

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



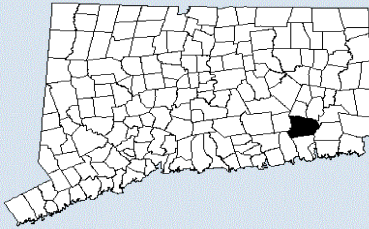
Montville School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	2,256
Per Pupil Expenditures ¹	\$15,473
Total Expenditures ¹	\$38,294,772

¹Expenditure data reflect the 2014-15 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 \(Class of 2016\)](#)
 (2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 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 ensure student confidentiality.

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

Students

October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	1,093	48.4	48.3
Male	1,163	51.6	51.6
American Indian or Alaska Native	31	1.4	0.2
Asian	216	9.6	4.9
Black or African American	58	2.6	12.8
Hispanic or Latino	208	9.2	23.0
Pacific Islander	6	0.3	0.0
Two or More Races	246	10.9	2.7
White	1,491	66.1	55.9
English Learners	78	3.5	6.4
Eligible for Free or Reduced-Price Meals	849	37.6	38.0
Students with Disabilities ¹	338	15.0	13.7

¹Students 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 ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	65	6.1	31	2.8
Male	78	6.8	76	6.5
Black or African American	*	*	*	*
Hispanic or Latino	10	4.8	14	6.5
White	105	7.2	75	5.0
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	91	10.8	58	6.4
Students with Disabilities	45	13.6	29	7.5
District	143	6.5	107	4.7
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 21

Number of school-based arrests: Fewer than 6

²A 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.

³The 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	169.4
Paraprofessional Instructional Assistants	19.0
Special Education	
Teachers and Instructors	30.8
Paraprofessional Instructional Assistants	54.6
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	13.3
Library/Media	
Specialists (Certified)	5.0
Support Staff	4.6
Instructional Specialists Who Support Teachers	7.6
Counselors, Social Workers and School Psychologists	13.4
School Nurses	7.8
Other Staff Providing Non-Instructional Services/Support	134.4

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	2	0.8	1.0
Black or African American	1	0.4	3.5
Hispanic or Latino	5	2.1	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	4	1.6	0.1
White	232	95.1	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.2
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.2	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino	11	*	*	*
White	41	45.1	87	71.9
English Learners	0	0.0	*	*
Eligible for Free or Reduced-Price Meals	21	40.4	35	74.5
Students with Disabilities	14	58.3	14	53.8
District	70	47.0	130	73.9
State		61.2		73.9

³College-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 Peers⁴

	Count	Rate (%)
Autism	12	40.0
Emotional Disturbance	9	34.6
Intellectual Disability	*	*
Learning Disability	92	88.5
Other Health Impairment	46	68.7
Other Disabilities	*	*
Speech/Language Impairment	48	92.3
District	209	70.4
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	36	1.5	1.6
Emotional Disturbance	*	*	1.0
Intellectual Disability	*	*	0.5
Learning Disability	104	4.4	4.6
Other Health Impairment	68	2.9	2.8
Other Disabilities	33	1.4	1.0
Speech/Language Impairment	60	2.5	1.9
All Disabilities	330	13.9	13.4

¹Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	22,388,678	9,539	9,387
Instructional Supplies and Equipment	945,535	403	318
Improvement of Instruction and Educational Media Services	791,977	337	541
Student Support Services	2,257,282	962	1,048
Administration and Support Services	3,281,786	1,398	1,790
Plant Operation and Maintenance	3,881,166	1,654	1,608
Transportation	2,751,946	1,091	845
Costs of Students Tuitioned Out	1,413,777	N/A	N/A
Other	582,625	248	194
Total	38,294,772	15,473	15,762

Additional Expenditures

Land, Buildings, and Debt Service	1,069,923	456	1,524
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,781,668	46.6	35.1
Noncertified Personnel	1,499,234	18.5	14.5
Purchased Services	398,726	4.9	5.5
Tuition to Other Schools	1,027,931	12.7	21.6
Special Ed. Transportation	99,087	1.2	8.3
Other Expenditures	1,313,278	16.2	15.0
Total Expenditures	8,119,924	100.0	100.0

Expenditures by Revenue Source:⁴

2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	62.4	61.4
State	33.9	34.9
Federal	2.5	2.6
Tuition & Other	1.1	1.2

⁴Revenue 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).

