

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



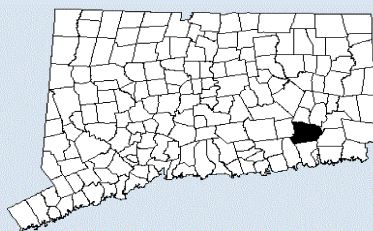
## Montville School District

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

### District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	2,180
Per Pupil Expenditures <sup>1</sup>	\$16,238
Total Expenditures <sup>1</sup>	\$38,582,525

<sup>1</sup>Expenditure data reflect the 2016-17 year.



### Community Information

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

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### Notes

Unless otherwise noted, all data are for 2017-18 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit [edsight.ct.gov](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 ensure student confidentiality.

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

## Students

### October 1, 2017 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	1,116	51.2	51.6
American Indian or Alaska Native	*	*	0.3
Asian	185	8.5	5.1
Black or African American	56	2.6	12.8
Hispanic or Latino	239	11.0	24.8
Pacific Islander	*	*	0.1
Two or More Races	251	11.5	3.3
White	1,426	65.4	53.6
English Learners	83	3.8	7.2
Eligible for Free or Reduced-Price Meals	808	37.1	36.7
Students with Disabilities <sup>1</sup>	342	15.7	14.8

<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	*	*	42	4.0
Male	100	9.3	119	10.6
Black or African American	*	*	*	*
Hispanic or Latino	27	11.1	24	9.4
White	111	8.2	105	7.5
English Learners	8	8.8	*	*
Eligible for Free or Reduced-Price Meals	118	13.7	98	10.4
Students with Disabilities	57	17.0	47	11.8
District	179	8.4	161	7.4
State		10.7		6.8

Number of students in 2016-17 qualified as truant under state statute: 223

Number of school-based arrests: 10

<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 2017-18

## Montville School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	155.0
Paraprofessional Instructional Assistants	17.6
<b>Special Education</b>	
Teachers and Instructors	33.5
Paraprofessional Instructional Assistants	59.0
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	3.0
School Level	12.8
<b>Library/Media</b>	
Specialists (Certified)	5.0
Support Staff	2.5
Instructional Specialists Who Support Teachers	7.6
Counselors, Social Workers and School Psychologists	12.7
School Nurses	7.5
Other Staff Providing Non-Instructional Services/Support	129.3

<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	2	0.9	1.1
Black or African American	0	0.0	3.7
Hispanic or Latino	5	2.2	3.7
Pacific Islander	0	0.0	0.0
Two or More Races	4	1.7	0.1
White	218	94.4	91.0

#### Classroom Teacher Attendance: 2016-17

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	9.3	10.5

### 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	13	65.0	14	*
White	68	72.3	110	82.7
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	34	64.2	45	86.5
Students with Disabilities	8	*	20	64.5
District	101	68.7	161	83.9
State		69.3		80.1

<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	*	*
Emotional Disturbance	17	44.7
Intellectual Disability	0	0
Learning Disability	97	86.6
Other Health Impairment	66	86.8
Other Disabilities	*	*
Speech/Language Impairment	43	89.6
District	239	73.1
State		68.6

<sup>3</sup>Ages 6-21

# District Profile and Performance Report for School Year 2017-18

## Montville School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	36	1.5	1.8
Emotional Disturbance	38	1.6	1.1
Intellectual Disability	7	0.3	0.5
Learning Disability	112	4.8	5.2
Other Health Impairment	76	3.2	3.1
Other Disabilities	24	1.0	1.1
Speech/Language Impairment	55	2.3	1.8
All Disabilities	348	14.8	14.5

<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	25	7.2	8.3
Private Schools or Other Settings	19	5.5	5.2

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

### Overall Expenditures:<sup>3</sup> 2016-17

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	22,855,113	10,384	9,847
Instructional Supplies and Equipment	963,727	438	287
Improvement of Instruction and Educational Media Services	739,912	336	589
Student Support Services	2,164,882	984	1,120
Administration and Support Services	3,104,562	1,411	1,905
Plant Operation and Maintenance	3,724,675	1,692	1,648
Transportation	2,358,216	972	904
Costs of Students Tuitioned Out	1,987,580	N/A	N/A
Other	683,858	311	208
Total	38,582,525	16,238	16,535

#### Additional Expenditures

Land, Buildings, and Debt Service	541,648	246	1,393
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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: 2016-17

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Certified Personnel	3,890,042	43.9	33.8
Noncertified Personnel	1,812,322	20.4	14.5
Purchased Services	357,715	4.0	5.5
Tuition to Other Schools	1,393,065	15.7	23.4
Special Ed. Transportation	208,809	2.4	8.7
Other Expenditures	1,204,041	13.6	14.1
Total Expenditures	8,865,994	100.0	100.0

