

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



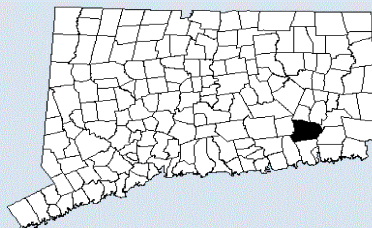
## Montville School District

Mr. Brian Levesque, Superintendent • 860-848-1228 • <http://www.montvilleschools.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	2,210
Per Pupil Expenditures <sup>1</sup>	\$16,154
Total Expenditures <sup>1</sup>	\$38,753,533

<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)

### Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

### 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,083	49.0	48.4
Male	1,127	51.0	51.6
American Indian or Alaska Native	*	*	0.3
Asian	193	8.7	5.1
Black or African American	47	2.1	12.9
Hispanic or Latino	233	10.5	24.0
Pacific Islander	*	*	0.1
Two or More Races	259	11.7	2.9
White	1,452	65.7	54.8
English Learners	83	3.8	6.8
Eligible for Free or Reduced-Price Meals	862	39.0	35.9
Students with Disabilities <sup>1</sup>	332	15.0	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	63	6.0	29	2.7
Male	66	6.0	67	5.9
Black or African American	*	*	7	13.7
Hispanic or Latino	15	6.6	14	6.0
White	86	6.1	51	3.5
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	88	11.2	60	6.9
Students with Disabilities	37	11.2	34	8.7
District	129	6.0	96	4.3
State		9.9		6.7

Number of students in 2015-16 qualified as truant under state statute: 70

Number of school-based arrests: Fewer than 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

## Montville School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	164.0
Paraprofessional Instructional Assistants	19.0
<b>Special Education</b>	
Teachers and Instructors	33.5
Paraprofessional Instructional Assistants	58.9
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	12.8
<b>Library/Media</b>	
Specialists (Certified)	5.0
Support Staff	2.6
Instructional Specialists Who Support Teachers	6.6
Counselors, Social Workers and School Psychologists	13.2
School Nurses	7.5
Other Staff Providing Non-Instructional Services/Support	133.5

<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	2	0.8	1.0
Black or African American	0	0.0	3.6
Hispanic or Latino	6	2.5	3.6
Pacific Islander	0	0.0	0.0
Two or More Races	4	1.7	0.1
White	226	95.0	91.4

#### Classroom Teacher Attendance: 2015-16

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.4	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	0	0.0	*	*
Hispanic or Latino	14	*	12	*
White	79	63.2	69	73.4
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	31	64.6	30	68.2
Students with Disabilities	8	38.1	14	58.3
District	119	65.4	112	74.7
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	13	41.9
Emotional Disturbance	14	41.2
Intellectual Disability	*	*
Learning Disability	92	86.8
Other Health Impairment	52	78.8
Other Disabilities	*	*
Speech/Language Impairment	42	84.0
District	216	71.1
State		68.2

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

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

## Montville School District

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

	District	State
	Count	Rate (%)
Autism	33	1.4
Emotional Disturbance	34	1.4
Intellectual Disability	*	*
Learning Disability	106	4.5
Other Health Impairment	68	2.9
Other Disabilities	*	*
Speech/Language Impairment	61	2.6
All Disabilities	329	14.0

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

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

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	22,936,577	10,217	9,663
Instructional Supplies and Equipment	926,746	413	321
Improvement of Instruction and Educational Media Services	731,892	326	578
Student Support Services	2,239,115	997	1,103
Administration and Support Services	3,179,764	1,416	1,861
Plant Operation and Maintenance	3,762,415	1,676	1,637
Transportation	2,629,610	1,070	877
Costs of Students Tuitioned Out	1,634,690	N/A	N/A
Other	712,724	317	201
Total	38,753,533	16,154	16,236

#### Additional Expenditures

Land, Buildings, and Debt Service	448,747	200	1,749
-----------------------------------	---------	-----	-------

<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 (%)
Certified Personnel	3,885,728	45.4
Noncertified Personnel	1,731,713	20.2
Purchased Services	421,928	4.9
Tuition to Other Schools	1,126,450	13.2
Special Ed. Transportation	156,172	1.8
Other Expenditures	1,236,641	14.4
Total Expenditures	8,558,632	100.0

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

#### 2015-16

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	62.6	62.2
State	34.3	34.7
Federal	2.3	2.4
Tuition & Other	0.7	0.8

