

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2013–14



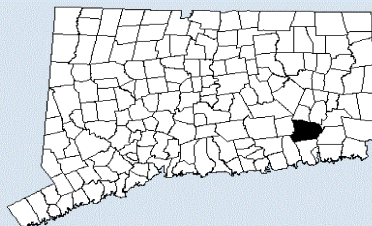
Montville School District

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

District Information

Grade Range	PK-12
Number of Schools	7
Enrollment	2,418
Per Pupil Expenditures ¹	\$14,661
Total Expenditures ¹	\$37,253,209

¹Expenditure data reflect the 2012-13 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 \(Class of 2014\)](#)
(2014® The College Board)

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Notes

Unless otherwise noted, all data are for 2013-14 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](#).

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, 2013 Enrollment

	Count	District Percent of Total (%)	State Percent of Total (%)
Female	1,185	49.0	48.3
Male	1,233	51.0	51.6
American Indian	43	1.8	0.2
Asian	217	9.0	4.6
Black or African American	67	2.8	12.9
Hispanic or Latino	206	8.5	21.2
Pacific Islander	8	0.3	0.0
White	1,657	68.5	58.4
Two or More Races	220	9.1	2.3
English Language Learners	87	3.6	5.7
Eligible for Free or Reduced-Price Meals	839	34.7	37.3
Students with Disabilities ¹	291	12.0	12.8

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	75	6.5	25	2.1
Male	89	7.4	90	7.1
Black or African American	*	*	9	13.4
Hispanic or Latino	13	6.2	12	5.5
White	111	6.9	78	4.6
English Language Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	96	12.1	73	8.3
Students with Disabilities	46	16.0	38	11.0
District	164	7.0	115	4.7
State		10.8		7.4

Number of students in 2012-13 qualified as truant under state statute: 7

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	174.4
Paraprofessional Instructional Assistants	21.7
Special Education	
Teachers and Instructors	32.2
Paraprofessional Instructional Assistants	48.1
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	13.4
Library/Media	
Specialists (Certified)	5.0
Support Staff	4.6
Instructional Specialists Who Support Teachers	5.9
Counselors, Social Workers and School Psychologists	12.3
School Nurses	7.7
Other Staff Providing Non-Instructional Services/Support	125.4

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 (%)
Asian	2	0.8	1.0
Black or African American	1	0.4	3.5
Hispanic	6	2.4	3.6
Native American	0	0	0.1
White	240	96.4	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.8
District Poverty Quartile: Middle	
State High Poverty Quartile Schools	97.8
State Low Poverty Quartile Schools	99.5

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

Classroom Teacher Attendance: 2012-13

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.6	9.3

Instruction and Resources

11th and 12th Graders Who Enrolled in at Least Two Advanced Placement[®] or International Baccalaureate[®] Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	0	0
Hispanic or Latino	*	*	*	*
White	11	8.0	30	21.1
English Language Learners	0	0	*	*
Eligible for Free or Reduced-Price Meals	*	*	*	*
Students with Disabilities	0	0	0	0
District	17	9.1	39	20.5
State		14.2		26.8

³Effective 2014-15, this calculation will also include students who participate in dual enrollment courses and two or more courses within a career and technical education (CTE) concentration.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	17	54.8
Emotional Disturbance	9	28.1
Intellectual Disability	*	*
Learning Disability	64	80.0
Other Health Impairment	40	76.9
Other Disabilities	*	*
Speech/Language Impairment	37	92.5
District	174	68.2
State		69.2

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	32	1.3	1.4
Emotional Disturbance	32	1.3	1.0
Intellectual Disability	*	*	0.4
Learning Disability	80	3.2	4.2
Other Health Impairment	52	2.1	2.5
Other Disabilities	*	*	1.0
Speech/Language Impairment	53	2.1	1.9
All Disabilities	280	11.3	12.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	9	3.2	2.8
Private Schools or Other Settings	16	5.7	8.1

²Grades K-12

Overall Expenditures:³ 2012-13

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	21,837,212	8,928	8,769
Instructional Supplies and Equipment	856,145	350	275
Improvement of Instruction and Educational Media Services	827,766	338	487
Student Support Services	2,359,706	965	965
Administration and Support Services	3,271,274	1,337	1,600
Plant Operation and Maintenance	4,096,148	1,675	1,472
Transportation	2,370,697	913	786
Costs of Students Tuitioned Out	1,066,828	N/A	N/A
Other	567,433	232	178
Total	37,253,209	14,661	14,642

Additional Expenditures

Land, Buildings, and Debt Service	1,700,319	695	1,434
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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: 2012-13

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	3,841,403	48.8	35.6
Noncertified Personnel	1,289,670	16.4	14.5
Purchased Services	509,607	6.5	5.0
Tuition to Other Schools	787,446	10.0	21.4
Special Ed. Transportation	38,850	0.5	8.5
Other Expenditures	1,404,040	17.8	14.9
Total Expenditures	7,871,016	100.0	100.0
PK-12 Expenditures Used for Special Education		21.1	21.9

Expenditures by Revenue Source:⁴ 2012-13

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	62.2	61.8
State	35.6	35.9
Federal	2.1	2.2
Tuition & Other	0.1	0.1

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

District Performance Index (DPI)

A District Performance Index (DPI) for the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT) is the test performance of all subjects tested in the respective assessment for all students in the district. The DPI ranges in value from 0 to 100 points. Connecticut's ultimate target for a DPI is 88 because in a district with a DPI of 88 or above, students will have performed at or above the 'goal' level on the majority of tests. Detailed reports of CMT and CAPT assessment results are available at www.ctreports.com. School and District Performance Reports produced by the Connecticut State Department of Education (CSDE) are also available online.

