

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



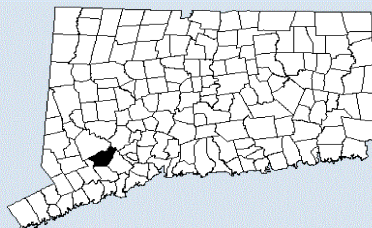
Monroe School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	3,180
Per Pupil Expenditures ¹	\$16,336
Total Expenditures ¹	\$54,710,013

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
(2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,567	49.3	48.3
Male	1,613	50.7	51.6
American Indian or Alaska Native	*	*	0.2
Asian	139	4.4	4.9
Black or African American	57	1.8	12.8
Hispanic or Latino	236	7.4	23.0
Pacific Islander	*	*	0.0
Two or More Races	85	2.7	2.7
White	2,654	83.5	55.9
English Learners	11	0.3	6.4
Eligible for Free or Reduced-Price Meals	260	8.2	38.0
Students with Disabilities ¹	360	11.3	13.7

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	46 2.9	9 0.6
Male	35 2.2	54 3.3
Black or African American	0 0.0	* *
Hispanic or Latino	12 5.0	11 4.5
White	63 2.4	48 1.8
English Learners	0 *	0 *
Eligible for Free or Reduced-Price Meals	17 7.2	12 4.3
Students with Disabilities	17 4.9	22 5.3
District	81 2.6	63 2.0
State	9.6	7.0

Number of students in 2014-15 qualified as truant under state statute: 0

Number of school-based arrests: Fewer than 6

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	206.9
Paraprofessional Instructional Assistants	29.4
Special Education	
Teachers and Instructors	32.3
Paraprofessional Instructional Assistants	61.6
Administrators, Coordinators and Department Chairs	
District Central Office	7.0
School Level	17.4
Library/Media	
Specialists (Certified)	5.0
Support Staff	2.0
Instructional Specialists Who Support Teachers	11.5
Counselors, Social Workers and School Psychologists	17.4
School Nurses	7.0
Other Staff Providing Non-Instructional Services/Support	166.5

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	0.1
White	297	99.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	100.0
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
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: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	3.9	9.4

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	*	*	*	*
Hispanic or Latino	9	*	9	40.9
White	169	71.3	180	76.6
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	18	58.1	6	*
Students with Disabilities	18	62.1	17	63.0
District	193	69.4	210	74.2
State		61.2		73.9

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	33	73.3
Emotional Disturbance	6	*
Intellectual Disability	*	*
Learning Disability	96	77.4
Other Health Impairment	69	75.8
Other Disabilities	*	*
Speech/Language Impairment	39	100.0
District	246	71.9
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	46	1.4	1.6
Emotional Disturbance	19	0.6	1.0
Intellectual Disability	19	0.6	0.5
Learning Disability	124	3.9	4.6
Other Health Impairment	93	2.9	2.8
Other Disabilities	11	0.3	1.0
Speech/Language Impairment	41	1.3	1.9
All Disabilities	353	11.1	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	31,029,104	9,446	9,387
Instructional Supplies and Equipment	460,348	140	318
Improvement of Instruction and Educational Media Services	2,944,666	896	541
Student Support Services	3,772,788	1,148	1,048
Administration and Support Services	5,651,739	1,720	1,790
Plant Operation and Maintenance	5,262,401	1,602	1,608
Transportation	2,861,481	812	845
Costs of Students Tuitioned Out	2,180,682	N/A	N/A
Other	546,804	166	194
Total	54,710,013	16,336	15,762

Additional Expenditures

Land, Buildings, and Debt Service	3,562,030	1,084	1,524
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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: 2014-15

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	4,566,458	40.5	35.1
Noncertified Personnel	1,428,458	12.7	14.5
Purchased Services	1,060,628	9.4	5.5
Tuition to Other Schools	1,985,247	17.6	21.6
Special Ed. Transportation	933,437	8.3	8.3
Other Expenditures	1,302,237	11.5	15.0
Total Expenditures	11,276,465	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	84.1	83.9
State	14.0	14.1
Federal	1.4	1.5
Tuition & Other	0.4	0.4

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	6	*	6	*	*	*
Asian	69	85.8	69	81.8	27	76.8
Black or African American	26	71.9	26	63.1	*	*
Hispanic or Latino	127	72.7	127	65.8	61	61.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	38	78.1	38	73.3	15	*
White	1433	78.5	1432	71.2	659	69.6
English Learners	17	*	17	*	*	*
Non-English Learners	1682	78.4	1681	71.3	*	*
Eligible for Free or Reduced-Price Meals	136	70.3	136	63.9	61	62.8
Not Eligible for Free or Reduced-Price Meals	1563	78.9	1562	71.7	713	69.6
Students with Disabilities	230	58.2	230	51.0	99	52.1
Students without Disabilities	1469	81.4	1468	74.2	675	71.5
High Needs	348	63.5	348	56.4	148	56.6
Non-High Needs	1351	82.0	1350	74.9	626	72.0
District	1699	78.2	1698	71.1	774	69.0

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	84.4	74.5	78.8	82.6	975	79.9
Curl Up	89.0	80.5	91.2	91.7	975	87.9
Push Up	66.1	85.4	86.3	76.5	975	78.9
Mile Run/PACER	81.7	92.1	84.1	76.5	975	83.7
All Tests - District	56.0	66.7	59.3	57.2	975	60.0
All Tests - State	50.6	49.8	50.6	51.1		50.5

