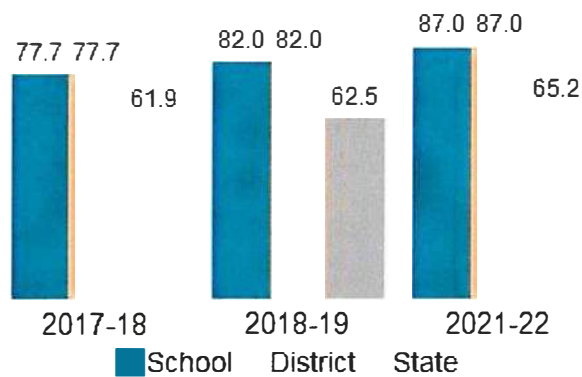
Percentage of Students Reaching Fitness Standard ⓘ ⊘
Target: 75
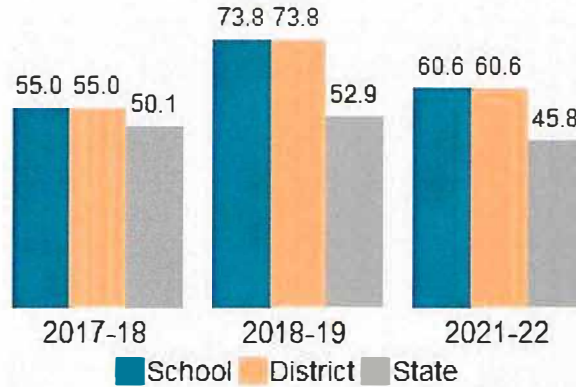
List of Districts/Schools Receiving Federal School Improvement (Sec. 1003) Funds (.pdf)

As required under ESEA section 1111(h)(1)(C)(viii), Civil Rights Data Collection (CRDC) data are available here.

For a comparison of Connecticut's performance to that of national public school students, see NAEP results here.

Please note that some district/school data may not be displayed because data are unavailable or have been suppressed to protect student confidentiality. Click chart or chart title to view detailed data.

Comments, Questions, Concerns? Contact Us

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	442
Per Pupil Expenditures[1]	$17,072
Total Expenditures[1]	$7,904,545

[1] *Expenditure data reflect the 2019-20 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 2020-21 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, 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, 2020 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	213	48.2	48.4
Male	229	51.8	51.5
American Indian or Alaska Native	*	*	0.3
Asian	7	1.6	5.2
Black or African American	*	*	12.7
Hispanic or Latino of any race	28	6.3	27.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	12	2.7	4.0
White	389	88.0	49.9
English Learners	*	*	8.3
Eligible for Free or Reduced-Price Meals	64	14.5	42.7
Students with Disabilities[3]	54	12.2	16.3

NOTE: To protect student privacy, gender counts are suppressed (*) when fewer than 6 students enrolled in the district identify as non-binary.

[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	15	7.5	0	0.0
Male	22	10.0	0	0.0
Black or African American	0	*	0	*
Hispanic or Latino of any race	*	*	0	0.0
White	31	8.5	0	0.0
English Learners	*	*	0	*
Eligible for Free or Reduced-Price Meals	9	15.3	0	0.0
Students with Disabilities	9	17.3	0	0.0
District	37	8.8	0	0.0
State		19.0		1.4

Number of students in 2019-20 qualified as truant under state statute: 13

Number of school-based arrests: 0

NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.

[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	33.0
Paraprofessional Instructional Assistants	5.5
Special Education	
Teachers and Instructors	3.8
Paraprofessional Instructional Assistants	15.3
Administrators, Coordinators and Department Chairs	
District Central Office	1.5
School Level	2.0
Library/Media	
Specialists (Certified)	1.0
Support Staff	0.0
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	24.6

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	1.3
Black or African American	0	0.0	4.1
Hispanic or Latino of any race	0	0.0	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	45	100.0	89.9

Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	5.4	7.3

Instruction and Resources

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers²

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	11	*
Other Health Impairment	*	*
Other Disabilities	*	*
Speech/Language Impairment	9	*
District	31	67.4
State		67.9

² 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 Count	District Rate (%)	State Rate (%)
Autism	*	*	2.1
Emotional Disturbance	*	*	1.1
Intellectual Disability	*	*	0.5
Learning Disability	19	4.5	5.8
Other Health Impairment	*	*	3.3
Other Disabilities	*	*	1.2
Speech/Language Impairment	11	2.6	1.9
All Disabilities	49	11.5	15.9

