

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2014–15



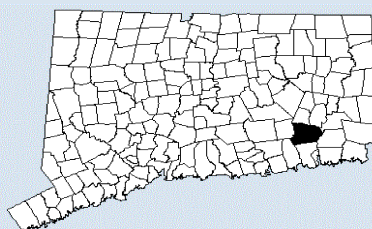
## Montville School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,356
Per Pupil Expenditures <sup>1</sup>	\$14,858
Total Expenditures <sup>1</sup>	\$37,545,830

<sup>1</sup>Expenditure 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	1,142	48.5	48.3
Male	1,214	51.5	51.6
American Indian or Alaska Native	41	1.7	0.2
Asian	214	9.1	4.7
Black or African American	67	2.8	12.9
Hispanic or Latino	203	8.6	22.1
Pacific Islander	7	0.3	0.0
Two or More Races	230	9.8	2.5
White	1,594	67.7	57.2
English Language Learners	94	4.0	6.3
Eligible for Free or Reduced-Price Meals	835	35.4	37.6
Students with Disabilities <sup>1</sup>	309	13.1	13.3

<sup>1</sup>Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>2</sup>		Suspension/Expulsion <sup>3</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	71	6.2	33	2.8
Male	78	6.7	69	5.6
Black or African American	*	*	7	10.2
Hispanic or Latino	20	9.8	19	9.0
White	104	6.8	58	3.6
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	104	12.7	71	7.9
Students with Disabilities	40	13.9	30	8.2
District	149	6.5	102	4.2
State		10.6		7.2

**Number of students in 2013-14 qualified as truant under state statute: 9**

<sup>2</sup>A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

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

# District Profile and Performance Report for School Year 2014-15

## Montville School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	171.7
Paraprofessional Instructional Assistants	21.1
<b>Special Education</b>	
Teachers and Instructors	31.5
Paraprofessional Instructional Assistants	50.6
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	13.6
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	4.6
Instructional Specialists Who Support Teachers	7.9
Counselors, Social Workers and School Psychologists	13.4
School Nurses	7.7
Other Staff Providing Non-Instructional Services/Support	131.1

<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	1	0.4	0.1
Asian	5	2.0	1.0
Black or African American	1	0.4	3.5
Hispanic or Latino	5	2.0	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.0
White	235	95.1	91.8

#### Classes Taught by Highly Qualified Teachers<sup>2</sup>

	Percent of Total (%)
District	99.8
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.9
State Low Poverty Quartile Schools	99.6

<sup>2</sup>Core 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	8.2	9.2

### Instruction and Resources

#### 11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School<sup>3</sup>

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	6	*
Hispanic or Latino	*	*	9	*
White	57	49.1	107	77.0
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	27	55.1	35	77.8
Students with Disabilities	8	40.0	14	66.7
District	93	53.1	143	78.1
State		58.4		73.8

<sup>3</sup>College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

#### Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers<sup>4</sup>

	Count	Rate (%)
Autism	*	*
Emotional Disturbance	13	40.6
Intellectual Disability	0	0
Learning Disability	61	75.3
Other Health Impairment	38	65.5
Other Disabilities	*	*
Speech/Language Impairment	44	91.7
District	170	64.2
State		69.7

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

# District Profile and Performance Report for School Year 2014-15

## Montville School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	29	1.2	1.5
Emotional Disturbance	32	1.3	1.0
Intellectual Disability	*	*	0.5
Learning Disability	81	3.3	4.4
Other Health Impairment	59	2.4	2.6
Other Disabilities	*	*	1.0
Speech/Language Impairment	55	2.3	1.9
All Disabilities	284	11.7	13.0

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

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

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	11	3.9	8.1
Private Schools or Other Settings	13	4.6	5.4

<sup>2</sup>Grades K-12

### Overall Expenditures:<sup>3</sup> 2013-14

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	21,880,785	9,087	9,134
Instructional Supplies and Equipment	1,058,837	440	334
Improvement of Instruction and Educational Media Services	807,310	335	498
Student Support Services	2,301,221	956	1,001
Administration and Support Services	3,316,696	1,377	1,694
Plant Operation and Maintenance	4,177,237	1,735	1,572
Transportation	2,258,996	872	813
Costs of Students Tuitioned Out	1,168,182	N/A	N/A
Other	576,566	239	186
Total	37,545,830	14,858	15,289

#### Additional Expenditures

Land, Buildings, and Debt Service	1,171,293	486	1,272
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<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: 2013-14

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,813,273	49.1	35.1
Noncertified Personnel	1,367,082	17.6	14.2
Purchased Services	424,519	5.5	5.2
Tuition to Other Schools	792,058	10.2	22.0
Special Ed. Transportation	36,440	0.5	8.6
Other Expenditures	1,329,509	17.1	14.9
Total Expenditures	7,762,881	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2013-14

