# Connecticut State Department of Education

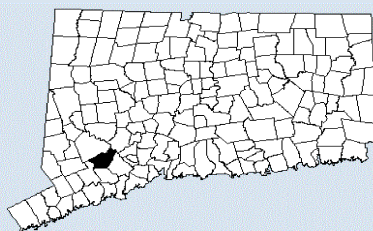## DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2017–18

**CSDE**
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

## Monroe School District

203-452-2860 • www.monroeps.org

### District Information

| | |
|---|---|
| Grade Range | PK-12 |
| Number of Schools/Programs | 7 |
| Enrollment | **3,149** |
| Per Pupil Expenditures[1] | **$17,496** |
| Total Expenditures[1] | **$56,581,252** |

[1]*Expenditure data reflect the 2016-17 year.*

### Community Information

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

### Contents

### Notes

Unless otherwise noted, all data are for 2017-18 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, 2017 Enrollment

| | District | | State |
|---|---|---|---|
| | Count | Percent of Total (%) | Percent of Total (%) |
| Female | 1,563 | 49.6 | 48.4 |
| Male | 1,586 | 50.4 | 51.6 |
| American Indian or Alaska Native | * | * | 0.3 |
| Asian | 149 | 4.7 | 5.1 |
| Black or African American | 66 | 2.1 | 12.8 |
| Hispanic or Latino | 258 | 8.2 | 24.8 |
| Pacific Islander | * | * | 0.1 |
| Two or More Races | 96 | 3.0 | 3.3 |
| White | 2,577 | 81.8 | 53.6 |
| English Learners | 27 | 0.9 | 7.2 |
| Eligible for Free or Reduced-Price Meals | 243 | 7.7 | 36.7 |
| Students with Disabilities[1] | 379 | 12.0 | 14.8 |

[1]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[2] | | Suspension/ Expulsion[3] | |
|---|---|---|---|---|
| | Count | Rate (%) | Count | Rate (%) |
| Female | 87 | 5.6 | 9 | 0.6 |
| Male | 70 | 4.5 | 47 | 2.9 |
| Black or African American | * | * | * | * |
| Hispanic or Latino | 20 | 7.5 | 9 | 3.3 |
| White | 117 | 4.6 | 44 | 1.7 |
| English Learners | * | * | * | * |
| Eligible for Free or Reduced-Price Meals | 37 | 13.7 | 12 | 3.6 |
| Students with Disabilities | 39 | 10.3 | 18 | 4.1 |
| District | 157 | 5.0 | 56 | 1.8 |
| State | | 10.7 | | 6.8 |

**Number of students in 2016-17 qualified as truant under state statute: Fewer than 6**

**Number of school-based arrests: Fewer than 6**

[2]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.

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

# Educators

### Full-Time Equivalent (FTE)[1] Staff

| | FTE |
|---|---|
| **General Education** | |
| Teachers and Instructors | 204.1 |
| Paraprofessional Instructional Assistants | 24.0 |
| **Special Education** | |
| Teachers and Instructors | 32.3 |
| Paraprofessional Instructional Assistants | 56.4 |
| **Administrators, Coordinators and Department Chairs** | |
| District Central Office | 6.0 |
| School Level | 16.4 |
| **Library/Media** | |
| Specialists (Certified) | 5.0 |
| Support Staff | 0.0 |
| Instructional Specialists Who Support Teachers | 9.4 |
| Counselors, Social Workers and School Psychologists | 18.4 |
| School Nurses | 7.0 |
| Other Staff Providing Non-Instructional Services/Support | 159.6 |

[1]In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

### Educators by Race/Ethnicity

| | District | | State |
|---|---|---|---|
| | Count | Percent of Total (%) | Percent of Total (%) |
| American Indian or Alaska Native | 0 | 0.0 | 0.1 |
| Asian | 0 | 0.0 | 1.1 |
| Black or African American | 0 | 0.0 | 3.7 |
| Hispanic or Latino | 4 | 1.4 | 3.7 |
| Pacific Islander | 0 | 0.0 | 0.0 |
| Two or More Races | 0 | 0.0 | 0.1 |
| White | 290 | 98.6 | 91.0 |

### Classroom Teacher Attendance: 2016-17

| | District | State |
|---|---|---|
| Average Number of FTE Days Absent Due to Illness or Personal Time | 7.8 | 10.5 |

# Instruction and Resources

### 11th and 12th Graders Enrolled in
### College-and-Career-Readiness Courses during High School[2]

| | 11th | | 12th | |
|---|---|---|---|---|
| | Count | Rate (%) | Count | Rate (%) |
| Black or African American | 0 | 0.0 | * | * |
| Hispanic or Latino | 12 | * | 18 | 90.0 |
| White | 139 | 70.2 | 217 | 83.8 |
| English Learners | 0 | 0.0 | 0 | 0.0 |
| Eligible for Free or Reduced-Price Meals | 6 | * | 11 | * |
| Students with Disabilities | 11 | 39.3 | 19 | 63.3 |
| District | 171 | 68.4 | 257 | 84.8 |
| State | | 69.3 | | 80.1 |

