

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



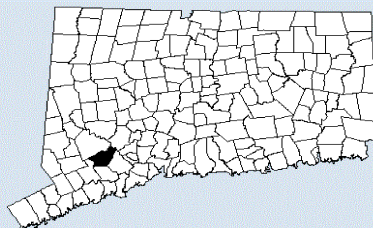
Monroe School District

Dr. Jack Zmary, Superintendent • 203-452-2860 • www.monroeeps.org

District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	3,136
Per Pupil Expenditures ¹	\$18,549
Total Expenditures ¹	\$58,854,955

¹ Expenditure data reflect the 2018-19 school year.



Community Information

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

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Notes

Unless otherwise noted, all data are for 2019-20 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.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, 2019 Enrollment²

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,554	49.6	48.4
Male	1,582	50.4	51.6
American Indian or Alaska Native	*	*	0.3
Asian	157	5.0	5.2
Black or African American	66	2.1	12.7
Hispanic or Latino of any race	341	10.9	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	111	3.5	3.8
White	2,458	78.4	51.1
English Learners	33	1.1	8.3
Eligible for Free or Reduced-Price Meals	394	12.6	43.3
Students with Disabilities ³	411	13.1	16.0

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	79	5.1	9	0.6
Male	72	4.6	27	1.7
Black or African American	*	*	0	0.0
Hispanic or Latino of any race	31	8.8	*	*
White	110	4.5	31	1.2
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	38	11.2	9	2.0
Students with Disabilities	47	11.6	8	1.7
District	151	4.8	36	1.1
State		12.2		4.9

Number of students in 2018-19 qualified as truant under state statute: Fewer than 6

Number of school-based arrests: 0

NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the 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.

District Profile and Performance Report for School Year 2019-20

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	191.8
Paraprofessional Instructional Assistants	17.0
Special Education	
Teachers and Instructors	32.3
Paraprofessional Instructional Assistants	72.0
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	17.0
Library/Media	
Specialists (Certified)	5.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	10.4
Counselors, Social Workers and School Psychologists	18.2
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	153.1

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

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.2
Black or African American	0	0.0	4.0
Hispanic or Latino of any race	5	1.8	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	0	0.0	0.1
White	279	98.2	90.4

Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.2	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	*	*	6	*
Hispanic or Latino of any race	14	66.7	18	75.0
White	158	76.7	172	89.6
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	12	*	17	81.0
Students with Disabilities	20	62.5	25	73.5
District	195	76.5	212	88.3
State		75.8		84.8

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

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

	Count	Rate (%)
Autism	35	63.6
Emotional Disturbance	13	46.4
Intellectual Disability	*	*
Learning Disability	118	72.0
Other Health Impairment	55	75.3
Other Disabilities	*	*
Speech/Language Impairment	41	89.1
District	264	67.0
State		67.8

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	55	1.7	2.0
Emotional Disturbance	28	0.9	1.1
Intellectual Disability	21	0.7	0.5
Learning Disability	164	5.2	5.7
Other Health Impairment	74	2.4	3.3
Other Disabilities	19	0.6	1.1
Speech/Language Impairment	51	1.6	1.8
All Disabilities	412	13.1	15.6

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	22	5.3	8.2
Private Schools or Other Settings	16	3.9	5.0

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: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$35,446,106	\$11,171	\$10,923
Support services - students	\$3,904,589	\$1,258	\$1,277
Support services - instruction	\$2,596,941	\$836	\$682
Support services - general administration	\$993,364	\$320	\$467
Support services - school based administration	\$3,890,821	\$1,253	\$1,021
Central and other support services	\$2,445,631	\$788	\$679
Operation and maintenance of plant	\$5,626,991	\$1,812	\$1,718
Student transportation services	\$3,297,796	\$1,057	\$1,288
Food services	.	.	\$12
Enterprise operations	\$652,716	\$210	\$163
Minor school construction	.	.	\$59
Total	\$58,854,955	\$18,549	\$17,629

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

Special Education Expenditures: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,743,941	36.7	28.5
Instructional Aide Salaries	\$33,932	0.3	10.1
Other Salaries	\$1,795,664	13.9	11.1
Employee Benefits	\$1,543,028	11.9	13.0
Purchased Services Other Than Transportation	\$1,285,845	9.9	5.7
Special Education Tuition	\$2,114,573	16.3	22.5
Supplies	\$6,208	0.0	0.6
Property Services	\$93,664	0.7	0.3
Purchased Services For Transportation	\$1,321,097	10.2	8.0
Equipment	\$526	0.0	0.2
All Other Expenditures	\$2,033	0.0	0.1
Total	\$12,940,512	100.0	100.0
Percent of Total Expenditures Used for Special Education		22.0	24.6

Expenditures by Revenue Source⁴: 2018-19

	Percent of Total (%) Excluding School Construction
Local	87.3
State	11.0
Federal	1.5
Tuition & Other	0.3

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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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

	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, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

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Cohort Graduation: Four-Year¹

	2018-19	
	Cohort Count ²	Rate (%)
Black or African American	6	*
Hispanic or Latino of any race	21	100.0
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	28	92.9
Students with Disabilities	30	80.0
District	243	97.5
State		88.5

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 2018-19 school year.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>

College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance ³	Persistence ⁴
	Rate (%)	Rate (%)
Female	89.8	92.1
Male	80.7	93.1
Black or African American	*	*
Hispanic or Latino of any race	68.2	*
White	88.2	92.6
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	65.5	85.7
Students with Disabilities	68.0	*
District	85.5	92.6
State	71.5	87.5

³ 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.