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	61.9	60.9
State	34.7	35.7
Federal	2.3	2.3
Tuition & Other	1.1	1.1

<sup>4</sup>Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

# District Profile and Performance Report for School Year 2014-15

## Montville School District

### Performance and Accountability

#### District Performance Index (DPI)

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

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	113	75.9	113	70.6	42	65.9
Black or African American	38	62.9	38	55.7	21	55.2
Hispanic or Latino	98	65.5	98	55.2	58	54.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	120	65.0	120	56.2	56	55.2
White	817	69.9	814	59.4	354	60.1
English Language Learners	52	61.9	52	58.8	12	*
Non-English Language Learners	1157	69.7	1154	59.6	530	59.5
Eligible for Free or Reduced-Price Meals	425	63.8	424	55.7	192	54.0
Not Eligible for Free or Reduced-Price Meals	784	72.4	782	61.7	350	62.1
Students with Disabilities	175	48.4	175	39.7	72	43.1
Students without Disabilities	1034	72.9	1031	63.0	470	61.7
High Needs	541	61.2	540	53.1	234	52.3
Non-High Needs	668	76.0	666	64.9	308	64.5
District	1209	69.4	1206	59.6	542	59.2

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

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

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

#### Physical Fitness Tests: Students Reaching Health Standard<sup>2</sup>

	Percent of Students by Grade <sup>3</sup> (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	84.5	77.8	86.7	75.7	699	81.5
Curl Up	79.7	61.9	76.6	89.9	699	76.5
Push Up	57.2	54.0	61.7	71.6	699	60.7
Mile Run/PACER	66.8	80.1	80.3	41.2	699	68.4
All Tests - District	40.1	39.2	47.9	36.5	699	41.2
All Tests - State	50.8	51.0	50.3	51.9		51.0

<sup>2</sup>The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

<sup>3</sup>Only students assessed in all four areas are included in this calculation.

# District Profile and Performance Report for School Year 2014-15

## Montville School District

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

	2013-14				2014-15
	Cohort Count <sup>2</sup>	Rate (%)	Target <sup>3</sup> (%)	Target Achieved	Target <sup>3</sup> (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	67	79.1	84.6	No	85.7
Students with Disabilities	20	80.0	76.6	Yes	78.5
District	193	88.6	87.1	Yes	87.9
State <sup>4</sup>		87.0			

<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. Statewide, district and school results for cohorts of 2010 through 2013 are [available online](#).

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

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

<sup>4</sup>Targets are not displayed at the state level.

### 11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam<sup>5</sup>

	Participation <sup>6</sup>	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	67.2	74	42.5
Male	58.2	63	34.2
Black or African American	*	6	*
Hispanic or Latino	61.9	*	*
White	59.6	93	36.5
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	51.1	22	23.4
Students with Disabilities	*	*	*
District	62.6	137	38.3
State	67.2		37.3

<sup>5</sup>College 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

<sup>6</sup>Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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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 <sup>7</sup>	Persistence <sup>8</sup>
	Rate (%)	Rate (%)
Female	70.5	81.6
Male	50.6	93.7
Black or African American	*	*
Hispanic or Latino	*	*
White	64.7	88.9
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	45.6	83.9
Students with Disabilities	33.3	*
District	61.2	88.4
State	72.6	88.8

<sup>7</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>8</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 2014-15

## Montville School District

### 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	69.4	75	92.5	100	92.5	67.9
	High Needs Students	61.2	75	81.5	100	81.5	56.7
Math Performance Index	All Students	59.6	75	79.5	100	79.5	59.3
	High Needs Students	53.1	75	70.8	100	70.8	47.8
Science Performance Index	All Students	59.2	75	79.0	100	79.0	56.5
	High Needs Students	52.3	75	69.8	100	69.8	45.9
Chronic Absenteeism	All Students	6.5%	<=5%	47.0	50	94.0	10.6%
	High Needs Students	11.6%	<=5%	36.8	50	73.7	17.3%
Preparation for CCR	% Taking Courses	65.9%	75%	43.9	50	87.9	66.1%
	% Passing Exams	38.3%	75%	25.5	50	51.0	37.3%
On-track to High School Graduation		95.4%	94%	50.0	50	100.0	85.6%
4-year Graduation All Students (2014 Cohort)		88.6%	94%	94.3	100	94.3	87.0%
6-year Graduation - High Needs Students (2012 Cohort)		74.2%	94%	78.9	100	78.9	77.6%
Postsecondary Entrance (Class of 2014)		61.2%	75%	81.6	100	81.6	72.8%
Physical Fitness (estimated part rate) and (fitness rate)		95.4%   41.2%	75%	27.5	50	54.9	87.6%   51.0%
Arts Access		56.7%	60%	47.3	50	94.5	45.7%
<b>Accountability Index</b>				<b>1005.9</b>	<b>1250</b>	<b>80.5</b>	

