

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2018–19



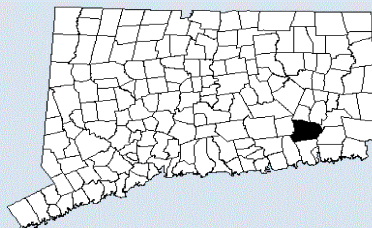
Montville School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	2,077
Per Pupil Expenditures ¹	\$15,747
Total Expenditures ¹	\$37,415,897

¹Expenditure 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.

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 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	1,061	51.1	51.6
American Indian or Alaska Native	*	*	0.3
Asian	170	8.2	5.2
Black or African American	55	2.6	12.8
Hispanic or Latino of any race	250	12.0	25.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	256	12.3	3.6
White	1,321	63.6	52.4
English Learners	84	4.0	7.6
Eligible for Free or Reduced-Price Meals	877	42.2	42.1
Students with Disabilities ³	341	16.4	15.4

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

³Students 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 ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	45	4.3
Male	92	8.9	91	8.2
Black or African American	*	*	*	*
Hispanic or Latino of any race	19	7.6	16	5.9
White	125	9.6	93	6.8
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	122	13.7	92	9.1
Students with Disabilities	47	13.9	37	9.1
District	172	8.4	136	6.3
State		10.4		6.7

Number of students in 2017-18 qualified as truant under state statute: 211

Number of school-based arrests: Fewer than 6

⁴A 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.

⁵This column displays the count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	149.3
Paraprofessional Instructional Assistants	17.2
Special Education	
Teachers and Instructors	34.0
Paraprofessional Instructional Assistants	62.7
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	11.6
Library/Media	
Specialists (Certified)	4.5
Support Staff	2.8
Instructional Specialists Who Support Teachers	7.6
Counselors, Social Workers and School Psychologists	12.7
School Nurses	6.9
Other Staff Providing Non-Instructional Services/Support	129.9

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

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.4	1.1
Black or African American	0	0.0	3.8
Hispanic or Latino of any race	5	2.2	3.8
Native Hawaiian or Other Pacific Islander	0	0.0	0.0
Two or More Races	4	1.8	0.1
White	214	94.7	90.5

Classroom Teacher Attendance: 2017-18

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.6	10.0

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	9	*	17	*
White	98	94.2	89	90.8
English Learners	0	*	*	*
Eligible for Free or Reduced-Price Meals	52	92.9	49	90.7
Students with Disabilities	24	88.9	12	60.0
District	132	91.7	138	90.8
State		74.5		85.2

²College-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 Peers³

	Count	Rate (%)
Autism	16	41.0
Emotional Disturbance	*	*
Intellectual Disability	0	0
Learning Disability	116	89.2
Other Health Impairment	61	82.4
Other Disabilities	*	*
Speech/Language Impairment	36	100.0
District	243	72.8
State		67.6

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

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Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	41	1.8	1.9
Emotional Disturbance	32	1.4	1.1
Intellectual Disability	8	0.4	0.5
Learning Disability	130	5.8	5.5
Other Health Impairment	75	3.3	3.2
Other Disabilities	22	1.0	1.1
Speech/Language Impairment	39	1.7	1.8
All Disabilities	347	15.4	15.0

¹This 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	21	6.1	8.2
Private Schools or Other Settings	22	6.3	5.0

²This 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:³ 2017-18

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$24,401,716	\$10,270	\$10,545
Support services - students	\$3,158,063	\$1,459	\$1,373
Support services - instruction	\$662,303	\$306	\$644
Support services - general administration	\$779,438	\$360	\$462
Support services - school based administration	\$1,948,394	\$900	\$1,007
Central and other support services	\$394,123	\$182	\$671
Operation and maintenance of plant	\$3,342,986	\$1,545	\$1,629
Student transportation services	\$2,126,446	\$921	\$1,231
Food services	\$35,011	\$16	\$13
Enterprise operations	\$567,416	\$262	\$157
Minor school construction	.	.	\$65
Total	\$37,415,897	\$15,747	\$17,153

³Expenditures 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	\$3,666,530	39.1	29.7
Instructional Aide Salaries	\$1,370,620	14.6	9.6
Other Salaries	\$858,454	9.2	10.4
Employee Benefits	\$1,096,741	11.7	13.0
Purchased Services Other Than Transportation	\$346,248	3.7	5.5
Special Education Tuition	\$1,553,525	16.6	22.6
Supplies	\$79,128	0.8	0.6
Property Services	\$5,182	0.1	0.4
Purchased Services For Transportation	\$383,117	4.1	8.0
Equipment	\$14,688	0.2	0.2
All Other Expenditures	.	.	0.1
Total	\$9,374,234	100.0	100.0
Percent of Total Expenditures Used for Special Education		25.1	24.4

Expenditures by Revenue Source:⁴

2017-18

	Percent of Total (%) Excluding School Construction
Local	65.6
State	31.0
Federal	2.8
Tuition & Other	0.7

⁴Revenue 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

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Performance and Accountability

District Performance Index (DPI)

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

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	82	79.4	82	82.1	35	81.6
Black or African American	22	66.9	22	57.7	*	*
Hispanic or Latino of any race	126	66.7	126	62.3	58	65.1
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	134	70.9	133	67.4	61	65.8
White	697	71.1	696	67.4	323	64.7
English Learners	84	70.0	84	71.6	27	70.1
Non-English Learners	988	71.1	985	67.3	464	65.6
Eligible for Free or Reduced-Price Meals	453	66.7	453	62.9	195	62.5
Not Eligible for Free or Reduced-Price Meals	619	74.3	616	71.0	296	68.0
Students with Disabilities	181	51.8	180	48.0	80	47.0
Students without Disabilities	891	75.0	889	71.6	411	69.5
High Needs	557	65.1	556	61.8	243	60.4
Non-High Needs	515	77.5	513	73.9	248	71.2
District	1,072	71.0	1,069	67.6	491	65.8

