

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



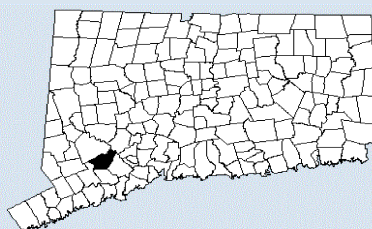
## Monroe School District

Mr. James Agostine, Superintendent • 203-452-2860 • [www.monroeeps.org](http://www.monroeeps.org)

### District Information

Grade Range	PK-12
Number of Schools	7
Enrollment	3,379
Per Pupil Expenditures <sup>1</sup>	\$15,255
Total Expenditures <sup>1</sup>	\$54,034,448

<sup>1</sup>Expenditure data reflect the 2012-13 year.



### Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

### Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2014\)](#)  
(2014® The College Board)

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### Notes

Unless otherwise noted, all data are for 2013-14 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [EdSight](#).

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 ensure student confidentiality.

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

## Students

### October 1, 2013 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,629	48.2	48.3
Male	1,750	51.8	51.6
American Indian	13	0.4	0.2
Asian	125	3.7	4.6
Black or African American	43	1.3	12.9
Hispanic or Latino	234	6.9	21.2
Pacific Islander	0	0.0	0.0
White	2,886	85.4	58.4
Two or More Races	78	2.3	2.3
English Language Learners	15	0.4	5.7
Eligible for Free or Reduced-Price Meals	257	7.6	37.3
Students with Disabilities <sup>1</sup>	371	11.0	12.8

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	72	4.4	7	0.4
Male	60	3.5	41	2.3
Black or African American	0	0.0	0	0.0
Hispanic or Latino	15	6.6	*	*
White	109	3.8	40	1.3
English Language Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	28	10.2	10	3.4
Students with Disabilities	28	8.3	15	3.6
District	132	3.9	48	1.4
State		10.8		7.4

**Number of students in 2012-13 qualified as truant under state statute: 0**

<sup>2</sup>A student is chronically absent if he/she misses 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.

<sup>3</sup>The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

# District Profile and Performance Report for School Year 2013-14

## Monroe School District

### Educators

#### Full-Time Equivalent (FTE)<sup>1</sup> Staff

	FTE
<b>General Education</b>	
Teachers and Instructors	205.9
Paraprofessional Instructional Assistants	27.8
<b>Special Education</b>	
Teachers and Instructors	32.3
Paraprofessional Instructional Assistants	65.4
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	6.0
School Level	17.0
<b>Library/Media</b>	
Specialists (Certified)	3.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	11.6
Counselors, Social Workers and School Psychologists	17.2
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	161.6

<sup>1</sup>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

	Count	District Percent of Total (%)	State Percent of Total (%)
Asian	1	0.3	1.0
Black or African American	0	0	3.5
Hispanic	5	1.7	3.6
Native American	0	0	0.1
White	293	98.0	91.7

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

<sup>2</sup>Core academic classes taught by teachers who are fully certified to teach in that subject area.

#### Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	15.8	9.3

### Instruction and Resources

#### 11th and 12th Graders Who Enrolled in at Least Two Advanced Placement® or International Baccalaureate® Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	0
Hispanic or Latino	6	20.0	*	*
White	56	20.8	69	25.3
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	0	0
District	70	21.9	80	26.2
State		14.2		26.8

<sup>3</sup>Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	27	84.4
Emotional Disturbance	19	70.4
Intellectual Disability	*	*
Learning Disability	86	71.7
Other Health Impairment	64	83.1
Other Disabilities	*	*
Speech/Language Impairment	55	84.6
District	254	73.2
State		69.2

<sup>4</sup>Ages 6-21

# District Profile and Performance Report for School Year 2013-14

## Monroe School District

### Students with Disabilities by Primary Disability<sup>1</sup>

	District		State
	Count	Rate (%)	Rate (%)
Autism	34	1.0	1.4
Emotional Disturbance	27	0.8	1.0
Intellectual Disability	15	0.4	0.4
Learning Disability	120	3.6	4.2
Other Health Impairment	77	2.3	2.5
Other Disabilities	16	0.5	1.0
Speech/Language Impairment	69	2.0	1.9
All Disabilities	358	10.6	12.4

<sup>1</sup>Grades K-12

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	*	*	2.8
Private Schools or Other Settings	*	*	8.1