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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	*	*	*	*	10	*
Asian	101	76.4	101	73.5	52	69.7
Black or African American	26	61.7	26	54.3	11	*
Hispanic or Latino	97	68.2	97	60.1	46	54.3
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	140	67.5	139	61.0	52	60.9
White	783	69.7	783	62.9	372	61.4
English Learners	46	68.6	46	63.1	13	*
Non-English Learners	1122	69.6	1121	63.0	530	61.6
Eligible for Free or Reduced-Price Meals	454	64.3	453	58.2	201	57.3
Not Eligible for Free or Reduced-Price Meals	714	72.9	714	66.1	342	63.8
Students with Disabilities	198	50.3	197	45.1	86	45.5
Students without Disabilities	970	73.5	970	66.7	457	64.4
High Needs	567	62.1	566	56.0	251	55.0
Non-High Needs	601	76.6	601	69.6	292	66.9
District	1168	69.6	1167	63.0	543	61.4

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

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	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 student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	82.6	84.0	81.3	81.2	687	82.2
Curl Up	79.9	71.4	78.6	94.5	687	81.2
Push Up	49.7	75.4	68.1	76.2	687	68.1
Mile Run/PACER	82.6	86.9	67.0	40.9	687	68.6
All Tests - District	38.3	53.7	47.3	37.6	687	44.4
All Tests - State	50.6	49.8	50.6	51.1		50.5

²The 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.

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

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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	60	90.0	85.7	Yes	86.7
Students with Disabilities	*	*	78.5	No	80.4
District	179	93.3	87.9	Yes	88.6
State ⁴		87.2			

¹The 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 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

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

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.4	65	42.8
Male	93.6	55	31.8
Black or African American	*	*	*
Hispanic or Latino	100.0	7	29.2
White	95.3	69	32.5
English Learners	*	0	*
Eligible for Free or Reduced-Price Meals	96.0	31	31.3
Students with Disabilities	*	*	*
District	95.4	120	36.9
State	95.6		40.7

⁵College 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

⁶Participation 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 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	74.1	83.3
Male	64.8	92.9
Black or African American	*	*
Hispanic or Latino	*	*
White	68.7	87.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	54.8	68.0
Students with Disabilities	*	*
District	69.3	87.0
State	71.9	88.3

⁷College 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.

⁸College 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

These statistics are the 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	69.6	75	46.4	50	92.7	67.7
	High Needs Students	62.1	75	41.4	50	82.8	56.7
Math Performance Index	All Students	63.0	75	42.0	50	84.1	61.4
	High Needs Students	56.0	75	37.4	50	74.7	49.9
Science Performance Index	All Students	61.4	75	40.9	50	81.9	57.5
	High Needs Students	55.0	75	36.6	50	73.3	47.0
ELA Academic Growth	All Students	65.3%	100%	65.3	100	65.3	63.8%
	High Needs Students	62.4%	100%	62.4	100	62.4	58.3%
Math Academic Growth	All Students	68.1%	100%	68.1	100	68.1	65.0%
	High Needs Students	63.8%	100%	63.8	100	63.8	57.4%
Chronic Absenteeism	All Students	6.5%	<=5%	47.0	50	94.1	9.6%
	High Needs Students	10.2%	<=5%	39.5	50	79.1	15.6%
Preparation for CCR	% Taking Courses	61.5%	75%	41.0	50	82.1	67.6%
	% Passing Exams	36.9%	75%	24.6	50	49.2	40.7%
On-track to High School Graduation		92.5%	94%	49.2	50	98.4	85.1%
4-year Graduation All Students (2015 Cohort)		93.3%	94%	99.3	100	99.3	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		81.9%	94%	87.2	100	87.2	78.6%
Postsecondary Entrance (Class of 2015)		69.3%	75%	92.4	100	92.4	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		95.3% 44.4%	75%	29.6	50	59.2	89.2% 50.5%
Arts Access		56.5%	60%	47.1	50	94.2	47.5%
Accountability Index				1061.2	1350	78.6	

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	62.1	12.9	16.5	
Math Performance Index Gap	69.6	56.0	13.6	18.9	
Science Performance Index Gap	66.9	55.0	12.0	17.2	
Graduation Rate Gap	94.0%	81.9%	12.1%	15.3%	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.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.3
	High Needs Students	99.0
Math	All Students	99.2
	High Needs Students	98.8
Science	All Students	98.8
	High Needs Students	98.1

³Minimum 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: 60.5

State: 51.4

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 2015-16 Montville School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Efforts to Reduce Racial, Ethnic and Economic Isolation

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Equitable Allocation of Resources among District Schools