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

### Students with Disabilities Who Spend 79.1 to
### 100 Percent of Time with Nondisabled Peers[3]

| | Count | Rate (%) |
|---|---|---|
| Autism | 34 | 75.6 |
| Emotional Disturbance | 9 | 45.0 |
| Intellectual Disability | 0 | 0 |
| Learning Disability | 111 | 79.9 |
| Other Health Impairment | 68 | 76.4 |
| Other Disabilities | 0 | 0 |
| Speech/Language Impairment | 30 | 90.9 |
| District | 252 | 72.6 |
| State | | 68.6 |

[3]Ages 6-21

## Students with Disabilities by Primary Disability[1]

| | District | | State |
| --- | --- | --- | --- |
| | Count | Rate (%) | Rate (%) |
| Autism | 47 | 1.5 | 1.8 |
| Emotional Disturbance | 20 | 0.6 | 1.1 |
| Intellectual Disability | 18 | 0.6 | 0.5 |
| Learning Disability | 140 | 4.4 | 5.2 |
| Other Health Impairment | 91 | 2.9 | 3.1 |
| Other Disabilities | 14 | 0.4 | 1.1 |
| Speech/Language Impairment | 38 | 1.2 | 1.8 |
| All Disabilities | 368 | 11.7 | 14.5 |

[1]Grades K-12

## Students with Disabilities Placed Outside of the District[2]

| | District | | State |
| --- | --- | --- | --- |
| | Count | Rate (%) | Rate (%) |
| Public Schools in Other Districts | 20 | 5.4 | 8.3 |
| Private Schools or Other Settings | 14 | 3.8 | 5.2 |

[2]Grades K-12

## Overall Expenditures:[3] 2016-17

| | | Per Pupil | |
| --- | --- | --- | --- |
| | Total ($) | District ($) | State ($) |
| Instructional Staff and Services | 29,638,012 | 9,323 | 9,847 |
| Instructional Supplies and Equipment | 352,067 | 111 | 287 |
| Improvement of Instruction and Educational Media Services | 5,633,582 | 1,772 | 589 |
| Student Support Services | 3,925,981 | 1,235 | 1,120 |
| Administration and Support Services | 5,639,879 | 1,774 | 1,905 |
| Plant Operation and Maintenance | 5,422,082 | 1,706 | 1,648 |
| Transportation | 3,179,974 | 933 | 904 |
| Costs of Students Tuitioned Out | 2,116,754 | N/A | N/A |
| Other | 672,921 | 212 | 208 |
| Total | 56,581,252 | 17,496 | 16,535 |
| **Additional Expenditures** | | | |
| Land, Buildings, and Debt Service | 3,856,651 | 1,213 | 1,393 |

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

## Special Education Expenditures: 2016-17

| | District | | State |
| --- | --- | --- | --- |
| | Total ($) | Percent of Total (%) | Percent of Total (%) |
| Certified Personnel | 4,612,912 | 38.6 | 33.8 |
| Noncertified Personnel | 1,518,112 | 12.7 | 14.5 |
| Purchased Services | 1,259,440 | 10.5 | 5.5 |
| Tuition to Other Schools | 1,965,394 | 16.4 | 23.4 |
| Special Ed. Transportation | 1,151,477 | 9.6 | 8.7 |
| Other Expenditures | 1,455,441 | 12.2 | 14.1 |
| Total Expenditures | 11,962,776 | 100.0 | 100.0 |

## Expenditures by Revenue Source:[4] 2016-17

| | Percent of Total (%) | |
| --- | --- | --- |
| | Including School Construction | Excluding School Construction |
| Local | 85.1 | 84.8 |
| State | 12.9 | 13.1 |
| Federal | 1.5 | 1.6 |
| Tuition & Other | 0.5 | 0.5 |

[4]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).