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	31,817,235	9,153	8,769
Instructional Supplies and Equipment	577,168	166	275
Improvement of Instruction and Educational Media Services	2,263,889	651	487
Student Support Services	4,104,411	1,181	965
Administration and Support Services	4,493,180	1,293	1,600
Plant Operation and Maintenance	5,913,308	1,701	1,472
Transportation	2,551,718	693	786
Costs of Students Tuitioned Out	1,795,727	N/A	N/A
Other	517,812	149	178
Total	54,034,448	15,255	14,642

#### Additional Expenditures

Land, Buildings, and Debt Service	3,122,733	898	1,434
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<sup>3</sup>Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

### Special Education Expenditures: 2012-13

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,551,116	44.7	35.6
Noncertified Personnel	1,299,035	12.8	14.5
Purchased Services	677,415	6.6	5.0
Tuition to Other Schools	1,512,225	14.8	21.4
Special Ed. Transportation	733,988	7.2	8.5
Other Expenditures	1,414,466	13.9	14.9
Total Expenditures	10,188,245	100.0	100.0
PK-12 Expenditures Used for Special Education		18.9	21.9

### Expenditures by Revenue Source:<sup>4</sup> 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	84.9	84.9
State	13.6	13.5
Federal	1.5	1.6
Tuition & Other	0.1	0.1

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2013-14

## Monroe School District

### Performance

#### District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at [www.ctreports.com](http://www.ctreports.com). School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	78.4	79.4	79.1	81.4	.	.	.	.	
Hispanic or Latino	90.5	88.1	90.8	87.1	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	83.3	87.2	87.6	85.8	.	.	.	.	
Students with Disabilities	65.2	70.2	69.2	66.8	.	.	.	.	
High Needs	72.4	77.7	77.2	75.0	.	.	.	.	
District	91.4	92.9	93.3	91.9	.	.	.	.	

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.	
Hispanic or Latino	.	.	.	90.5	.	.	.	.	
English Language Learners	.	.	.	.	.	.	.	.	
Eligible for Free or Reduced-Price Meals	.	74.6	77.5	82.1	.	.	.	.	
Students with Disabilities	.	68.4	51.0	60.7	.	.	.	.	
High Needs	67.7	72.5	64.2	73.1	.	.	.	.	
District	89.8	88.1	85.5	91.6	.	.	.	.	

#### 2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient<sup>1</sup>

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	25%

<sup>1</sup>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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	82.1	93.4	91.9	78.3	1,048	86.5
Curl Up	88.9	90.9	91.6	95.6	1,048	91.7
Push Up	77.5	87.6	84.8	76.3	1,048	81.6
Mile Run/PACER	71.8	86.3	83.4	78.7	1,048	80.1
All Tests - District	51.5	73.9	70.3	57.0	1,048	63.3
All Tests - State	50.2	50.7	50.3	53.9		51.1

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. 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.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2013-14

## Monroe School District

### Cohort Graduation: Four-Year<sup>1</sup>

	2012-13				2013-14
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	N/A	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	42	95.2	.		.
Students with Disabilities	33	84.8	73.3	Yes	75.4
District	309	97.1	94.0	Yes	94.0
State <sup>4</sup>		85.5			

<sup>1</sup>The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2012-13 school year.

<sup>3</sup>Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	90.9	169	55.0
Male	82.1	164	51.6
Black or African American	*	*	*
Hispanic or Latino	78.7	22	46.8
White	86.5	286	52.8
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	79.2	22	41.5
Students with Disabilities	29.2	*	*
District	86.4	333	53.3
State	72.9		37.6

<sup>5</sup>College readiness exams and benchmark scores are as follows:

- SAT® - composite score of 1550 or higher
- 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

<sup>6</sup>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 percent.

#### 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 2013	Class of 2012
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	85.9	97.1
Male	79.6	95.4
Black or African American	*	*
Hispanic or Latino	*	*
White	84.7	96.2
English Language Learners	84.7	*
Eligible for Free or Reduced-Price Meals	75.0	95.8
Students with Disabilities	59.5	*
District	83.0	96.2
State	72.7	88.5

<sup>7</sup>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.

