

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25



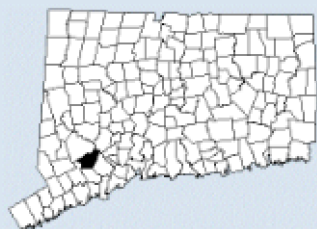
Monroe School District

Joseph Kobza, Superintendent • 203-452-2860 • www.monroeps.org

District Information

Grade Range	PK-12
Number of Schools/Programs	7
Enrollment	3,458
Per Pupil Expenditures	\$19,719
Total Expenditures	\$69,292,443

Expenditure data reflect the 2023-24 school year.



Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at <https://www.advancect.org/site-selection/town-profiles>

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Notes

Unless otherwise noted, all data are for 2024-25 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 <https://public-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. Complete data suppression guidelines are available at <https://tinyurl.com/SuppressionPolicy>

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

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	1,732	50.1	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	194	5.6	5.2
Black or African American	128	3.7	12.4
Hispanic or Latino of any race	596	17.2	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	139	4.0	4.8
White	2,393	69.2	45.1
English Learners/Multilingual Learners	83	2.4	11.3
Eligible for Free or Reduced-Price Meals	450	13.0	44.8
Students with Disabilities	596	17.2	18.5

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

Students with disabilities 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

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	133	7.9	27	1.5
Male	123	7.3	78	4.4
Non-Binary	0	*	0	*
Black or African American	6	4.6	7	5.1
Hispanic or Latino of any race	51	8.7	25	4.1
White	164	7.0	64	2.6
English Learners/Multilingual Learners	9	10.1	*	*
Eligible for Free or Reduced-Price Meals	62	13.0	21	4.1
Students with Disabilities	77	12.6	35	5.0
All Students - District	256	7.5	105	3.0
All Students - State		17.2		6.8

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.

A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 177
Number of school-based arrests: Fewer than 6

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Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	211.6
General Education Paraprofessionals	18.0
Special Education Teachers and Instructors	43.0
Special Education Paraprofessionals	96.0
District Central Office Administrators	8.0
School Level Administrators	16.0
Library/Media Specialists (Certified)	4.5
Library/Media Support Staff	1.5
Instructional Specialists Who Support Teachers	10.0
Counselors, Social Workers and School Psychologists	20.7
School Nurses	6.0
Other Staff Providing Non-Instructional Services/Support	148.5

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.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	11.5
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	4	1.3	4.9
Hispanic or Latino of any race	7	2.2	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.3	0.3
White	305	96.2	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	17	5.4	6.8
Teachers	15	5.8	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

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

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	16	*	9	*
Hispanic or Latino of any race	40	97.6	45	97.8
White	188	95.9	208	100.0
English Learners/Multilingual Learners	*	*	6	*
Eligible for Free or Reduced-Price Meals	15	*	12	*
Students with Disabilities	36	87.8	56	100.0
All Students - District	268	96.1	284	99.6
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	34	52.3
Emotional Disability	15	50.0
Intellectual Disability	*	*
Learning Disability	190	81.9
Other Health Impairment	101	87.8
Other Disabilities	*	*
Speech/Language Impairment	53	84.1
All Disabilities - District	396	73.5
All Disabilities - State		68.0

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).

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Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	67	2.0	2.9
Emotional Disability	30	0.9	1.1
Intellectual Disability	21	0.6	0.6
Learning Disability	233	6.8	6.5
Other Health Impairment	116	3.4	3.6
Other Disabilities	30	0.9	1.1
Speech/Language Impairment	69	2.0	2.0
All Disabilities	566	16.6	17.8

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

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	23	4.1	8.2
Private Schools or Other Settings	9	1.6	4.5

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: 2023-24

Expenditure	District Total (\$)	District Per Pupil (\$)	State Per Pupil (\$)
Instruction	\$44,269,999	\$12,598	\$13,471
Support services - students	\$4,828,297	\$1,395	\$1,826
Support services - instruction	\$1,992,951	\$576	\$972
Support services - general administration	\$1,276,552	\$369	\$568
Support services - school based administration	\$4,839,042	\$1,399	\$1,274
Central and other support services	\$1,462,414	\$423	\$761
Operation and maintenance of plant	\$6,060,760	\$1,752	\$2,125
Student transportation services	\$3,737,497	\$1,076	\$1,695
Food services	\$11,291	\$3	\$10
Enterprise operations	\$813,638	\$235	\$219
Total	\$69,292,443	\$19,719	\$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total (\$)	District Percent (%)	State Percent (%)
Teacher Salaries	\$5,603,827	34.2	26.4
Instructional Aide Salaries	\$416,416	2.5	10.1
Other Salaries	\$2,967,752	18.1	10.5
Employee Benefits	\$2,076,484	12.7	13.3
Purchased Services Other Than Transportation	\$1,325,540	8.1	6.8
Special Education Tuition	\$2,840,866	17.4	22.8
Supplies	\$69,069	0.4	0.6
Property Services	\$3,725	0.0	0.4
Purchased Services For Transportation	\$1,060,810	6.5	8.7
Equipment	\$597	0.0	0.2
All Other Expenditures	\$2,823	0.0	0.1
Total	\$16,367,909	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	23.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	88.6
State	8.7
Federal	2.5
Tuition & Other	0.2

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).