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

| | English Language Arts(ELA) | | Math | |
|---|---|---|---|---|
| | Count | DPI | Count | DPI |
| American Indian or Alaska Native | * | * | * | * |
| Asian | 87 | 90.4 | 87 | 87.5 |
| Black or African American | 29 | 71.6 | 29 | 61.7 |
| Hispanic or Latino | 134 | 77.0 | 134 | 71.1 |
| Native Hawaiian or Other Pacific Islander | * | * | * | * |
| Two or More Races | 55 | 75.7 | 55 | 71.5 |
| White | 1363 | 79.1 | 1362 | 73.0 |
| English Learners | 29 | 74.6 | 29 | 68.2 |
| Non-English Learners | 1641 | 79.3 | 1640 | 73.4 |
| Eligible for Free or Reduced-Price Meals | 182 | 75.5 | 182 | 67.9 |
| Not Eligible for Free or Reduced-Price Meals | 1488 | 79.7 | 1487 | 74.0 |
| Students with Disabilities | 205 | 58.3 | 204 | 50.7 |
| Students without Disabilities | 1465 | 82.2 | 1465 | 76.5 |
| High Needs | 367 | 67.7 | 366 | 60.3 |
| Non-High Needs | 1303 | 82.5 | 1303 | 77.0 |
| District | 1670 | 79.2 | 1669 | 73.3 |

### National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

| | NAEP 2017 | | NAEP 2013 |
|---|---|---|---|
| READING | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 43% | 44% | 50% |
| National Public | 35% | 35% | 36% |
| MATH | Grade 4 | Grade 8 | Grade 12 |
| Connecticut | 40% | 36% | 32% |
| National Public | 40% | 33% | 25% |

[1]NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, click here.

### Physical Fitness Tests: Students Reaching Health Standard[2]

| | Percent of Students by Grade[3] (%) | | | | All Tested Grades | |
|---|---|---|---|---|---|---|
| | 4 | 6 | 8 | HS | Count | Rate (%) |
| Sit & Reach | 90.5 | 76.0 | 80.4 | 72.6 | 920 | 80.1 |
| Curl Up | 91.0 | 88.8 | 88.7 | 77.4 | 920 | 87.0 |
| Push Up | 71.6 | 85.8 | 85.1 | 83.7 | 920 | 81.7 |
| Mile Run/PACER | 91.0 | 90.6 | 88.0 | 43.7 | 920 | 80.2 |
| All Tests - District | 64.0 | 59.2 | 61.8 | 34.7 | 920 | 56.1 |
| All Tests - State | 53.2 | 51.4 | 50.5 | 45.6 | | 50.1 |

[2]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.

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

## Cohort Graduation: Four-Year[1]

| | 2016-17 | |
| --- | --- | --- |
| | Cohort Count[2] | Rate (%) |
| Black or African American | * | * |
| Hispanic or Latino | 19 | * |
| English Learners | * | 0 |
| Eligible for Free or Reduced-Price Meals | 57 | 93.0 |
| Students with Disabilities | 36 | 75.0 |
| District | 288 | 96.2 |
| State | | 87.9 |

[1]The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

[2]Cohort count includes all students in the cohort as of the end of the 2016-17 school year.

## 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam[3]

| | Participation[4] | Meeting Benchmark | |
| --- | --- | --- | --- |
| | Rate (%) | Count | Rate (%) |
| Female | 99.6 | 174 | 65.2 |
| Male | 98.6 | 183 | 64.0 |
| Black or African American | * | * | * |
| Hispanic or Latino | 100.0 | 22 | 56.4 |
| White | 99.1 | 297 | 65.0 |
| English Learners | * | 0 | * |
| Eligible for Free or Reduced-Price Meals | 100.0 | 14 | 46.7 |
| Students with Disabilities | 93.1 | * | * |
| District | 99.1 | 357 | 64.6 |
| State | 96.3 | | 44.8 |

[3]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

[4]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 2017 | Class of 2016 |
| --- | --- | --- |
| | Entrance[5] | Persistence[6] |
| | Rate (%) | Rate (%) |
| Female | 85.6 | 98.4 |
| Male | 76.2 | 94.2 |
| Black or African American | * | * |
| Hispanic or Latino | * | * |
| White | 79.7 | 96.1 |
| English Learners | 79.7 | * |
| Eligible for Free or Reduced-Price Meals | 71.7 | * |
| Students with Disabilities | 46.4 | * |
| District | 80.6 | 96.3 |
| State | 70.9 | 88.3 |

[5]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.

[6]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

## 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.

The USDOE approved Connecticut's waiver request related to statewide student assessment in science. As a result, in spring 2018, the Connecticut State Department of Education administered a NGSS Assessment Field Test for both science standard and alternate assessments. Therefore, no science data appear in the table below.