<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

## Montville 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	13	*	13	*	8	*
Asian	101	76.2	101	76.2	45	67.3
Black or African American	22	66.5	22	64.3	10	*
Hispanic or Latino	118	64.6	117	58.6	48	54.5
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	149	68.9	149	61.2	45	57.8
White	803	69.9	802	64.6	313	60.9
English Learners	70	70.1	70	68.6	21	50.8
Non-English Learners	1137	69.6	1135	64.2	448	60.7
Eligible for Free or Reduced-Price Meals	447	64.8	446	60.4	176	55.7
Not Eligible for Free or Reduced-Price Meals	760	72.5	759	66.9	293	63.0
Students with Disabilities	170	52.8	170	47.4	69	46.0
Students without Disabilities	1037	72.4	1035	67.3	400	62.7
High Needs	565	63.1	564	58.5	220	54.3
Non-High Needs	642	75.4	641	69.8	249	65.5
District	1207	69.7	1205	64.5	469	60.2

#### 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	89.3	86.6	74.7	43.9	661	74.0
Curl Up	79.2	82.1	75.3	81.3	661	79.4
Push Up	67.1	67.6	67.4	82.6	661	71.0
Mile Run/PACER	71.1	79.3	76.4	43.9	661	68.4
All Tests - District	41.6	30.2	24.7	38.7	661	33.3
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

## Montville School District

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

	2015-16	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	*	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	76	82.9
Students with Disabilities	27	77.8
District	180	91.1
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	98.2	81	48.8
Male	96.4	68	41.0
Black or African American	*	*	*
Hispanic or Latino	100.0	10	29.4
White	96.3	92	42.0
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	97.8	28	30.4
Students with Disabilities	82.2	*	*
District	97.3	149	44.9
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.

Copyright © 2017 The College Board. [www.collegeboard.org](http://www.collegeboard.org)

ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2017 ACT, Inc. [www.act.org](http://www.act.org)

IB® statistics derived from data provided by the International Baccalaureate Organization.

Copyright © International Baccalaureate Organization 2017

### College Entrance and Persistence

	Class of 2016	Class of 2015
	Entrance <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	76.5	81.3
Male	65.5	84.7
Black or African American	*	*
Hispanic or Latino	*	*
White	71.7	78.9
English Learners	*	*
Eligible for Free or Reduced-Price Meals	64.1	70.6
Students with Disabilities	33.3	*
District	70.8	82.9
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

## Montville 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	69.7	75	46.4	50	92.9	67.1
	High Needs Students	63.1	75	42.1	50	84.2	55.9
Math Performance Index	All Students	64.5	75	43.0	50	86.0	62.2
	High Needs Students	58.5	75	39.0	50	78.0	50.5
Science Performance	All Students	60.2	75	40.2	50	80.3	55.3
	High Needs Students	54.3	75	36.2	50	72.4	45.2
ELA Academic Growth	All Students	55.3%	100%	55.3	100	55.3	55.4%
	High Needs Students	52.8%	100%	52.8	100	52.8	49.8%
Math Academic Growth	All Students	60.1%	100%	60.1	100	60.1	61.7%
	High Needs Students	56.8%	100%	56.8	100	56.8	53.7%
Chronic Absenteeism	All Students	6.0%	<=5%	48.0	50	95.9	9.9%
	High Needs Students	9.7%	<=5%	40.6	50	81.2	15.8%
Preparation for CCR	% Taking Courses	69.6%	75%	46.4	50	92.8	70.7%
	% Passing Exams	44.9%	75%	29.9	50	59.8	43.5%
On-track to High School Graduation		92.4%	94%	49.1	50	98.3	87.8%
4-year Graduation All Students (2016 Cohort)		91.1%	94%	96.9	100	96.9	87.4%
6-year Graduation - High Needs Students (2014)		86.1%	94%	91.6	100	91.6	82.0%
Postsecondary Entrance (Class of 2016)		70.8%	75%	94.4	100	94.4	72.0%
Physical Fitness (estimated part rate) and (fitness)		95.7%   33.3%	75%	22.2	50	44.4	92.0%   51.6%
Arts Access		55.2%	60%	46.0	50	92.0	50.5%
<b>Accountability Index</b>				<b>1037.0</b>	<b>1350</b>	<b>76.8</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	63.1	11.9	16.7	
Math Performance Index Gap	69.8	58.5	11.3	18.7	
Science Performance Index Gap	65.5	54.3	11.2	16.6	
Graduation Rate Gap	94.0%	86.1%	7.9%	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	99.3
	High Needs Students	99.7
Math	All Students	99.2
	High Needs Students	99.7
Science	All Students	99.6
	High Needs Students	99.6

<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: 55.6**

**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

## Montville School District

### Narratives

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

Montville's District Improvement Plan centers around one goal: To ensure all students develop and graduate as critical, creative, and collaborative problem solvers. Teachers and administrators have defined the annual student outcomes, instructional strategies, and adult learning needed to reach this goal. Our Teacher Evaluation and Professional Learning Plan ensures alignment of student learning goals across the district. Teachers' annual goals demonstrate the district's firm belief that ALL students must exhibit academic growth every year.