### Expenditures by Revenue Source:<sup>4</sup> 2016-17

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	63.7	63.2
State	33.3	33.8
Federal	2.5	2.5
Tuition & Other	0.5	0.5

<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 2017-18

## 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.

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

	English Language Arts(ELA)		Math	
	Count	DPI	Count	DPI
American Indian or Alaska Native	8	*	8	*
Asian	86	78.3	86	79.3
Black or African American	30	63.6	30	62.0
Hispanic or Latino	126	65.0	126	61.1
Native Hawaiian or Other Pacific Islander	*	*	*	*
Two or More Races	144	69.0	143	63.9
White	736	70.4	734	66.7
English Learners	73	66.8	73	68.7
Non-English Learners	1058	70.2	1055	66.3
Eligible for Free or Reduced-Price Meals	453	64.9	451	62.3
Not Eligible for Free or Reduced-Price Meals	678	73.3	677	69.3
Students with Disabilities	168	52.5	167	49.2
Students without Disabilities	963	73.0	961	69.5
High Needs	557	63.5	554	61.1
Non-High Needs	574	76.2	574	71.7
District	1131	70.0	1128	66.5

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

	NAEP 2017		NAEP 2013
	Grade 4	Grade 8	Grade 12
<b>READING</b>			
Connecticut	43%	44%	50%
National Public	35%	35%	36%
<b>MATH</b>			
Connecticut	40%	36%	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 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	HS	Count	Rate (%)
Sit & Reach	92.3	78.6	83.9	43.9	687	75.8
Curl Up	89.0	80.5	84.4	81.3	687	84.0
Push Up	58.0	75.5	79.2	82.6	687	73.5
Mile Run/PACER	75.1	88.7	73.4	43.9	687	70.7
All Tests - District	49.7	32.7	25.5	38.7	687	36.5
All Tests - State	53.2	51.4	50.5	45.6		50.1

<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 2017-18

## Montville School District

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

	2016-17	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino	18	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	74	85.1
Students with Disabilities	29	51.7
District	154	89.0
State		87.9

<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 2016-17 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	97.0	91	53.8
Male	96.3	*	*
Black or African American	*	*	*
Hispanic or Latino	100.0	12	32.4
White	96.0	99	43.6
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.2	34	32.4
Students with Disabilities	80.9	*	*
District	96.8	156	46.0
State	96.3		44.8

<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
- Smarter Balanced - Level 3 or higher on both ELA and math

<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 percent.

Sources:

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

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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### College Entrance and Persistence

	Class of 2017	Class of 2016
	Entrance <sup>5</sup>	Persistence <sup>6</sup>
	Rate (%)	Rate (%)
Female	67.6	85.5
Male	56.3	84.2
Black or African American	*	*
Hispanic or Latino	*	*
White	57.6	85.4
English Learners	*	*
Eligible for Free or Reduced-Price Meals	40.6	85.4
Students with Disabilities	*	*
District	61.9	84.9
State	70.9	88.3

<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 2017-18

## 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.

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

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	70.0	75	46.6	50	93.3	67.6
	High Needs Students	63.5	75	42.3	50	84.7	57.5
Math Performance Index	All Students	66.5	75	44.3	50	88.7	62.7
	High Needs Students	61.1	75	40.7	50	81.4	52.0
ELA Academic Growth	All Students	60.9%	100%	60.9	100	60.9	60.7%
	High Needs Students	56.6%	100%	56.6	100	56.6	55.6%
Math Academic Growth	All Students	65.1%	100%	65.1	100	65.1	61.9%
	High Needs Students	63.1%	100%	63.1	100	63.1	55.4%
Chronic Absenteeism	All Students	8.4%	<=5%	43.1	50	86.2	10.7%
	High Needs Students	13.2%	<=5%	33.7	50	67.4	16.6%
Preparation for CCR	% Taking Courses	77.3%	75%	50.0	50	100.0	74.8%
	% Passing Exams	46.0%	75%	30.7	50	61.4	44.8%
On-track to High School Graduation		91.9%	94%	48.9	50	97.8	87.5%
4-year Graduation All Students (2017 Cohort)		89.0%	94%	94.6	100	94.6	87.9%
6-year Graduation - High Needs Students (2015 Cohort)		91.4%	94%	97.3	100	97.3	81.8%
Postsecondary Entrance (Class of 2017)		61.9%	75%	82.5	100	82.5	70.9%
Physical Fitness (estimated part rate) and (fitness rate)		100.3%   36.5%	75%	24.4	50	48.7	96.6%   50.1%
Arts Access		60.9%	60%	50.0	50	100.0	51.2%
<b>Accountability Index</b>				<b>974.8</b>	<b>1250</b>	<b>78.0</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	63.5	11.5	15.9	
Math Performance Index Gap	71.7	61.1	10.7	18.2	
Science Performance Index Gap	.	N/A	.	.	
Graduation Rate Gap	94.0%	91.4%	2.6%	12.7%	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.

