

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



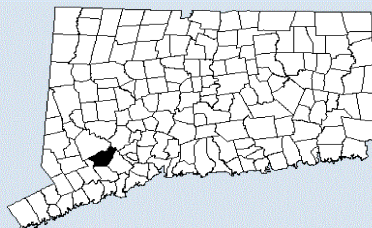
## Monroe School District

Dr. Jack Zmary, Superintendent • 203-452-2860 • [www.monroeeps.org](http://www.monroeeps.org)

### District Information

Grade Range	PK-12
Number of Schools/Programs	6
Enrollment	3,118
Per Pupil Expenditures <sup>1</sup>	\$17,789
Total Expenditures <sup>1</sup>	\$57,104,148

<sup>1</sup>Expenditure data reflect the 2017-18 school year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2018-19 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 safeguard student confidentiality, or to ensure that statistics based on a very small sample size are not interpreted as equally representative as those based on a sufficiently larger sample size.

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

## Students

### October 1, 2018 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,568	50.3	48.4
Male	1,550	49.7	51.6
American Indian or Alaska Native	*	*	0.3
Asian	166	5.3	5.2
Black or African American	*	*	12.8
Hispanic or Latino of any race	276	8.9	25.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	96	3.1	3.6
White	2,507	80.4	52.4
English Learners	29	0.9	7.6
Eligible for Free or Reduced-Price Meals	312	10.0	42.1
Students with Disabilities <sup>3</sup>	408	13.1	15.4

<sup>2</sup>This table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).

<sup>3</sup>Students in this category are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

**NOTE:** To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	53	3.4	12	0.7
Male	49	3.2	53	3.3
Black or African American	*	*	*	*
Hispanic or Latino of any race	15	5.2	10	3.2
White	79	3.2	48	1.9
English Learners	0	0.0	0	0.0
Eligible for Free or Reduced-Price Meals	23	6.5	17	4.3
Students with Disabilities	37	9.4	14	3.0
District	102	3.3	65	2.0
State		10.4		6.7

**Number of students in 2017-18 qualified as truant under state statute: Fewer than 6**

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

<sup>4</sup>A student is chronically absent if they miss 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>5</sup>This column displays 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 2018-19

## Monroe School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	199.9
Paraprofessional Instructional Assistants	25.0
<b>Special Education</b>	
Teachers and Instructors	32.3
Paraprofessional Instructional Assistants	62.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	7.0
School Level	17.0
<b>Library/Media</b>	
Specialists (Certified)	5.0
Support Staff	1.0
Instructional Specialists Who Support Teachers	12.4
Counselors, Social Workers and School Psychologists	17.2
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	153.1

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

#### Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	4	1.4	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	290	98.6	90.5

#### Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.1	10.0

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>2</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	13	52.0	15	75.0
White	140	74.5	166	85.1
English Learners	0	*	0	*
Eligible for Free or Reduced-Price Meals	11	*	6	*
Students with Disabilities	15	60.0	25	73.5
District	169	71.9	209	84.3
State		74.5		85.2

<sup>2</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>3</sup>

	Count	Rate (%)
Autism	41	73.2
Emotional Disturbance	8	38.1
Intellectual Disability	0	0
Learning Disability	119	75.3
Other Health Impairment	60	76.9
Other Disabilities	0	0
Speech/Language Impairment	37	90.2
District	265	69.7
State		67.6

<sup>3</sup>This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

# District Profile and Performance Report for School Year 2018-19

## Monroe School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	57	1.8	1.9
Emotional Disturbance	21	0.7	1.1
Intellectual Disability	19	0.6	0.5
Learning Disability	159	5.1	5.5
Other Health Impairment	78	2.5	3.2
Other Disabilities	18	0.6	1.1
Speech/Language Impairment	46	1.5	1.8
All Disabilities	398	12.8	15.0

