

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



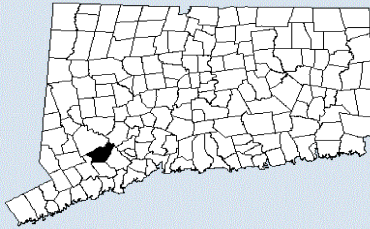
Monroe School District

Mr. James Agostine, Superintendent • 203-452-2860 • www.monroeeps.org

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	3,299
Per Pupil Expenditures ¹	\$15,640
Total Expenditures ¹	\$53,489,070

¹Expenditure data reflect the 2013-14 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 \(Class of 2015\)](#)
 (2015® The College Board)

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Notes

Unless otherwise noted, all data are for 2014-15 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 \(EdSight.ct.gov\)](http://EdSight.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, 2014 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,604	48.6	48.3
Male	1,695	51.4	51.6
American Indian or Alaska Native	12	0.4	0.2
Asian	137	4.2	4.7
Black or African American	52	1.6	12.9
Hispanic or Latino	241	7.3	22.1
Pacific Islander	0	0.0	0.0
Two or More Races	86	2.6	2.5
White	2,771	84.0	57.2
English Language Learners	14	0.4	6.3
Eligible for Free or Reduced-Price Meals	272	8.2	37.6
Students with Disabilities ¹	354	10.7	13.3

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	53	3.3	10	0.6
Male	38	2.3	36	2.1
Black or African American	*	*	*	*
Hispanic or Latino	8	3.4	9	3.7
White	74	2.7	30	1.0
English Language Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	22	8.5	16	5.5
Students with Disabilities	18	5.2	19	4.7
District	91	2.8	46	1.3
State		10.6		7.2

Number of students in 2013-14 qualified as truant under state statute: 0

²A 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.

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

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	204.4
Paraprofessional Instructional Assistants	29.4
Special Education	
Teachers and Instructors	32.3
Paraprofessional Instructional Assistants	59.6
Administrators, Coordinators and Department Chairs	
District Central Office	6.0
School Level	18.0
Library/Media	
Specialists (Certified)	5.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	12.7
Counselors, Social Workers and School Psychologists	17.6
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	163.2

¹In 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	0	0.0	3.5
Hispanic or Latino	3	1.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	299	99.0	91.8

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

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

Classroom Teacher Attendance: 2013-14

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	11.0	9.2

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	6	*
Hispanic or Latino	*	*	22	75.9
White	134	57.0	236	85.8
English Language Learners	N/A	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	6	*	18	78.3
Students with Disabilities	8	29.6	21	72.4
District	159	56.0	280	85.6
State		58.4		73.8

³College-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 Peers⁴

	Count	Rate (%)
Autism	29	76.3
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	83	70.9
Other Health Impairment	53	72.6
Other Disabilities	*	*
Speech/Language Impairment	42	80.8
District	218	66.5
State		69.7

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	38	1.1	1.5
Emotional Disturbance	24	0.7	1.0
Intellectual Disability	16	0.5	0.5
Learning Disability	117	3.5	4.4
Other Health Impairment	74	2.2	2.6
Other Disabilities	22	0.7	1.0
Speech/Language Impairment	60	1.8	1.9
All Disabilities	351	10.6	13.0

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	16	4.6	8.1
Private Schools or Other Settings	18	5.1	5.4

²Grades K-12

Overall Expenditures:³ 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	30,970,059	9,198	9,134
Instructional Supplies and Equipment	474,964	141	334
Improvement of Instruction and Educational Media Services	2,618,153	778	498
Student Support Services	3,533,027	1,049	1,001
Administration and Support Services	5,507,948	1,636	1,694
Plant Operation and Maintenance	5,428,281	1,612	1,572
Transportation	2,569,418	712	813
Costs of Students Tuitioned Out	1,847,741	N/A	N/A
Other	539,479	160	186
Total	53,489,070	15,640	15,289

Additional Expenditures

Land, Buildings, and Debt Service	3,378,416	1,003	1,272
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,546,574	43.8	35.1
Noncertified Personnel	1,203,264	11.6	14.2
Purchased Services	889,788	8.6	5.2
Tuition to Other Schools	1,595,816	15.4	22.0
Special Ed. Transportation	825,862	8.0	8.6
Other Expenditures	1,308,952	12.6	14.9
Total Expenditures	10,370,256	100.0	100.0

Expenditures by Revenue Source:⁴ 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	84.4	84.3
State	13.7	13.6
Federal	1.6	1.7
Tuition & Other	0.3	0.3

⁴Revenue 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).