<sup>8</sup>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

# District Profile and Performance Report for School Year 2013-14

## Monroe School District

### Narratives

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#### **School District Improvement Plans and Parental Outreach Activities**

The district continues to build the capacity of all school and district data teams to use multiple sources of data to change and modify curriculum and instruction so as to support all learners. Using the district analytical software (INFORM) and the state reporting website (ctreports.com), professional development activities are linked to the improvement goals for each school and the district. Monroe educators receive training in research-based strategies, including the effective use of student performance data, teaching strategies that yield desired results, and developing every student's background knowledge to help them learn new skills and concepts. Each school has developed intervention strategies and staff members have been trained in the use of scientifically research-based interventions to support individual students. Continuous monitoring is provided through the district's use of benchmarking assessments and work continues to validate those assessments as reliable predictors of future success. Intervention has been extended to include enrichment activities that support a flexible grouping model to assist those students that are more independent learners as well as those that require more direction to achieve at a higher level. The district increased reading support staff at the elementary and middle schools. The high school added support for students needing reading support to meet the demands of comprehensive high school curricula.

Our district has psychologists and guidance counselors at all levels. These individuals collaborate with building administrators to work with families who find school attendance an issue. Each school also has a School Resource Officer who will talk with students and families about the importance of school. Building relationships between schools and families is the priority. Each school has a School Climate Committee which examines school attendance and looks for ways to make school inviting to all students.

Much effort is placed on building unity within the schools. School fairs, family fun nights, pizza bingo, ice hockey and baseball outings are planned with the ultimate goal of building a sense of community. We have a district-wide Parents' Council with representatives from each of our school's PTOs. From this group, we get parent volunteers for various school and district committees. Two such examples include our District Curriculum Council which has parent representatives giving input into curriculum materials and courses as well as an Elementary Parent Progress Reports Committee examining our revised standards based reporting system; both rely heavily on parent input. Engaging families in the learning process at our schools starts early and continues at all levels. Parent nights for math and reading as well as curriculum overview nights are offered at the various levels. Other items addressed include strategies available for parents to help to monitor and support their child's progress in school (i.e. how to help with homework and when to ask for additional help). Our website offers parent supports for home in a monthly newsletter under our Title 1 resources providing parents with tips for working with their elementary students at home. Newsletters and PTO/parent meetings highlight specific curriculum and content areas being implemented at school.

#### **Efforts to Reduce Racial, Ethnic and Economic Isolation**

The district supports school-based efforts that include differentiated curricula to present diverse cultural perspectives involving a variety of topics and concepts. In the development of curriculum units of study and lesson plans, teachers are challenged to consider multi-cultural perspectives that go beyond the demographics of the community. The multi-cultural perspective in its broader sense includes race, ethnicity, religious perspective, economics, and gender. Schools provide opportunities for students to engage in community service projects and special programs, including exchanges with students from other districts within the region. The district supports participation in the Bridgeport Six-to-Six Magnet School and nine Monroe students participate in that program. Eight Masuk High School students have chosen to participate in the Regional Center for the Arts (RCA) and nineteen students participate in the Aquaculture School program in Bridgeport. Inter-district grants coordinated by Cooperative Educational Services (CES), the district's local Regional Education Service Center (RESC), provide opportunities for students to work with students from other districts in various disciplines. Additionally, grants have supported exchanges involving theatre, music and the visual arts. The schools also engage in programs designed to build further understandings of differences while emphasizing those human qualities that unite us in the common understanding of what it means to live in peace and cooperation. The school's Positive Climate Committees also focus on creating a climate where all students are valued. Our schools have extensive, grade level appropriate community service programs. School-wide activities at the elementary level transition to middle school's community service club referred to as the Student Activists. The high school has a very active Interact Club that follows the local Rotary Club in its design and commitment to service.

# District Profile and Performance Report for School Year 2013-14

## Monroe School District

### **Equitable Allocation of Resources among District Schools**

It is the practice of the district to provide its schools with equitable resources, both in staffing levels and in instructional materials. The district recognizes that comprehensive middle and high school programs are inherently more costly than elementary school programs. The proposed budget is developed with input from the school administrators. In meetings with the superintendent, assistant superintendent and finance director, each principal reviews his/her staffing needs to meet class size guidelines. Principals also present requests to fund needs that are unique to their schools. The district has three elementary schools and the vetting process is designed to insure comparable class size, special program offerings, intervention, enrichment and special education services, and equity in the distribution of funds for technology and instructional supplies. Similarly, the middle school and high school principals meet to review their budgets and present requests specific to the changing needs in their buildings.