

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2019–20



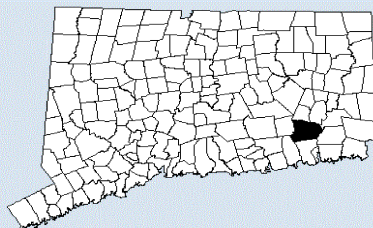
## Montville School District

Mrs. Laurie Pallin, Superintendent • 860-848-1228 • <http://www.montvilleschools.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	2,064
Per Pupil Expenditures <sup>1</sup>	\$17,053
Total Expenditures <sup>1</sup>	\$38,999,611

<sup>1</sup> Expenditure data reflect the 2018-19 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 2019-20 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, 2019 Enrollment<sup>2</sup>

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	*	*	48.4
Male	1,066	51.6	51.6
American Indian or Alaska Native	*	*	0.3
Asian	158	7.7	5.2
Black or African American	62	3.0	12.7
Hispanic or Latino of any race	292	14.1	26.9
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	243	11.8	3.8
White	1,287	62.4	51.1
English Learners	95	4.6	8.3
Eligible for Free or Reduced-Price Meals	940	45.5	43.3
Students with Disabilities <sup>3</sup>	374	18.1	16.0

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

<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.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	88	9.1	32	3.1
Male	89	8.5	66	5.9
Black or African American	*	*	*	*
Hispanic or Latino of any race	31	11.2	21	6.8
White	113	9.1	56	4.2
English Learners	9	8.9	*	*
Eligible for Free or Reduced-Price Meals	127	13.8	64	6.1
Students with Disabilities	49	13.5	37	8.6
District	177	8.8	98	4.6
State		12.2		4.9

**Number of students in 2018-19 qualified as truant under state statute: 150**

**Number of school-based arrests: 0**

*NOTE: In the 2019-20 school year, due to the COVID-19 pandemic, in-person classes were cancelled in mid-March; all districts switched to fully remote instruction for the remainder of the school year. Chronic absenteeism calculations are based only on in-person school days.*

<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 2019-20

## Montville School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	150.7
Paraprofessional Instructional Assistants	17.5
<b>Special Education</b>	
Teachers and Instructors	31.8
Paraprofessional Instructional Assistants	64.4
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	13.4
<b>Library/Media</b>	
Specialists (Certified)	4.5
Support Staff	2.8
Instructional Specialists Who Support Teachers	8.2
Counselors, Social Workers and School Psychologists	13.7
School Nurses	7.1
Other Staff Providing Non-Instructional Services/Support	139.2

<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	1	0.4	1.2
Black or African American	1	0.4	4.0
Hispanic or Latino of any race	5	2.2	4.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	4	1.8	0.1
White	217	95.2	90.4

#### Classroom Teacher Attendance: 2018-19

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.1	10.4

### 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	*	15	*
White	81	91.0	98	91.6
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	55	91.7	55	91.7
Students with Disabilities	18	90.0	27	71.1
District	129	90.8	141	90.4
State		75.8		84.8

<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	19	47.5
Emotional Disturbance	13	35.1
Intellectual Disability	*	*
Learning Disability	132	93.0
Other Health Impairment	68	87.2
Other Disabilities	*	*
Speech/Language Impairment	33	97.1
District	271	75.3
State		67.8

<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 2019-20

## Montville School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	41	1.9	2.0
Emotional Disturbance	37	1.7	1.1
Intellectual Disability	12	0.5	0.5
Learning Disability	142	6.4	5.7
Other Health Impairment	80	3.6	3.3
Other Disabilities	30	1.4	1.1
Speech/Language Impairment	42	1.9	1.8
All Disabilities	384	17.3	15.6

<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	32	8.3	8.2
Private Schools or Other Settings	19	4.9	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>: 2018-19