CMT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	76.6	69.9	70.3	70.1	.	.	.	.
Hispanic or Latino	70.2	70.9	71.1	71.0	.	.	.	.
English Language Learners	71.1	69.1	72.4	74.6	.	.	.	.
Eligible for Free or Reduced-Price Meals	72.7	69.7	71.7	74.2	.	.	.	.
Students with Disabilities	48.4	42.2	43.2	43.6	.	.	.	.
High Needs	69.7	66.3	68.5	69.6	.	.	.	.
District	82.1	79.5	79.5	80.1	.	.	.	.

CAPT	DPI				2013-14				Note: If no data are displayed for 2013-14, the district implemented the Smarter Balanced Field Test.
	2009-10	2010-11	2011-12	2012-13	Count	DPI	Target	Achieved	
Black or African American	.	.	.	.	.	.	.	.
Hispanic or Latino	.	.	.	53.0	.	.	.	.
English Language Learners	.	.	.	.	.	.	.	.
Eligible for Free or Reduced-Price Meals	55.2	57.3	57.3	57.9	.	.	.	.
Students with Disabilities	37.7	31.6	31.8	29.9	.	.	.	.
High Needs	51.5	51.7	53.6	53.5	.	.	.	.
District	71.0	73.5	73.7	73.7	.	.	.	.

2013 National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

READING	Grade 4	Grade 8	Grade 12
Connecticut	43%	45%	50%
National Public	34%	34%	36%
MATH	Grade 4	Grade 8	Grade 12
Connecticut	45%	37%	32%
National Public	41%	34%	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 CMT/CAPT and NAEP. Instead, NAEP results are meant to complement CMT/CAPT results.

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	80.3	81.0	80.6	78.0	726	80.0
Curl Up	79.8	78.2	84.1	90.5	726	83.1
Push Up	57.4	60.9	65.7	78.0	726	65.3
Mile Run/PACER	71.0	88.5	68.2	43.5	726	68.0
All Tests - District	39.9	48.3	50.7	31.5	726	43.0
All Tests - State	50.2	50.7	50.3	53.9		51.1

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

	2012-13				2013-14
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	.		.
Hispanic or Latino	*	*	.		.
English Language Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	65	73.8	83.6	No	84.6
Students with Disabilities	27	66.7	74.6	No	76.6
District	188	85.6	86.3	No	87.1
State ⁴		85.5			

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 2013 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2012-13 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	71.7	74	39.6
Male	56.1	63	33.3
Black or African American	*	*	*
Hispanic or Latino	65.4	*	*
White	63.6	110	39.3
English Language Learners	*	*	*
Eligible for Free or Reduced-Price Meals	48.1	17	16.3
Students with Disabilities	*	0	*
District	63.8	137	36.4
State	72.9		37.6

⁵College 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

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 2013	Class of 2012
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	66.2	87.9
Male	70.8	83.9
Black or African American	*	*
Hispanic or Latino	*	*
White	63.7	83.7
English Language Learners	*	*
Eligible for Free or Reduced-Price Meals	51.0	73.9
Students with Disabilities	33.3	*
District	68.7	85.9
State	72.7	88.5

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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Narratives

School District Improvement Plans and Parental Outreach Activities

The Montville Public Schools approved a new 5-year District Improvement Plan in 2014. The plan drives district initiatives. School Improvement Plans align with the goals of the District Plan, and school principals report their progress to the administrative team and Board of Education. An important component of the District Improvement Plan is the utilization of Professional Learning Communities.

The District continues to implement the evaluation plan adopted by the Board for evaluation of educator performance and practice and incorporation of peer visitations and student surveys. Implementation of SRBI continues to be a focus in all schools. Students have opportunities to meet individual learning needs through course offerings, afterschool, and summer school programs. After school time is used to provide remedial instruction, assistance with homework, and participation in a physical activity. All of the schools continue to implement PBIS programs. The number of discipline referrals has been greatly improved. Revision of curriculum and assessments and adoption of CCS-aligned programs are a district-wide focus. The district strives to incorporate CT Core Standards into content area instruction and to align assessments with the Smarter Balanced initiative.

The Montville School District has a strong base of parental support, and each school has an active parent organization. To improve parent-teacher communication, the District has continued use of its student data management system. Montville High School and Leonard J. Tyl Middle School parents and students use portal access to view grades, attendance, and other information. This allows for families to be more involved in their child's educational program. Our cable access television channel is used regularly to broadcast District and school initiatives. These programs are also placed on the District website. The Board of Education reviewed and revised plans for school security and installed access-control systems at all schools.

The District has provided professional development for the mental health team to help develop an action plan for early intervention in the area of school avoidance and truancy. A social worker is assigned to the elementary schools and the middle school to track and to intervene in attendance issues. The District's social worker works to resolve the impediments for coming to school and provide resources to families. The strategies include consistent contacts and relationship building with families, inter-agency cooperation, and home visits. We have also established the Montville Family With Service Needs Board. The MFWSNB is made up of District staff and representatives from our community including the Montville Youth Service Bureau, Montville Police Department, Department of Children and Families, Department of Juvenile Justice, and social workers. A student must have a minimum of four (4) unexcused absences in a month or ten (10) in a year to be considered by the board. The board is a pool of resources that families who are struggling with attendance issues can access. Cases from elementary school through high school are considered and are kept open until the whole team, including families, consider their goals and objectives met.

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 ELL students, the district sends translated versions of all communications to homes and provides translators as needed at parent conferences and evening events. Parents are welcomed into our schools for programs like Raising Readers, American Education Week, individual parent/teacher conferences at all grade levels, and assemblies.

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. Ninety-one (91) Montville students, Grades K-12, attend various magnet schools in the area.

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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 CMT and CAPT 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.