

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2016–17



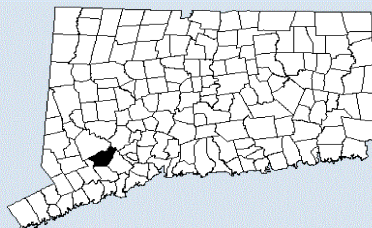
## Monroe School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	3,189
Per Pupil Expenditures <sup>1</sup>	\$17,109
Total Expenditures <sup>1</sup>	\$55,295,544

<sup>1</sup>Expenditure data reflect the 2015-16 year.



### Community Information

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

### Related Reports/Publications

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

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2017\)](#)  
(2017® The College Board)

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### Notes

Unless otherwise noted, all data are for 2016-17 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](http://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 ensure student confidentiality.

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

## Students

### October 1, 2016 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,586	49.7	48.4
Male	1,603	50.3	51.6
American Indian or Alaska Native	*	*	0.3
Asian	141	4.4	5.1
Black or African American	65	2.0	12.9
Hispanic or Latino	245	7.7	24.0
Pacific Islander	*	*	0.1
Two or More Races	93	2.9	2.9
White	2,639	82.8	54.8
English Learners	12	0.4	6.8
Eligible for Free or Reduced-Price Meals	269	8.4	35.9
Students with Disabilities <sup>1</sup>	362	11.4	14.3

<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	37	2.3	15	0.9
Male	48	3.0	55	3.4
Black or African American	0	0.0	*	*
Hispanic or Latino	*	*	10	3.9
White	73	2.8	52	2.0
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	23	9.0	17	5.9
Students with Disabilities	28	8.1	18	4.4
District	85	2.7	70	2.2
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 0

Number of school-based arrests: 6

<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 2016-17

## Monroe School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	207.8
Paraprofessional Instructional Assistants	24.5
<b>Special Education</b>	
Teachers and Instructors	31.1
Paraprofessional Instructional Assistants	60.6
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	7.0
School Level	17.4
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	3.0
Instructional Specialists Who Support Teachers	12.0
Counselors, Social Workers and School Psychologists	18.0
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	158.0

<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 (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.0
Black or African American	1	0.3	3.6
Hispanic or Latino	3	1.0	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	296	98.7	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.1	9.6

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	15	*	12	*
White	174	67.2	202	84.2
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	11	44.0	19	63.3
Students with Disabilities	9	33.3	25	83.3
District	207	68.1	232	82.3
State		63.6		77.5

<sup>3</sup>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 Peers<sup>4</sup>

	Count	Rate (%)
Autism	30	71.4
Emotional Disturbance	*	*
Intellectual Disability	*	*
Learning Disability	111	81.6
Other Health Impairment	69	75.8
Other Disabilities	0	0
Speech/Language Impairment	27	100.0
District	247	73.5
State		68.2

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

# District Profile and Performance Report for School Year 2016-17

## Monroe School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	42	1.3	1.7
Emotional Disturbance	20	0.6	1.0
Intellectual Disability	17	0.5	0.5
Learning Disability	137	4.3	4.9
Other Health Impairment	92	2.9	2.9
Other Disabilities	7	0.2	1.1
Speech/Language Impairment	31	1.0	1.8
All Disabilities	346	10.9	13.9

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

### Overall Expenditures:<sup>3</sup> 2015-16

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	28,974,384	9,149	9,663
Instructional Supplies and Equipment	546,605	173	321
Improvement of Instruction and Educational Media Services	5,519,934	1,743	578
Student Support Services	3,853,373	1,217	1,103
Administration and Support Services	5,408,076	1,708	1,861
Plant Operation and Maintenance	5,400,633	1,705	1,637
Transportation	3,077,148	900	877
Costs of Students Tuitioned Out	1,942,784	N/A	N/A
Other	572,607	181	201
Total	55,295,544	17,109	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	3,968,054	1,253	1,749
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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: 2015-16

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,515,373	39.4	34.6
Noncertified Personnel	1,522,568	13.3	14.6
Purchased Services	1,131,189	9.9	5.8
Tuition to Other Schools	1,798,690	15.7	21.8
Special Ed. Transportation	1,072,181	9.4	8.5
Other Expenditures	1,418,412	12.4	14.7
Total Expenditures	11,458,413	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup>

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	84.2	84.3
State	14.0	13.7
Federal	1.6	1.7
Tuition & Other	0.3	0.3

<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 2016-17

## Monroe School District

### 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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	73	89.7	73	83.8	28	75.4
Black or African American	31	72.7	31	62.8	17	*
Hispanic or Latino	130	74.2	130	69.8	52	64.6
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	48	82.8	48	76.8	28	68.9
White	1452	78.8	1450	73.2	606	69.0
English Learners	26	70.8	26	63.7	7	*
Non-English Learners	1712	79.0	1710	73.4	725	68.7
Eligible for Free or Reduced-Price Meals	130	74.0	130	65.5	49	63.6
Not Eligible for Free or Reduced-Price Meals	1608	79.3	1606	73.9	683	69.0
Students with Disabilities	189	58.6	189	52.5	85	52.1
Students without Disabilities	1549	81.4	1547	75.8	647	70.8
High Needs	315	65.3	315	58.8	128	56.8
Non-High Needs	1423	81.9	1421	76.5	604	71.1
District	1738	78.9	1736	73.3	732	68.6

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
<b>MATH</b>			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

#### 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	92.6	83.9	87.3	75.9	872	85.3
Curl Up	90.0	88.8	85.2	90.6	872	88.5
Push Up	74.7	83.9	87.3	77.5	872	81.0
Mile Run/PACER	87.8	82.5	81.2	57.1	872	78.0
All Tests - District	66.4	63.2	65.1	44.5	872	60.4
All Tests - State	52.8	51.4	51.4	50.6		51.6

<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 2016-17

## Monroe School District

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

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	24	95.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	28	100.0
Students with Disabilities	31	100.0
District	290	99.0
State		87.4

<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.