Gap Indicators	Non-High Needs Rate <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Achievement Gap Size Outlier?					N
ELA Performance Index Gap	75.0	61.2	13.8	17.3	
Math Performance Index Gap	64.9	53.1	11.8	19.6	
Science Performance Index Gap	64.5	52.3	12.2	17.2	
Graduation Rate Gap	94.0%	74.2%	19.8%	15.2%	Y

<sup>1</sup>If 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.

<sup>2</sup>If 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	98.9
	High Needs Students	98.8
Math	All Students	98.6
	High Needs Students	98.6
Science	All Students	99.5
	High Needs Students	99.6

### 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: 56.2      State: 50.1**

#### Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

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

# District Profile and Performance Report for School Year 2014-15

## Montville School District

### Narratives

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

Montville Public Schools revised its five-year District Improvement Plan (DIP) in 2014-2015. The revisions ensure the plan reflects current goals and establishes procedures for strategies to accomplish these goals. Each year, every school in the district adjusts its five-year School Improvement Plan aligned with the District Plan, and school principals report their accomplishments to the administrative team and the Board of Education.

An important component of the DIP is the utilization of Professional Learning Communities (PLCs). Every teacher is a member of a PLC. The district focuses on using data generated from state and district assessments to guide PLCs. Our Teacher Evaluation and Professional Learning Plan ensures the alignment of student learning goals for teachers, building administrators, and district administrators. Evaluation goals are based upon district goals and demonstrate the district's firm belief that ALL students must exhibit academic growth every year. Teachers are required to visit their peers and receive feedback about their classroom instruction aligned to their performance and practice goals.

Implementation of Scientific Research-Based Interventions continues to be a focus. The high school utilizes Montville's Additional Pathways to Success program which includes remedial courses in math and reading and a career and community involvement course. Students have the option to attend an alternative program at the Project-Based Learning Campus. Our grades 6-12 summer program helps address students' academic needs. Entering kindergarten students identified through a screening process are invited to begin school three weeks before their peers to increase kindergarten readiness. This program includes weekly meetings to engage parents. In grades 2-8, grant funds are utilized to create an extended school day. Selected students attend an extra 4 hours of instruction a week. This time is used to provide remedial math and reading instruction, assistance with homework, and participation in a physical activity. Building level SRBI teams meet every 6 weeks to review student assessment data and discuss programming for students. All of the schools continue to implement PBIS; as a result, the number of discipline referrals in our schools is very low.

Revision of curriculum documents and benchmark assessments and the purchase of CSS-aligned programs has been completed in ELA and math. The district strives to incorporate CT State Standards into all content area instruction. Students are regularly exposed to performance tasks and utilize technology to develop and edit writing, perform research, and complete assessment tasks.

The Montville School District has strong parent support and schools have active parent organizations. To improve parent teacher communication, the district utilizes a robust student data management system, Aspen. High school and middle school parents and students are provided portal access to view grades, attendance and other student information. This allows families to be more involved in their child's educational program outside of the school day.

The Board of Education continued its efforts to update policies to ensure compliance with new state statutes and to codify current best practice. All policy changes directly align to the district improvement plan and related goal-work cited.

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

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

School-Parent organizations meet monthly to discuss academic programs and other topics relevant to parent needs and interests. These organizations also help to provide money to support cultural assemblies and trips for students. These assemblies and trips expose students to many different cultures as they study dance, music, language, food, and folktales. Fifty-seven Montville elementary students attended the Regional Multicultural Magnet School located in New London. Additionally, eleven students attend the Dual Language Magnet School.

# District Profile and Performance Report for School Year 2014-15

## Montville School District

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

The Board of Education's process for determining the distribution of district resources ensures that each school within the district receives an equitable allocation of these resources. In the fall, all schools are asked to submit a list of personnel, equipment, and capital improvements that should be included in the budget for the following year. Schools are asked to carefully examine data on their strategic school profile and from state and district assessment data to help determine the need for resources. Enrollment projections for the following year are utilized to determine needs for staff, equipment, and supplies. Money for textbooks and supplies is allocated on a per pupil basis with special funds set aside for new programs. If budget cuts necessitate the reduction of equipment or other resources, all schools are asked to prioritize requests and make necessary reductions.

At the elementary level, the adoption of new programs and curriculum materials is done on a districtwide basis.