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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.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	73	91.7	73	83.4	41	74.1
Black or African American	*	*	*	*	*	*
Hispanic or Latino	113	76.5	114	63.1	46	63.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	44	79.5	43	68.4	23	64.2
White	1451	82.4	1448	69.4	665	68.0
English Language Learners	13	*	13	*	6	*
Non-English Language Learners	1695	82.2	1692	69.5	782	67.9
Eligible for Free or Reduced-Price Meals	131	75.1	131	61.3	70	60.0
Not Eligible for Free or Reduced-Price Meals	1577	82.7	1574	70.0	718	68.6
Students with Disabilities	218	63.3	219	48.2	113	52.5
Students without Disabilities	1490	84.9	1486	72.4	675	70.4
High Needs	325	68.4	325	54.1	169	56.1
Non-High Needs	1383	85.3	1380	72.9	619	71.1
District	1708	82.1	1705	69.3	788	67.9

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP 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 Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	87.7	72.2	79.4	80.2	931	79.6
Curl Up	86.7	84.9	89.3	95.0	931	89.0
Push Up	69.7	79.6	82.0	86.8	931	79.8
Mile Run/PACER	78.2	82.4	75.1	69.4	931	76.3
All Tests - District	33.6	58.0	52.8	59.9	931	51.7
All Tests - State	50.8	51.0	50.3	51.9		51.0

²The 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.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2013-14				2014-15
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
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	38	100.0	.		.
Students with Disabilities	35	80.0	75.4	Yes	77.4
District	300	96.3	94.0	Yes	94.0
State ⁴		87.0			

¹The 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](#).

²Cohort count includes all students in the cohort as of the end of the 2013-14 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	90.8	206	69.8
Male	83.2	187	59.2
Black or African American	*	*	*
Hispanic or Latino	84.3	29	56.9
White	87.3	330	64.7
English Language Learners	N/A	N/A	N/A
Eligible for Free or Reduced-Price Meals	74.4	13	33.3
Students with Disabilities	33.3	*	*
District	86.9	393	64.3
State	67.2		37.3

⁵College 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
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation 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 2014	Class of 2013
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	87.9	92.2
Male	77.2	90.3
Black or African American	*	*
Hispanic or Latino	*	*
White	82.5	91.2
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	72.3	75.0
Students with Disabilities	62.5	81.8
District	82.7	91.3
State	72.6	88.8

⁷College 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.

⁸College 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

These statistics are the first results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	82.1	75	100.0	100	100.0	67.9
	High Needs Students	68.4	75	91.2	100	91.2	56.7
Math Performance Index	All Students	69.3	75	92.4	100	92.4	59.3
	High Needs Students	54.1	75	72.1	100	72.1	47.8
Science Performance Index	All Students	67.9	75	90.5	100	90.5	56.5
	High Needs Students	56.1	75	74.8	100	74.8	45.9
Chronic Absenteeism	All Students	2.8%	<=5%	50.0	50	100.0	10.6%
	High Needs Students	6.4%	<=5%	47.2	50	94.5	17.3%
Preparation for CCR	% Taking Courses	71.8%	75%	47.9	50	95.8	66.1%
	% Passing Exams	64.3%	75%	42.9	50	85.8	37.3%
On-track to High School Graduation		96.2%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		96.3%	94%	100.0	100	100.0	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		95.7%	94%	100.0	100	100.0	77.6%
Postsecondary Entrance (Class of 2014)		82.7%	75%	100.0	100	100.0	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		92.8% 51.7%	75%	34.4	50	68.9	87.6% 51.0%
Arts Access		26.3%	60%	21.9	50	43.8	45.7%
Accountability Index				1115.4	1250	89.2	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	68.4	6.6	17.3	
Math Performance Index Gap	72.9	54.1	18.8	19.6	
Science Performance Index Gap	71.1	56.1	15.0	17.2	
Graduation Rate Gap	94.0%	95.7%	-1.7%	15.2%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), then the ultimate target is displayed and used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, then the gap is an outlier.

Subject/Subgroup		Participation Rate (%)
ELA	All Students	98.7
	High Needs Students	98.2
Math	All Students	98.5
	High Needs Students	97.9
Science	All Students	99.5
	High Needs Students	99.4

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: 71.8 State: 50.1

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

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Narratives

School District Improvement Plans and Parental Outreach Activities

The district continues to build the capacity of all 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 and on-line reporting systems, professional development activities are linked to the improvement goals for each school. 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. Each school has developed intervention strategies and staff members have been trained in the use of scientifically research-based interventions (SRBI) to support individual students. The SRBI protocol has been a district-wide initiative for consistency of services. Continuous monitoring is provided through the district's use of benchmarking assessments and the State's Interim 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.

Psychologists and guidance counselors 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.

The district offers a Parent Lecture Series designed for all parents, with topics specifically interested for parents of students with disabilities. Topics include sensory integration, Lyme disease, reading strategies, and behavior interventions. School psychologists meet with parents prior to the PPT to review all evaluations to assist them with interpreting the data in a small setting. Administration completed classroom walkthrough to gather data to improve implantation of special education and related services. The district has implemented surveys for parents, students and staff. Each year the survey data is used to develop a district and school goal to improve areas of need based on the survey. As part of the teachers' and administrators' evaluation, information from the survey is use to for individual goals also. Much effort is placed on building unity within the schools. School fairs, family fun nights, pizza bingo, etc. 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 committees. One example is our District Curriculum Council which has parent representatives giving input into curriculum materials and courses. Parent nights for math as well as curriculum overview nights are offered at the various levels. 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 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 six Monroe students participate in that program. Seven Masuk High School students have chosen to participate in the Regional Center for the Arts (RCA) and ten students participate in the Aquaculture School program in Bridgeport. Ten students participate in the Discovery Inter-district Magnet School and twenty participate in Fairchild Wheeler Inter-district Magnet High School 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 theater, music and the visual arts. The school's Positive Climate Committees also focus on creating a climate where all students are valued. Each school provides a school based positive behavior program and three of our school have participated in the State initiative of Positive Behavioral Intervention System (PBIS). Ours 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.

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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. 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.