<sup>2</sup>Cohort count includes all students in the cohort as of the end of the 2015-16 school year.

### 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	99.6	188	67.9
Male	98.4	195	63.1
Black or African American	*	*	*
Hispanic or Latino	100.0	20	54.1
White	99.0	332	66.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	98.2	24	43.6
Students with Disabilities	89.5	*	*
District	99.0	383	65.4
State	96.1		43.5

<sup>3</sup>College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- 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
- Smarter Balanced - Level 3 or higher on both ELA and math

<sup>4</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 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	90.6	96.4
Male	83.9	94.3
Black or African American	*	*
Hispanic or Latino	81.0	85.2
White	87.7	96.6
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	68.0	96.6
Students with Disabilities	53.6	*
District	87.2	95.4
State	72.0	88.5

<sup>5</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>6</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 2016-17

## Monroe School District

### 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		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	78.9	75	50.0	50	100.0	67.1
	High Needs Students	65.3	75	43.6	50	87.1	55.9
Math Performance Index	All Students	73.3	75	48.9	50	97.7	62.2
	High Needs Students	58.8	75	39.2	50	78.4	50.5
Science Performance	All Students	68.6	75	45.7	50	91.5	55.3
	High Needs Students	56.8	75	37.9	50	75.8	45.2
ELA Academic Growth	All Students	64.1%	100%	64.1	100	64.1	55.4%
	High Needs Students	56.3%	100%	56.3	100	56.3	49.8%
Math Academic Growth	All Students	67.2%	100%	67.2	100	67.2	61.7%
	High Needs Students	55.6%	100%	55.6	100	55.6	53.7%
Chronic Absenteeism	All Students	2.7%	<=5%	50.0	50	100.0	9.9%
	High Needs Students	8.0%	<=5%	44.1	50	88.1	15.8%
Preparation for CCR	% Taking Courses	74.9%	75%	49.9	50	99.9	70.7%
	% Passing Exams	65.4%	75%	43.6	50	87.1	43.5%
On-track to High School Graduation		98.1%	94%	50.0	50	100.0	87.8%
4-year Graduation All Students (2016 Cohort)		99.0%	94%	100.0	100	100.0	87.4%
6-year Graduation - High Needs Students (2014)		97.1%	94%	100.0	100	100.0	82.0%
Postsecondary Entrance (Class of 2016)		87.2%	75%	100.0	100	100.0	72.0%
Physical Fitness (estimated part rate) and (fitness)		89.0%   60.4%	75%	20.1	50	40.3	92.0%   51.6%
Arts Access		26.2%	60%	21.8	50	43.7	50.5%
<b>Accountability Index</b>				<b>1088.0</b>	<b>1350</b>	<b>80.6</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	65.3	9.7	16.7	
Math Performance Index Gap	75.0	58.8	16.2	18.7	
Science Performance Index Gap	71.1	56.8	14.3	16.6	
Graduation Rate Gap	94.0%	97.1%	-3.1%	12.0%	N

<sup>1</sup>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.

<sup>2</sup>If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.6
	High Needs Students	95.6
Math	All Students	98.5
	High Needs Students	95.6
Science	All Students	99.3
	High Needs Students	97.0

<sup>3</sup>Minimum participation standard is 95%.

### Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

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: 59.5**

**State: 50.2**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

# District Profile and Performance Report for School Year 2016-17

## Monroe School District

### Narratives

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

The foundation of district and school improvement plans is student learning outcomes as well as survey feedback from parents and 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 parents and community. The district's goals and assessment outcomes all serve as a guidepost in determining allocation of resources including professional development offerings. 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 the varied and specific needs of students. Continuous monitoring is provided through the district's use of benchmarked assessments and work continues to validate those assessments as reliable predictors of future success. Most recently, the Monroe Schools added "EdCamps" as a professional development offering that meeting the differentiated and personalized learning needs of teachers. This approach reflects, our values in meeting the unique and varied needs of each learner whether they are students or staff.

Our district has psychologists and guidance counselors at all levels. These individuals collaborate with building administrators and staff to work with students and families to address student's social, emotional, and behavioral needs. Each school also has a School Resource Officer who partner 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 community. The results of these efforts help to improve our school environments and improve student attendance.

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 Parents Teachers Organizations. From this group, we get parent volunteers for various school and district committees. Two such examples include our District Curriculum Council, that has parent representatives giving input into curriculum materials and courses, and our Elementary Parent Progress Report Committee, that 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 communications 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 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 area's magnet school programs, including the Six-to-Six Magnet School, the Regional Center for the Arts (RCA), and the Aquaculture School. Interdistrict grants, coordinated by Cooperative Educational Services (CES), and 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. Positive Climate Committees also focus on creating a climate where all students are valued. 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 2016-17

## 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.