<sup>1</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Students with Disabilities Placed Outside of the District<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	16	4.0	8.2
Private Schools or Other Settings	15	3.8	5.0

<sup>2</sup>This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

### Overall Expenditures:<sup>3</sup> 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$33,120,217	\$10,318	\$10,545
Support services - students	\$3,874,160	\$1,235	\$1,373
Support services - instruction	\$4,116,137	\$1,312	\$644
Support services - general administration	\$892,279	\$284	\$462
Support services - school based administration	\$4,001,049	\$1,275	\$1,007
Central and other support services	\$1,609,537	\$513	\$671
Operation and maintenance of plant	\$5,544,455	\$1,767	\$1,629
Student transportation services	\$3,352,958	\$1,066	\$1,231
Food services	.	.	\$13
Enterprise operations	\$593,357	\$189	\$157
Minor school construction	.	.	\$65
Total	\$57,104,148	\$17,789	\$17,153

<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: 2017-18

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$4,599,162	36.8	29.7
Instructional Aide Salaries	\$36,329	0.3	9.6
Other Salaries	\$1,724,714	13.8	10.4
Employee Benefits	\$1,535,100	12.3	13.0
Purchased Services Other Than Transportation	\$1,141,988	9.1	5.5
Special Education Tuition	\$2,149,548	17.2	22.6
Supplies	\$5,048	0.0	0.6
Property Services	\$4,114	0.0	0.4
Purchased Services For Transportation	\$1,304,926	10.4	8.0
Equipment	\$3,850	0.0	0.2
All Other Expenditures	\$1,548	0.0	0.1
Total	\$12,506,326	100.0	100.0
Percent of Total Expenditures Used for Special Education		21.9	24.4

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

2017-18

	Percent of Total (%) Excluding School Construction
Local	86.6
State	11.6
Federal	1.6
Tuition & Other	0.2

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-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 2018-19

## Monroe School District

### Performance and Accountability

#### District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	86	91.1	86	88.1	28	84.0
Black or African American	*	*	*	*	*	*
Hispanic or Latino of any race	142	77.5	142	70.9	60	64.4
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	48	85.0	48	79.8	18	*
White	1,320	80.6	1,316	75.2	573	75.1
English Learners	28	72.8	28	69.9	9	*
Non-English Learners	1,604	80.9	1,600	75.5	688	74.7
Eligible for Free or Reduced-Price Meals	221	77.3	220	69.9	97	70.1
Not Eligible for Free or Reduced-Price Meals	1,411	81.3	1,408	76.2	600	75.2
Students with Disabilities	204	58.5	202	51.2	81	56.0
Students without Disabilities	1,428	84.0	1,426	78.8	616	76.9
High Needs	395	69.9	393	62.8	165	64.5
Non-High Needs	1,237	84.3	1,235	79.4	532	77.6
District	1,632	80.8	1,628	75.4	697	74.5

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

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	40	41	50
National Public	34	32	36
<b>MATH</b>			
Connecticut	45	39	32
National Public	40	33	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 performance on NAEP by student group, [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	HS	Count	Rate (%)
Sit & Reach	88.2	76.6	77.7	77.6	953	79.9
Curl Up	95.0	70.7	85.3	87.1	953	84.7
Push Up	70.6	69.4	79.9	66.4	953	71.2
Mile Run/PACER	86.9	80.2	72.3	56.3	953	72.7
All Tests - District	62.9	53.6	56.7	44.1	953	53.6
All Tests - State	56.1	53.5	50.9	51.4		52.9

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). 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 2018-19

## Monroe School District

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

	2017-18	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	20	95.0
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	19	*
Students with Disabilities	29	62.1
District	307	95.1
State		88.3

<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 2017-18 school year.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>3</sup>

	Participation <sup>4</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	98.4	162	64.8
Male	98.3	146	62.7
Black or African American	*	*	*
Hispanic or Latino of any race	95.6	16	35.6
White	98.7	255	66.6
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	93.1	8	27.6
Students with Disabilities	88.1	*	*
District	98.3	308	63.8
State	95.9		42.6

<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

<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 percentage.