| Indicator | | Index/Rate | Target | Points Earned | Max Points | % Points Earned | State Average Index/Rate |
|---|---|---|---|---|---|---|---|
| ELA Performance Index | All Students | 79.2 | 75 | 50.0 | 50 | 100.0 | 67.6 |
| | High Needs Students | 67.7 | 75 | 45.1 | 50 | 90.3 | 57.5 |
| Math Performance Index | All Students | 73.3 | 75 | 48.9 | 50 | 97.8 | 62.7 |
| | High Needs Students | 60.3 | 75 | 40.2 | 50 | 80.4 | 52.0 |
| ELA Academic Growth | All Students | 65.2% | 100% | 65.2 | 100 | 65.2 | 60.7% |
| | High Needs Students | 58.0% | 100% | 58.0 | 100 | 58.0 | 55.6% |
| Math Academic Growth | All Students | 64.0% | 100% | 64.0 | 100 | 64.0 | 61.9% |
| | High Needs Students | 55.4% | 100% | 55.4 | 100 | 55.4 | 55.4% |
| Chronic Absenteeism | All Students | 5.0% | <=5% | 50.0 | 50 | 99.9 | 10.7% |
| | High Needs Students | 11.5% | <=5% | 37.0 | 50 | 74.0 | 16.6% |
| Preparation for CCR | % Taking Courses | 77.4% | 75% | 50.0 | 50 | 100.0 | 74.8% |
| | % Passing Exams | 64.6% | 75% | 43.0 | 50 | 86.1 | 44.8% |
| On-track to High School Graduation | | 99.8% | 94% | 50.0 | 50 | 100.0 | 87.5% |
| 4-year Graduation All Students (2017 Cohort) | | 96.2% | 94% | 100.0 | 100 | 100.0 | 87.9% |
| 6-year Graduation - High Needs Students (2015 Cohort) | | 88.3% | 94% | 94.0 | 100 | 94.0 | 81.8% |
| Postsecondary Entrance (Class of 2017) | | 80.6% | 75% | 100.0 | 100 | 100.0 | 70.9% |
| Physical Fitness (estimated part rate) and (fitness rate) | | 90.6% \| 56.1% | 75% | 37.4 | 50 | 74.8 | 96.6% \| 50.1% |
| Arts Access | | 29.9% | 60% | 24.9 | 50 | 49.9 | 51.2% |
| **Accountability Index** | | | | **1013.2** | **1250** | **81.1** | |

| 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 | 67.7 | 7.3 | 15.9 | |
| Math Performance Index Gap | 75.0 | 60.3 | 14.7 | 18.2 | |
| Science Performance Index Gap | . | N/A | . | . | |
| Graduation Rate Gap | 94.0% | 88.3% | 5.7% | 12.7% | N |

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

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

| Subject/Subgroup | | Participation Rate (%)[3] |
|---|---|---|
| ELA | All Students | 97.7 |
| | High Needs Students | 94.6 |
| Math | All Students | 97.7 |
| | High Needs Students | 94.3 |
| Science | All Students | 97.4 |
| | High Needs Students | 92.0 |

[3]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: 63.8**        **State: 51.5**

**Supporting Resources**

Two-page FAQ

Detailed Presentation

Using Accountability Results to Guide Improvement: comprehensive documentation and supports

# Narratives

## 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 the school community. The district continues to build the capacity of all school and district data teams to use multiple sources of data to inform teaching and to refine curriculum that meets the needs of all learners. District and school goals are developed based upon learning needs as identified from assessment outcomes. School climate goals are developed based upon survey feedback from students, staff, and families. The district's goals and assessment outcomes all serve as 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.

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 students' 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 the community. The results of these efforts help to improve our school environments and improve student attendance.   Additionally, each school maintains a student assistance team that meets regularly to identify and address the needs of students with academic, attendance, behavioral, and social-emotional concerns.

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, which has parent representatives giving input into curriculum materials and courses, and our Elementary Parent Progress Report Committee, which provides feedback and input about our standards based report cards. Engaging families in the learning process at our schools starts early and continues at all levels. Our website and related digital resources provide parents with a comprehensive set of tools that includes calendars, school information, homework, grades, attendance, and convenient communications information to contact any district staff member. Additionally, all staff maintain a communication goal to foster parental support in student learning.

## 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 Fairchild Wheeler High School, the Six-to-Six Magnet School, the Regional Center for the Arts (RCA), the Educational Center for the Arts (ECA), and the Regional Marine Aquaculture School. 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 above self.  The high school also sponsors a number of clubs (ie- Culture Club, Model United Nations, etc.) that promote diversity.  .

## Equitable Allocation of Resources among District Schools

It is the practice of the district to provide its schools with equitable resources, both in staffing levels and in instructional materials. The district recognizes that comprehensive middle and high school programs are inherently more costly than elementary school programs. The proposed budget is developed with input from the school administrators. When developing their budgets, each principal seeks feedback and requests from each of their departments and grade levels.  In meetings with the superintendent, assistant superintendent, and finance director, each principal reviews his or her staffing needs to meet class size guidelines. Principals also present requests to fund needs that are unique to their schools. The district has three elementary schools, and the vetting process is designed to ensure comparable class size, special program offerings, intervention, enrichment, special education services, and equity in the distribution of funds for technology and instructional supplies. Similarly, the middle school and high school principals meet to review their budgets and present requests specific to the changing needs in their buildings.  .