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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., English Language Arts(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.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	90	84.1	90	83.6	39	83.1
Black or African American	66	63.3	66	57.4	*	*
Hispanic or Latino of any race	333	72.6	332	64.8	141	68.8
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	72	80.9	72	75.4	29	84.7
White	1,235	76.2	1,231	70.5	531	74.9
English Learners/Multilingual Learners	61	58.8	60	53.1	20	53.7
Non-English Learners/Non-Multilingual Learners	1,740	76.2	1,736	70.4	746	74.6
Eligible for Free or Reduced-Price Meals	291	67.0	288	60.8	104	67.2
Not Eligible for Free or Reduced-Price Meals	1,510	77.3	1,508	71.5	662	75.2
Students with Disabilities	315	55.3	314	48.6	126	54.9
Students without Disabilities	1,486	79.9	1,482	74.3	640	77.9
High Needs	540	62.8	537	56.1	212	61.0
Non-High Needs	1,261	81.1	1,259	75.7	554	79.1
All Students - District	1,801	75.6	1,796	69.8	766	74.1

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

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

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. Performance on NAEP by student group is available at <https://tinyurl.com/CTNAEP2024>

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	84.2	80.6	83.2	77.0	973	81.3
Curl Up	91.5	91.9	92.0	88.4	973	91.0
Push Up	82.9	86.0	86.0	59.1	972	78.8
Mile Run/PACER	84.1	85.3	76.2	65.1	971	78.0
All Tests - District	62.2	70.9	64.3	39.2	966	59.6
All Tests - State	55.8	51.4	46.0	43.6		49.0

The 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.

Note: Only students assessed in all four areas are included in the All Tests calculation

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2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	6	*
Hispanic or Latino of any race	33	93.9
White	196	95.9
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	31	96.8
Students with Disabilities	38	76.3
All Students - District	265	95.8
All Students - State		88.9

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

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	188	66.0
Male	152	54.7
Non-Binary	0	*
Black or African American	12	46.2
Hispanic or Latino of any race	40	46.0
White	253	62.6
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	10	37.0
Students with Disabilities	12	12.4
All Students - District	340	60.3
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- 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
- Earning three or more non-remedial college credits cumulatively during high school.

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

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	90.2	97.2
Male	79.7	98.9
Non-Binary	N/A	*
Black or African American	*	*
Hispanic or Latino of any race	66.7	92.9
White	86.7	99.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	65.6	97.1
Students with Disabilities	68.8	*
All Students - District	84.8	98.0
All Students - State	67.0	88.2

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.

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

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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	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	75.6	75	50.0	50	100.0	64.7
ELA Performance Index	High Needs Students	62.8	75	41.9	50	83.7	54.9
Math Performance Index	All Students	69.8	75	46.5	50	93.1	61.1
Math Performance Index	High Needs Students	56.1	75	37.4	50	74.8	50.6
Science Performance Index	All Students	74.1	75	49.4	50	98.8	62.6
Science Performance Index	High Needs Students	61.0	75	40.6	50	81.3	52.1
ELA Academic Growth	All Students	63.1%	100%	63.1	100	63.1	60.6%
ELA Academic Growth	High Needs Students	55.6%	100%	55.6	100	55.6	55.7%
Math Academic Growth	All Students	58.3%	100%	58.3	100	58.3	62.3%
Math Academic Growth	High Needs Students	47.9%	100%	47.9	100	47.9	55.9%
Progress Toward English Proficiency	Literacy	62.4%	100%	31.2	50	62.4	58.7%
Progress Toward English Proficiency	Oral	55.2%	100%	27.6	50	55.2	55.7%
Chronic Absenteeism	All Students	7.5%	<=5%	44.9	50	89.8	17.2%
Chronic Absenteeism	High Needs Students	12.1%	<=5%	35.8	50	71.5	24.8%
% Taking CCR Courses	All Students	97.9%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	60.3%	75%	40.2	50	80.4	47.2%
On-track to High School Graduation	All Students	99.2%	94%	50.0	50	100.0	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	95.8%	94%	100.0	100	100.0	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	95.3%	94%	100.0	100	100.0	87.3%
Postsecondary Entrance (Class of 2024)	All Students	84.8%	75%	100.0	100	100.0	67.0%
Physical Fitness % Meeting Health Standard	All Students	59.6%	75%	39.8	50	79.5	49.0%
Arts Access	All Students	52.9%	60%	44.1	50	88.1	55.1%
Accountability Index				1154.1	1450	79.6	

Physical Fitness Estimated Participation Rate - District: 94.4% | State: 95.6%

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 Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	62.8	12.2	16.9	N
Math Performance Index Gap	75.0	56.1	18.9	18.4	Y
Science Performance Index Gap	75.0	61.0	14.0	18.2	N
Graduation Rate Gap	94.0%	95.3%	0.0%	8.6%	N

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.