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	40	41	50
National Public	34	32	36
MATH			
Connecticut	45	39	32
National Public	40	33	25

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

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	87.3	72.3	77.6	76.4	628	78.2
Curl Up	86.6	68.6	71.2	78.3	628	75.8
Push Up	61.3	49.1	56.5	52.2	628	54.6
Mile Run/PACER	81.7	83.0	70.0	52.2	628	71.5
All Tests - District	51.4	36.5	33.5	45.2	628	41.2
All Tests - State	56.1	53.5	50.9	51.4		52.9

²The 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.

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

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Cohort Graduation: Four-Year¹

	2017-18	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	19	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	52	82.7
Students with Disabilities	22	45.5
District	181	91.2
State		88.3

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

²Cohort 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 Exam³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	*	55	40.7
Male	94.9	*	*
Black or African American	*	*	*
Hispanic or Latino of any race	100.0	12	38.7
White	96.5	64	31.7
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	96.4	39	35.5
Students with Disabilities	80.9	*	*
District	95.9	108	36.5
State	95.9		42.6

³College 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

⁴Participation 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 ⁵	Persistence ⁶
	Rate (%)	Rate (%)
Female	75.0	87.0
Male	*	83.7
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	61.7	78.8
English Learners	*	*
Eligible for Free or Reduced-Price Meals	49.3	77.8
Students with Disabilities	*	*
District	64.8	85.4
State	71.0	87.8

⁵College 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.

⁶College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

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	71.0	75	47.4	50	94.7	67.7
	High Needs Students	65.1	75	43.4	50	86.7	58.1
Math Performance Index	All Students	67.6	75	45.1	50	90.1	63.1
	High Needs Students	61.8	75	41.2	50	82.4	52.7
Science Performance Index	All Students	65.8	75	43.9	50	87.8	63.8
	High Needs Students	60.4	75	40.2	50	80.5	54.2
ELA Academic Growth	All Students	62.3%	100%	62.3	100	62.3	59.9%
	High Needs Students	57.9%	100%	57.9	100	57.9	55.1%
Math Academic Growth	All Students	64.0%	100%	64.0	100	64.0	62.5%
	High Needs Students	59.1%	100%	59.1	100	59.1	55.2%
Progress Toward English Proficiency	Literacy	70.8%	100%	35.4	50	70.8	60.0%
	Oral	68.1%	100%	34.0	50	68.1	52.1%
Chronic Absenteeism	All Students	8.4%	<=5%	43.1	50	86.2	10.4%
	High Needs Students	12.8%	<=5%	34.4	50	68.9	16.1%
Preparation for CCR	% Taking Courses	91.2%	75%	50.0	50	100.0	80.0%
	% Passing Exams	36.5%	75%	24.3	50	48.6	42.6%
On-track to High School Graduation		96.2%	94%	50.0	50	100.0	88.0%
4-year Graduation All Students (2018 Cohort)		91.2%	94%	97.0	100	97.0	88.3%
6-year Graduation - High Needs Students (2016 Cohort)		88.0%	94%	93.7	100	93.7	83.3%
Postsecondary Entrance (Class of 2018)		64.8%	75%	86.4	100	86.4	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		96.9% 41.2%	75%	27.5	50	55.0	96.4% 52.9%
Arts Access		59.3%	60%	49.4	50	98.8	51.9%
Accountability Index				1129.6	1450	77.9	

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 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	65.1	9.9	15.4	
Math Performance Index Gap	73.9	61.8	12.1	17.6	
Science Performance Index Gap	71.2	60.4	10.8	16.1	
Graduation Rate Gap	94.0%	88.0%	6.0%	11.1%	N

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

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

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 (%) ³
ELA	All Students	98.9
	High Needs Students	98.2
Math	All Students	98.7
	High Needs Students	98.0
Science	All Students	98.6
	High Needs Students	98.5

³Minimum 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: 55.2 State: 51.5

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Montville School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Montville's District Improvement Plan is currently under review and revision. This year the Board of Education adopted a new Vision and Mission for the district and is 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 four 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. A new initiative this year is the introduction of coding and maker-space classes for all students in grades K-5.

We are working to reduce chronic absenteeism and administrators attended state workshops this year to build strategies to better address truancy. Our FWSN Board was revised to create a School Community Family Support Team, and they meet monthly with families of truant students. We asked for, and received, an out-placed DCF social worker who will work directly out of our schools, and we have added an additional social worker to next year's budget.

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 two of our elementary schools have been named for multiple years 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 second 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 to build community and foster pride in our students' accomplishments.

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. Two of our elementary schools were again cited as CSDE Schools of Distinction for success in closing achievement gaps based upon the 2018 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 year-long 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 2018-2019. Forty-seven students attended Regional Multicultural Magnet School, three attended the Friendship School, ten attended Dual Language Magnet School, twelve attended Marine Science Magnet, eight attended Three Rivers Middle College, two attended Hartford's Great Path Academy, twenty-two attended New London Nathan Hale, twenty-eight attended New London Winthrop, twenty-four attended New London Science and Tech Magnet High School, twelve attended the Stem Magnet Middle School, and fifteen attended New London Arts Magnet School.

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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 second 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.