Subject/Subgroup		Participation Rate (%) <sup>3</sup>
ELA	All Students	99.5
	High Needs Students	99.7
Math	All Students	99.4
	High Needs Students	99.5
Science	All Students	99.6
	High Needs Students	99.6

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

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

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

**District: \***      **State: 51.5**

#### 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 2017-18

## Montville School District

### Narratives

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

Montville's District Improvement Plan centers around one goal: To ensure all students develop and graduate as critical, creative, and collaborative problem solvers. Teachers and administrators have defined the annual student outcomes, instructional strategies, and adult learning needed to reach this goal. Our Teacher Evaluation and Professional Learning Plan ensures alignment of student learning goals across the district. Teachers' annual goals demonstrate the district's firm belief that ALL students must exhibit academic growth every year.

Implementation of Scientific Research-Based Interventions continues to be a focus. SRBI teams meet every 6 weeks to review student assessment data and discuss student programming. These meetings in literacy and mathematics are led by the reading consultants and math coaches. Students are placed in intervention or enrichment activities based upon analysis of their progress and placement is revisited regularly. 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. High school students have the option to attend an alternative program at the Project-Based Learning Campus. Our grades 6-12 summer program addresses students' academic needs. Entering kindergarten students identified through a screening process are invited to begin school 3 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 continue to implement PBIS; as a result, the number of discipline referrals in our schools remains low.

Improvements to our special education program have focused on 3 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. A focus group worked to explore the progress of students in co-taught classes, and professional learning sessions were conducted with all faculty in grades 6-12 based upon the work of Marilyn Friend. Clear expectations for co-taught classes were communicated and revolve around increased use of station, parallel, and alternative teaching approaches. Our 18-21 year-old transition program completed its first year and graduated its first student. Instruction focused on life skills and students were placed in internships and community service experiences.

We have strong parent support, and schools have active parent organizations. To improve parent teacher communication, the district utilizes a student data management system. Grades 6-12 parents and students have portal access to view grades, attendance and other data. Time is set aside at all levels for afternoon and evening parent conferences. Based upon a state model, one of our elementary schools piloted a program to engage parents as partners called "Academic Parent Teacher Teams." The high school continues to involve parents in decision making through a School Governance Council. Our music and athletic booster programs ensure parents are actively engaged in the arts and sports. .

#### 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 cited this year as CSDE Schools of Distinction for their success in closing achievement gaps based upon the 2017 Smarter Balanced Assessments and our achievement gaps on the SAT are much lower than the state average. Through our SRBI process, the needs of individual students are thoughtfully addressed and consistently monitored. 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.

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. School-Parent organizations meet monthly to discuss academic programs and other topics relevant to parent needs and interests. These organizations also provide money to support assemblies which expose students to different cultures as they study dance, music, language, and folktales.

A number of Montville students attend magnet schools and other choice programs. In 2017-2018 fifty-five Montville students attended the Regional Multicultural Magnet School, eight students attended the Dual Language Magnet School, thirteen attended Marine Science Magnet, five attended Three Rivers Middle College, two attended Hartford's Great Path Academy, one attended EastConn Magnet, twenty-five attended New London Nathan Hale, thirty-two attended New London Winthrop, nineteen attended New London Science and Tech Magnet High School, three attended the Stem Magnet Middle School, fifteen attended Ledyard Vo-Ag, and two attended New London Arts Magnet. Technology-based distance learning is available to secondary students through the Edgenuity Program.

# District Profile and Performance Report for School Year 2017-18

## Montville School District

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

The Board's process for determining distribution of 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 carefully examine data on their Next Generation Accountability Report and on state and district assessments to help determine the need for resources. Enrollment projections are utilized to determine needs for staff, equipment, and supplies. Money for textbooks and supplies is allocated on a per pupil basis with funds set aside for new programs. Because budget cuts necessitated reduction in equipment, staff, and other resources, all schools are asked to prioritize requests and make necessary reductions.

Title I funds are used to provide resources at two elementary schools with over 35% of students who qualify for free and reduced lunch. These funds pay salaries for reading consultants and math coaches along with professional learning and supplies. the Title III grant funds a native Mandarin-speaking tutor and other resources to support our ELs.