[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 Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	*	*	8.3
Private Schools or Other Settings	*	*	4.8

[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]: 2019-20

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$5,177,584	$11,183	$11,205
Support services - students	$544,166	$1,215	$1,346
Support services - instruction	$239,815	$535	$698
Support services - general administration	$237,264	$530	$464
Support services - school based administration	$503,323	$1,123	$1,037
Central and other support services	$164,548	$367	$691
Operation and maintenance of plant	$725,293	$1,619	$1,692
Student transportation services	$312,551	$698	$1,159
Food services	.	.	$21
Enterprise operations	.	.	$151
Total	$7,904,545	$17,072	$17,838

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

Special Education Expenditures: 2019-20

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$613,611	35.6	29.6
Instructional Aide Salaries	$301,007	17.5	11.1
Other Salaries	$107,664	6.3	9.5
Employee Benefits	$94,839	5.5	13.5
Purchased Services Other Than Transportation	$220,880	12.8	5.4
Special Education Tuition	$279,513	16.2	22.5
Supplies	$26,765	1.6	0.5
Property Services	.	.	0.3
Purchased Services For Transportation	$71,478	4.2	7.2
Equipment	.	.	0.2
All Other Expenditures	$5,890	0.3	0.1
Total	$1,721,648	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.8	25.1

Expenditures by Revenue Source[4]: 2019-20

	Percent of Total (%) Excluding School Construction
Local	77.8
State	19.6
Federal	2.5
Tuition & Other	0.2

[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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

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, at
https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf

Physical Fitness Tests: Students Reaching Health Standard

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	8.8%	<=5%	19.0%
	High Needs Students	12.6%	<=5%	30.2%
Preparation for CCR	% Taking Courses	.	75%	80.6%
	% Passing Exams	N/A	75%	36.0%
On-track to High School Graduation		.	94%	84.5%
4-year Graduation All Students (2020 Cohort)		.	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		.	94%	85.2%
Postsecondary Entrance (Class of 2020)		.	75%	67.4%
Arts Access		.	60%	50.7%

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]
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.

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.

NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf

Supporting Resources:

Two-page FAQ at http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf

Detailed Presentation at https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf

Using Accountability Results to Guide Improvement at https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf

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 our 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. Families received weekly correspondences written by administration.highlighting events, showcasing successes, and providing COVID updates. Along with the.weekly letter, we also virtually held committee meetings that were supported by families.and staff in our building. Our School Advisory Committee met focusing on school structure,.and an Operations and Safety Committee provided reflection and support on our school.safety and climate plans. Twice during the last school year, we held Community Zoom.Forums to provide our families an opportunity to be updated on school happenings and to.provide feedback or ask any questions they had.

Effective programming for each student in our building is a top priority. Multiple data.points and educator and parent/guardian knowledge are combined to plan effective.programming for our students. The entire staff, both special educators, our curriculum.specialist, classroom teachers, and families, work together through the Early Intervention.Process, to create and monitor plans for students that require extra support to achieve.grade level benchmarks academically, socially and emotionally. Identified students have.individualized plans created, implemented and continuously monitored to ensure growth.in all identified 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 pleasure 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 caused 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. The COVID closure added more.intensive outreach needs to support families that were struggling with stressors unique to.the pandemic.

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 in a year.where COVID realities led to a "˜no visitor' policy.

Efforts to Reduce Racial, Ethnic and Economic Isolation

At Marlborough Elementary School (MES), the 2020-2021 school year was the seventh year of our Spanish program for all of our students in grades K-6. Due to changes in programming due to COVID, our Spanish Program was presented in a daily, 40-minute block for sets of 3 weeks (approximately 12 different blocks per year). During their Spanish daily rotation block, students were immersed in classes where their depth of knowledge on vocabulary, language structures, and conversational strategies were built and reinforced by an amazing teacher whose highly interactive, almost full immersion approach has our children acquiring Spanish 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.

During the 2020 "" 2021 school year, MES staff worked together to provide extensive opportunities to support students and their families. Through layered mitigation strategies, Marlborough Elementary School was open every day for full in-person learning during the entire year. Families who decided our parallel remote learning track was more conducive to their COVID realities, were able to seamlessly integrate their children back to full in-person learning, with only a few days' notice. All end of year activities were open for all in-person and remote learners, with the majority of remote learners joining us in person. Our school team worked hard to ensure all families received the support they needed during this pandemic year.

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.