Implementation of Scientific Research-Based Interventions continues to be a focus. SRBI teams meet every six weeks to review student assessment data and discuss student programming. These meetings in literacy and mathematics are led by the reading consultants and math coaches. Students are placed in intervention or enrichment activities based upon analysis of their progress and placement is revisited regularly. The high school utilizes Montville's Additional Pathways to Success program which includes remedial courses in math and reading and a career and community involvement course. High school students have the option to attend an alternative program at the Project-Based Learning Campus. Our grades 6-12 summer program addresses students' academic needs. Entering kindergarten students identified through a screening process are invited to begin school three weeks before their peers to increase kindergarten readiness. This program includes weekly meetings to engage parents. Grant funds are used to create an extended school day. Selected students attend an extra four hours of instruction a week in remedial math and reading, assistance with homework, and participation in a physical activity. All of the schools continue to implement PBIS; as a result, the number of discipline referrals in our schools is very low.

Improvements to our special education program have focused on three areas: reconstituting co-teaching, creating an in-district 18 to 21 year-old transition program, and strengthening our program for students with significant social and emotional needs. A focus group worked to explore the progress of students in co-taught classes, and professional learning sessions were conducted with all faculty in grades 6-12 based upon the work of Marilyn Friend. Clear expectations for co-taught classes were communicated and revolve around increased use of station, parallel, and alternative teaching approaches. Rooms were renovated over the summer to create a kitchen, laundry room, classroom and meeting spaces for a transition program focused on instruction in life skills combined with internships and community service.

We have strong parent support, and schools have active parent organizations. To improve parent teacher communication, the district utilizes a student data management system. Grades 6-12 parents and students have portal access to view grades, attendance and other data. Time is set aside at all levels for afternoon and evening parent conferences. Based upon a state model, one of our elementary schools is piloting a program to engage parents as partners called "Academic Parent Teacher Teams." The high school continues to involve parents in decision making through a School Governance Council. Active music and athletic booster programs ensure parent engagement in the arts and sports.

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

Montville Public School District is dedicated to providing quality education to all students. All students are held to the same high standards, and the district pays careful attention to the achievement of students in racial, ethnic and economic subgroups in efforts to reduce achievement gaps. Through our SRBI process, the needs of individual students are thoughtfully addressed and consistently monitored. The district believes that a vital part of providing students with quality education means having a wide variety of interactions with students and community members of diverse backgrounds. In order to accommodate families of our English Learners, the district sends translated versions of all communications to the student's home, and provides translators as needed at parent conferences and evening events.

Our academic programs, especially our English Language Arts and Social Studies programs, focus on topics which foster cultural awareness, an appreciation of the values of different ethnic groups, and respect for diversity. Our arts programs actively seek to help students understand the ways in which culture can be expressed through visual and musical media. School-Parent organizations meet monthly to discuss academic programs and other topics relevant to parent needs and interests. These organizations also help to provide money to support cultural assemblies and trips for students. These assemblies and trips expose students to many different cultures as they study dance, music, language, and folktales.

A number of Montville students attend magnet schools and other choice programs. In 2016-2017 fifty-two Montville elementary students attended the Regional Multicultural Magnet School, ten students attended the Dual Language Magnet School, twelve attended Marine Science Magnet, nine attended Three Rivers Middle College, two attended Hartford's Great Path Academy, one attended EastConn Magnet, eleven attended New London Nathen Hale, twenty-two attended New London Winthrop, eighteen attended New London Science and Tech Magnet High School, one attended the Stem Magnet Middle School, and three attended New London Arts Magnet. Technology-based distance learning is available to secondary students through the Edgenuity Program.

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

## Montville School District

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

The Board's process for determining distribution of resources ensures each school receives an equitable allocation of resources. In the fall, schools are asked to submit a list of personnel, equipment, and capital improvements that should be included in the budget for the following year. Schools are asked to carefully examine data on their strategic school profile and from state and district assessment data to help determine the need for resources. Enrollment projections for the following year are utilized to determine needs for staff, equipment, and supplies. Money for textbooks and supplies is allocated on a per pupil basis with special funds set aside for new programs. If budget cuts necessitate the reduction of equipment or other resources, all schools are asked to prioritize requests and make necessary reductions. Title I funds are used to provide resources to two elementary schools with over 35% of students who qualify for free and reduced lunch. Funds pay salaries for reading consultants and math coaches along with professional learning and supplies. The Title III grant provides funds for a native Mandarin-speaking tutor and resources to support English Learners.