⁴ 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.

NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	68.1%	100%	60.4%
	Oral	66.4%	100%	57.6%
Chronic Absenteeism	All Students	4.8%	<=5%	12.2%
	High Needs Students	10.3%	<=5%	18.0%
Preparation for CCR	% Taking Courses	82.2%	75%	80.4%
On-track to High School Graduation		98.1%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		97.5%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		93.8%	94%	84.5%
Postsecondary Entrance (Class of 2019)		85.4%	75%	71.5%
Arts Access		30.9%	60%	51.8%

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	94.0%	93.8%	0.2%	10.9%	N

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: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 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/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>

Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

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Narratives

School District Improvement Plans and Parental Outreach Activities

The foundation of our district and school improvement plans is student learning outcomes as well as survey feedback from the school community. The district continues to build the capacity of all school and district data teams to use multiple sources of data to inform teaching and to refine curriculum that meets the needs of all learners. District and school goals are developed based upon learning needs as identified from assessment outcomes. School climate goals are developed based upon survey feedback from students, staff, and families. The district's goals and assessment outcomes all serve as guideposts in determining the allocation of resources including professional development offerings. All staff members have been trained in the use of scientifically research-based interventions to support the varied and specific needs of students. Continuous monitoring is provided through the district's use of benchmarked assessments and student work continues to validate those assessments as reliable predictors of future success.

Our district has psychologists and school counselors at all levels. These individuals collaborate with building administrators and staff to work with students and families to address students' social, emotional, and behavioral needs. School counselors facilitate individual, group, and classroom lesson planning to support the SEL of K-12 students. Each school also has a School Resource Officer who partners in these efforts. Building relationships between schools and families is a high priority in our schools and our community. Each school has a School Climate Committee that analyzes and responds to feedback from students, staff, parents, and the community. The results of these efforts help to improve our school environments and improve student attendance. Additionally, each school maintains a student assistance team that meets regularly to identify and address the needs of students with academic, attendance, behavioral, and social-emotional concerns. Our school social worker position increased from 0.2 to 0.8 in 2020. The increase in time provides our school social worker greater opportunities to support families, improve student attendance, and address the ever-changing social-emotional needs of our students.

Much effort is placed on building unity within our 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 Parent Teacher Organizations. 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, and our Elementary Parent Progress Report Committee, which provides feedback and input about our standards-based report cards. Engaging families in the learning process at our schools starts early and continues at all levels. Our website and related digital resources provide parents with a comprehensive set of tools that includes calendars, school information, homework, grades, attendance, and convenient communication information to contact any district staff member.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Monroe's curricula presents diverse cultural perspectives involving a variety of topics and concepts. In curriculum and lesson-plan development, teachers are challenged to consider multicultural perspectives that represent the increasingly diverse demographics of our community. Resources and materials represent a range of perspectives including race, ethnicity, religion, economics, and gender. For example, Masuk High School developed Facing History and Ourselves and Diverse Voices in American History courses in social studies to highlight the struggles and accomplishments of diverse peoples and texts of greater diversity are used in the Social Studies and ELA curricula. In addition, the district supports participation in the area's magnet school programs, including Fairchild Wheeler High School, the Six-to-Six Magnet School, the Regional Center for the Arts (RCA), the Educational Center for the Arts (ECA), and the Regional Marine Aquaculture School. 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. For example, the district works with the Monroe Rotary to host foreign exchange students and to engage students at all levels in community service and commitment to service above self including a very active Interact Club at the high school. Positive School Climate Committees exist to create a climate where all students are valued. The high school also sponsors a number of clubs (ie- Culture Club, Model United Nations, etc.) that promote diversity. Working with Harvard University's Making Caring Common initiative, the school is actively identifying and addressing the needs of diverse student populations. Districtwide, efforts have been made to highlight different races and ethnicities throughout the school year (ie Black History Month, Hispanic Heritage Month, Women's History Month) to reflect the diversity within our schools, state, and nation.

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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. When developing their budgets, each principal seeks feedback and requests from each of their departments and grade levels. In meetings with the superintendent, assistant superintendent, and finance director, each principal reviews his or 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 ensure comparable class size, special program offerings, intervention, enrichment, special education services, and equity in the distribution of funds for technology and instructional supplies. The middle and high school principals also meet to review their budgets and present requests specific to the changing needs in their buildings.