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$25,211,386	\$11,024	\$10,923
Support services - students	\$2,784,726	\$1,350	\$1,277
Support services - instruction	\$675,972	\$328	\$682
Support services - general administration	\$1,006,547	\$488	\$467
Support services - school based administration	\$2,133,100	\$1,034	\$1,021
Central and other support services	\$403,495	\$196	\$679
Operation and maintenance of plant	\$3,935,929	\$1,908	\$1,718
Student transportation services	\$2,154,982	\$982	\$1,288
Food services	\$61,954	\$30	\$12
Enterprise operations	\$631,520	\$306	\$163
Minor school construction	.	.	\$59
Total	\$38,999,611	\$17,053	\$17,629

<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: 2018-19

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,733,242	38.1	28.5
Instructional Aide Salaries	\$1,568,583	16.0	10.1
Other Salaries	\$840,324	8.6	11.1
Employee Benefits	\$1,139,311	11.6	13.0
Purchased Services Other Than Transportation	\$554,490	5.7	5.7
Special Education Tuition	\$1,507,236	15.4	22.5
Supplies	\$108,440	1.1	0.6
Property Services	\$340,840	3.5	0.3
Purchased Services For Transportation	.	.	8.0
Equipment	\$14,172	0.1	0.2
All Other Expenditures	\$1,270	0.0	0.1
Total	\$9,807,909	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.1	24.6

### Expenditures by Revenue Source<sup>4</sup>: 2018-19

	Percent of Total (%) Excluding School Construction
Local	62.7
State	34.0
Federal	2.8
Tuition & Other	0.5

<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 2019-20

## 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

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

	NAEP 2019		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

# District Profile and Performance Report for School Year 2019-20

## Montville School District

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

	2018-19	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	7	*
Hispanic or Latino of any race	19	*
English Learners	6	*
Eligible for Free or Reduced-Price Meals	80	83.8
Students with Disabilities	20	50.0
District	157	89.2
State		88.5

<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 2018-19 school year.

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

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-Waiver-Response.pdf>*

### College Entrance and Persistence

	Class of 2019	Class of 2018
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	72.5	91.7
Male	55.1	*
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	52.7	87.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	55.9	80.0
Students with Disabilities	*	*
District	62.4	87.0
State	71.5	87.5

<sup>3</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>4</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 2019-20

## Montville 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2019-20 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Progress Toward English Proficiency	Literacy	73.2%	100%	60.4%
	Oral	69.3%	100%	57.6%
Chronic Absenteeism	All Students	8.8%	<=5%	12.2%
	High Needs Students	12.4%	<=5%	18.0%
Preparation for CCR	% Taking Courses	90.6%	75%	80.4%
On-track to High School Graduation		90.8%	94%	88.4%
4-year Graduation All Students (2019 Cohort)		89.2%	94%	88.5%
6-year Graduation - High Needs Students (2017 Cohort)		89.5%	94%	84.5%
Postsecondary Entrance (Class of 2019)		62.4%	75%	71.5%
Arts Access		56.9%	60%	51.8%

*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>
Graduation Rate Gap	94.0%	89.5%	4.5%	10.9%	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.*

### 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.

*NOTE: Due to widespread school closures related to the novel Coronavirus disease (COVID-19), Connecticut's request for a waiver of statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at:*

*<https://portal.ct.gov/-/media/SDE/Student-Assessment/Main-Assessment/CT-Covid19-WaiverResponse.pdf>*

#### Supporting Resources:

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement](#)

# District Profile and Performance Report for School Year 2019-20

## Montville School District

### Narratives

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

Montville's District Improvement Plan is currently under review and revision. Last year the BOE adopted a new Vision and Mission for the district and continues working to revise the District Improvement Plan. Teachers and administrators have defined annual student outcomes and instructional strategies and adult learning needed to reach school-wide and student learning goals. Students' performance in mathematics is an area of great pride; we have seen remarkable, sustained growth over five years. Our middle school introduced standards-based grading to more clearly indicate students' progress toward academic standards. Our Next Generation Accountability Report indicates students are participating in courses which prepare them for college and career and increasing numbers of students are passing CCR exams. We met 100% of the state's goal for providing students with access to the arts. Last year we introduced coding and maker-space classes for all students in grades K-5.