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. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	98.4
ELA	High Needs Students	97.4
Math	All Students	98.1
Math	High Needs Students	96.7
Science	All Students	97.4
Science	High Needs Students	94.8

Minimum 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: 57.6

State: 50.2

Supporting Resources: <https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links>

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Narratives

School District Improvement Plans and Parental Outreach Activities

The foundation of our district and school improvement plans is based on student learning outcomes as well as survey feedback from the school community. The district continues to build the capacity of all school and district data teams to use multiple sources of data to inform teaching and to refine curriculum that meets the needs of all learners. District and school goals are developed based upon needs in the areas of curriculum, instruction, and SEL. School climate goals are developed based upon survey feedback from students, staff, and families. The district's goals and assessment outcomes all serve as guideposts in determining allocation of resources including professional development offerings. Along with additional training in technology and SEL, all staff members have been trained in the use of scientifically research-based interventions to support the varied and specific needs of students through our MTSS structures.

Our district has psychologists and school counselors at all levels. These individuals collaborate with building administrators, social workers and staff to work with students and families in addressing students' social, emotional, and behavioral needs. Teachers collaborate with school counselors to facilitate individual, group, and classroom lesson planning to support the SEL of K-12 students. Our School Resource Officers also partner in these efforts. District-wide training in Yale's RULER has helped to uniform our SEL work PreK-12.

Building relationships between schools and families is a high priority in our district and our community. Each school has a School Climate Committee that analyzes and responds to feedback from students, staff, parents, and the community. The results of these efforts help to improve our school environments and improve student attendance. Additionally, each school maintains a student assistance team that meets regularly to identify and address the needs of students with academic, attendance, behavioral, and social-emotional concerns. Quarterly district and weekly school newsletters are sent to all families and highlight activities and opportunities at our schools.

Much effort is placed on building unity and community within our schools. School fairs, family fun nights, and a variety of family outings are planned with the ultimate goal of building a sense of community. We have a district-wide Parents' Council with representatives from each of our school's Parent Teacher Organizations. These groups provide parent volunteers for various school and district committees. Two such examples include our District Curriculum Council, which has parent representatives giving input into curriculum materials and courses, and our district work on the "Vision of the Graduate". The "Vision of the Graduate" is a collaborative effort that involves representatives from all staff and grade levels, administration, local business owners, clergy and government. Our Vision of the Graduate experiences are catalogued in a K-12 portfolio to show student progress in the specific competencies.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Monroe's curricula presents diverse cultural perspectives involving a variety of topics and concepts. In all disciplines, teachers consider multicultural perspectives that represent the increasingly diverse demographics of our community. Our Resources represent a range of perspectives including race, ethnicity, religion, economics, and gender. Masuk High School developed Facing History and Ourselves and Diverse Voices in American History courses in to highlight the struggles and accomplishments of diverse peoples. We offer the state course African American/Black and Puerto Rican/Latino Studies to students. Our elementary schools have adopted the Bookworms ELA curriculum which features a diverse representation of authors and perspectives. The district supports participation in the area's magnet school programs, including Fairchild Wheeler High School, the Six-to-Six Magnet School, the Regional Center for the Arts (RCA), the Educational Center for the Arts (ECA), and the Regional Marine Aquaculture School. The schools also engage in programs designed to build further understandings of differences while emphasizing those human qualities that unite us in the common understanding of what it means to live in peace and cooperation. For example, the district works with the Monroe Rotary to host foreign exchange students and to engage students at all levels in community service and commitment to service above self including a very active Interact Club at the high school. Positive School Climate Committees exist to create a climate where all students are valued. The high school also sponsors a number of clubs (ie- Culture Club, Model United Nations, Black Student Union) that promote diversity. Districtwide, efforts have been made to highlight different races and ethnicities throughout the school year (ie Black History Month, Hispanic Heritage Month, Women's History Month) to reflect the diversity within our schools, state, and nation. Our district has implemented a Minority Recruitment committee to review and revise our hiring and retention practices with the goal of encouraging applicants of color to apply for teaching and other job opportunities in our schools. We have offered International Nights through our PTOs that highlighted our diverse population.

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Equitable Allocation of Resources among District Schools

It is the practice of the district to provide its schools with equitable resources, both in staffing levels and in instructional materials. The district recognizes that comprehensive middle and high school programs are inherently more costly than elementary school programs. The proposed budget is developed with input from the school administrators. When developing their budgets, each principal seeks feedback and requests from each of their departments and grade levels. In meetings with the superintendent, assistant superintendent, and finance director, each principal reviews his or her staffing needs to meet class size guidelines. Principals also present requests to fund needs that are unique to their schools. The district has three elementary schools, and the vetting process is designed to ensure comparable class size, special program offerings, intervention, enrichment, special education services, and equity in the distribution of funds for technology and instructional supplies. The middle and high school principals also meet to review their budgets and present requests specific to the changing needs in their buildings.

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Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	0	0.0	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	0	0.0	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	0	0.0	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	3	50.0	32.0
Retired	3	50.0	23.7
Teach/Admin in Other CT Dist	0	0.0	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	6		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.