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

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	29	93.1	.		.
English Learners	0	0	.		.
Eligible for Free or Reduced-Price Meals	39	94.9	.		.
Students with Disabilities	27	74.1	77.4	No	79.5
District	321	97.5	94.0	Yes	94.0
State ⁴		87.2			

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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 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	99.6	192	71.6
Male	98.6	178	60.8
Black or African American	*	*	*
Hispanic or Latino	97.4	15	39.5
White	99.2	320	67.8
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	100.0	18	41.9
Students with Disabilities	*	*	*
District	99.1	370	66.0
State	95.6		40.7

⁵College 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

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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	89.7	95.4
Male	84.4	89.2
Black or African American	*	*
Hispanic or Latino	96.2	*
White	86.1	92.1
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	76.3	93.8
Students with Disabilities	48.0	*
District	87.0	92.5
State	71.9	88.3

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 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	78.2	75	50.0	50	100.0	67.7
	High Needs Students	63.5	75	42.3	50	84.6	56.7
Math Performance Index	All Students	71.1	75	47.4	50	94.8	61.4
	High Needs Students	56.4	75	37.6	50	75.3	49.9
Science Performance Index	All Students	69.0	75	46.0	50	92.1	57.5
	High Needs Students	56.6	75	37.8	50	75.5	47.0
ELA Academic Growth	All Students	64.6%	100%	64.6	100	64.6	63.8%
	High Needs Students	49.3%	100%	49.3	100	49.3	58.3%
Math Academic Growth	All Students	70.8%	100%	70.8	100	70.8	65.0%
	High Needs Students	68.1%	100%	68.1	100	68.1	57.4%
Chronic Absenteeism	All Students	2.6%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	5.7%	<=5%	48.7	50	97.4	15.6%
Preparation for CCR	% Taking Courses	71.8%	75%	47.9	50	95.8	67.6%
	% Passing Exams	66.0%	75%	44.0	50	87.9	40.7%
On-track to High School Graduation		97.1%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		97.5%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		98.6%	94%	100.0	100	100.0	78.6%
Postsecondary Entrance (Class of 2015)		87.0%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		92.2% 60.0%	75%	40.0	50	80.0	89.2% 50.5%
Arts Access		28.9%	60%	24.1	50	48.2	47.5%
Accountability Index				1118.5	1350	82.9	

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	63.5	11.5	16.5	
Math Performance Index Gap	74.9	56.4	18.4	18.9	
Science Performance Index Gap	72.0	56.6	15.4	17.2	
Graduation Rate Gap	94.0%	98.6%	-4.6%	15.3%	N

¹If 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.

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

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	98.8
	High Needs Students	97.2
Math	All Students	98.7
	High Needs Students	97.2
Science	All Students	99.7
	High Needs Students	99.3

³Minimum 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: 54.7

State: 51.4

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 in using multiple sources of data to change and modify curriculum and instruction so as to support all learners. Monroe uses various analytical software and on-line reporting systems to examine data and set goals. Using this data, professional development activities are linked to the goals for each school. Monroe educators receive training in research-based strategies, including effective use of student performance data, engaging teaching strategies that yield desired results, and the development of 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 allowing 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 who are more independent learners, as well as those who require more direction to achieve at a higher level. Building relationships between schools and families is a top priority, and, to this end, each school has a School Climate Committee examining attendance and looking for ways to make school inviting to all students. 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 attending school on a consistent basis. School psychologists meet with parents prior to PPTs in order to review all evaluations, supporting parent comprehension of the data in a lower stress environment. Classroom walkthroughs completed by administrators allow for data gathering to improve implementation of special education and related services. The district has administered annual surveys to parents, students and staff, and its results are used to develop district, school, administrator, and teacher goals. Additionally, much effort is placed in building unity within the schools through various activities (school fairs, family fun nights, pizza bingo, etc.). We have a district-wide Parents' Council with representatives from each of our school's PTOs. This group addresses areas of concern for parents throughout the district and provides us with parent volunteers for various committees. We have parent representatives on various committees such as District Curriculum Committee, Building Committees, Interview Committees, etc. Parent nights for math as well as curriculum overview nights are offered at the various levels to inform the community of our initiatives, subject content, and assessments. We use some of our Title 1 resources to provide parents with home support via a monthly newsletter, while other district newsletters and PTO meetings highlight specific curriculum and content areas.

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. Seventeen Masuk High School students have chosen to participate in the Regional Center for the Arts (RCA) and seven students participate in the Aquaculture School program in Bridgeport. Nine students participate in the Discovery Inter-district Magnet School and twenty participate in Fairchild Wheeler Inter-district Magnet High School in Bridgeport. The school's Positive Climate Committees also focus on creating an environment where all students are valued. Each school provides a school based positive behavior program and three of our schools have participated in the state initiative of Positive Behavioral Intervention System (PBIS). Our schools have extensive, grade-level appropriate community service programs. School-wide activities at the elementary level transition to middle school's community service club referred to as the Student Activists. The high school has a very active Interact Club that follows the local Rotary Club in its design and commitment to service. Training has begun this summer with the administrators in Cultural Competency. This training will continue with all staff members throughout the next few years.

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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 district 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 ensure comparable class size, special program offerings, intervention, enrichment and special education services, as well as 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 of their buildings.