We are working to reduce chronic absenteeism and continue to build strategies to better address truancy. Our School Community Family Support Team continues to meet monthly with families of truant students. We have established school based teams to analyze attendance trends and implement strategies to reduce chronic absenteeism. We have developed protocols to include family/community support to remove barriers to accessing school. We have a DCF social worker who works directly out of our schools, and we have added an additional social worker each year for the past two years.

Implementation of SRBI and special education services continues to be a focus. SRBI teams meet every 6 weeks to review student data and discuss student programming. 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. Grant funds are used to create an extended school day. Selected students attend an extra 4 hours of instruction a week in remedial math and reading, assistance with homework, and participation in a physical activity. All of the schools implement PBIS; as a result, the number of discipline referrals remains low.

We are very proud of the growth of our high needs students and all three elementary schools have been named by the CSDE as Schools of Distinction, in part for the growth of their high needs population. Improvements to our special education program have focused on three areas: reconstituting co-teaching, creating an in-district 18 to 21 year-old transition program, and strengthening our program for students with significant social and emotional needs. Our 18-21 year-old transition program completed its third year. Instruction at the Transition Academy focuses on life skills, and students are placed in internships and community service experiences.

We have strong parent support, and schools have active parent organizations. To improve parent involvement, grades 6-12 parents have portal access to view grades, attendance and other data. Time is set aside at all levels for afternoon and evening parent conferences. The high school involves parents through a school governance council. Parents are actively engaged in the arts and sports. Each school has multiple evening events throughout the year.

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

Montville Public 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. Three of our elementary schools were cited as CSDE Schools of Distinction for success in closing achievement gaps based upon the 2019 Smarter Balanced Assessments. Through our SRBI process, needs of individual students are thoughtfully addressed and consistently monitored. To accommodate families of our English Learners, the district sends translated versions of all communications home and provides translators at parent conferences and evening events.

Our academic programs, especially our English Language Arts and Social Studies programs, focus on topics which foster cultural awareness, an appreciation of the values of different ethnic groups, and respect for diversity. Our arts programs actively seek to help students understand the ways in which culture can be expressed through visual and musical media. The high school has launched a multi year campaign supporting the "Thirst Project" to provide drinking water to a community in Africa, and the music department has established a skype relationship with a school and musician in Africa. These programs are intended to build relationships with, and foster awareness of, economically disadvantaged cultures. School-Parent organizations provide money to support cultural assemblies for students. These assemblies expose students to different cultures as they study dance, music, language, and folktales.

One hundred and eighty-seven Montville students attended choice programs in 2019-2020. Thirty-six students attended Regional Multicultural Magnet School, four attended the Friendship School, twelve attended Dual Language Magnet School, twelve attended Marine Science Magnet, nine attended Three Rivers Middle College, one attended Hartford's Great Path Academy, twenty-eight attended New London Nathan Hale, thirty-five attended New London Winthrop, twenty-seven attended New London Science and Tech Magnet High School, and two attended New London Arts Magnet School.

# District Profile and Performance Report for School Year 2019-20

## Montville School District

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

The Board of Education's process for determining distribution of district resources ensures that each school receives an equitable allocation of resources. In the fall, schools are asked to submit a list of personnel, equipment, and capital improvements for the budget for the following year. Schools are asked to examine their strategic school profile and 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. Because budget cuts necessitate the reduction of equipment, staff, and other resources, schools are asked to prioritize requests and make necessary reductions. This year the district has asked the town to fund a third social worker position so that we can adequately address the non-academic barriers which some of our students face.

Title I, III, and IV funds are used to provide resources based upon student and school need. The funds pay for reading consultants, math coaches, EL tutors, professional development and supplies.