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 2018	Class of 2017
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	92.0	96.5
Male	82.3	89.3
Black or African American	*	*
Hispanic or Latino of any race	85.0	*
White	86.1	93.2
English Learners	N/A	N/A
Eligible for Free or Reduced-Price Meals	72.4	84.2
Students with Disabilities	52.2	*
District	86.8	92.9
State	71.0	87.8

<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 2018-19

## Monroe School District

### Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	80.8	75	50.0	50	100.0	67.7
	High Needs Students	69.9	75	46.6	50	93.1	58.1
Math Performance Index	All Students	75.4	75	50.0	50	100.0	63.1
	High Needs Students	62.8	75	41.9	50	83.7	52.7
Science Performance Index	All Students	74.5	75	49.7	50	99.4	63.8
	High Needs Students	64.5	75	43.0	50	86.0	54.2
ELA Academic Growth	All Students	69.8%	100%	69.8	100	69.8	59.9%
	High Needs Students	61.9%	100%	61.9	100	61.9	55.1%
Math Academic Growth	All Students	68.6%	100%	68.6	100	68.6	62.5%
	High Needs Students	58.9%	100%	58.9	100	58.9	55.2%
Progress Toward English Proficiency	Literacy	.	100%	.	.	.	60.0%
	Oral	.	100%	.	.	.	52.1%
Chronic Absenteeism	All Students	3.3%	<=5%	50.0	50	100.0	10.4%
	High Needs Students	7.2%	<=5%	45.5	50	91.0	16.1%
Preparation for CCR	% Taking Courses	78.3%	75%	50.0	50	100.0	80.0%
	% Passing Exams	63.8%	75%	42.5	50	85.0	42.6%
On-track to High School Graduation		98.2%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		95.1%	94%	100.0	100	100.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		98.2%	94%	100.0	100	100.0	83.3%
Postsecondary Entrance (Class of 2018)		86.8%	75%	100.0	100	100.0	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.9%   53.6%	75%	35.7	50	71.5	96.4%   52.9%
Arts Access		30.4%	60%	25.3	50	50.6	51.9%
<b>Accountability Index</b>				<b>1139.3</b>	<b>1350</b>	<b>84.4</b>	

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

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	69.9	5.1	15.4	
Math Performance Index Gap	75.0	62.8	12.2	17.6	
Science Performance Index Gap	75.0	64.5	10.5	16.1	
Graduation Rate Gap	94.0%	98.2%	-4.2%	11.1%	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.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served.

Subject/Student Group		Participation Rate (%) <sup>3</sup>
ELA	All Students	98.3
	High Needs Students	95.8
Math	All Students	98.2
	High Needs Students	95.3
Science	All Students	97.8
	High Needs Students	93.3

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

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

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      State: 51.5**

# District Profile and Performance Report for School Year 2018-19

## Monroe School District

### Narratives

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

The foundation of district and school improvement plans is student learning outcomes as well as survey feedback from 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. All 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 partners 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. New for the 2018-19 school year was the addition of a .2 social worker for the district. The school social worker has served as an additional staff member to improve attendance and address the ever changing social emotional needs of our students.

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 Parent Teacher 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 embrace 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 school also participates with the Monroe Rotary to host foreign exchange students. 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 the middle school's community service club. 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. Heightened efforts have been made to highlight different races and ethnicities throughout the school year (ie Black History Month and Hispanic Heritage Month).

# District Profile and Performance Report for School Year 2018-19

## Monroe School District

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

It is the practice of the district to provide its schools with equitable resources, both in staffing levels and in instructional materials. The district recognizes that comprehensive middle and high school programs are inherently more costly than elementary school programs. The proposed budget is developed with input from the school administrators. 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.