

# DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2020-21



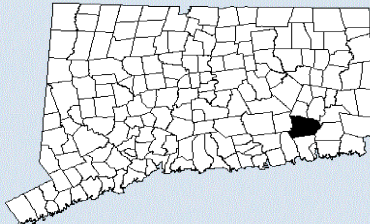
## Montville School District

Mrs. Laurie Pallin, Superintendent • 860-848-1228 • <http://www.montvilleschools.org>

### District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	1,964
Per Pupil Expenditures <sup>1</sup>	\$17,377
Total Expenditures <sup>1</sup>	\$39,307,610

<sup>1</sup> Expenditure data reflect the 2019-20 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 2020-21 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://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, 2020 Enrollment<sup>2</sup>

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.4
Male	1,019	51.9	51.5
American Indian or Alaska Native	*	*	0.3
Asian	160	8.1	5.2
Black or African American	67	3.4	12.7
Hispanic or Latino of any race	259	13.2	27.8
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	229	11.7	4.0
White	1,230	62.6	49.9
English Learners	91	4.6	8.3
Eligible for Free or Reduced-Price Meals	896	45.6	42.7
Students with Disabilities <sup>3</sup>	357	18.2	16.3

*NOTE: To protect student privacy, gender counts are suppressed (\*) when fewer than 6 students enrolled in the district identify as non-binary.*

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

<sup>3</sup> Students 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.

### Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism <sup>4</sup>		Suspension/Expulsion <sup>5</sup>	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	15	1.5
Male	233	23.4	41	3.8
Black or African American	21	30.4	*	*
Hispanic or Latino of any race	85	31.6	9	3.0
White	239	20.0	30	2.4
English Learners	23	24.7	*	*
Eligible for Free or Reduced-Price Meals	285	35.5	36	3.7
Students with Disabilities	116	34.2	19	4.6
District	434	22.4	56	2.7
State		19.0		1.4

**Number of students in 2019-20 qualified as truant under state statute: 106**

**Number of school-based arrests: 0**

*NOTE: In the 2020-21 school year, students attended school in-person to varying degrees; some learned fully/mostly remotely for the entire school year. Chronic absenteeism calculations are based only on in-person school days.*

<sup>4</sup> 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.

<sup>5</sup> This column displays 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 2020-21

## Montville School District

### Educators

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

	FTE
<b>General Education</b>	
Teachers and Instructors	149.5
Paraprofessional Instructional Assistants	17.5
<b>Special Education</b>	
Teachers and Instructors	33.5
Paraprofessional Instructional Assistants	60.2
<b>Administrators, Coordinators and Department Chairs</b>	
District Central Office	4.0
School Level	11.4
<b>Library/Media</b>	
Specialists (Certified)	4.0
Support Staff	2.2
Instructional Specialists Who Support Teachers	8.2
Counselors, Social Workers and School Psychologists	13.7
School Nurses	6.5
Other Staff Providing Non-Instructional Services/Support	136.4

#### Educators by Race/Ethnicity

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.4	1.3
Black or African American	1	0.4	4.1
Hispanic or Latino of any race	5	2.2	4.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	3	1.3	0.1
White	215	95.6	89.9

<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.

#### Classroom Teacher Attendance: 2019-20

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	7.0	7.3

### 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	8	*	*	*
Hispanic or Latino of any race	12	*	16	*
White	78	95.1	84	89.4
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	38	76.0	51	87.9
Students with Disabilities	15	75.0	17	65.4
District	124	90.5	138	91.4
State		75.9		85.6

<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	18	45.0
Emotional Disturbance	13	38.2
Intellectual Disability	*	*
Learning Disability	128	94.1
Other Health Impairment	62	81.6
Other Disabilities	*	*
Speech/Language Impairment	31	91.2
District	255	74.1
State		67.9

<sup>3</sup> 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).

# District Profile and Performance Report for School Year 2020-21

## Montville School District

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

	District		State
	Count	Rate (%)	Rate (%)
Autism	42	2.0	2.1
Emotional Disturbance	34	1.6	1.1
Intellectual Disability	13	0.6	0.5
Learning Disability	137	6.5	5.8
Other Health Impairment	79	3.8	3.3
Other Disabilities	21	1.0	1.2
Speech/Language Impairment	41	1.9	1.9
<b>All Disabilities</b>	<b>367</b>	<b>17.4</b>	<b>15.9</b>

<sup>1</sup> 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<sup>2</sup>

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	25	6.8	8.3
Private Schools or Other Settings	19	5.2	4.8

<sup>2</sup> 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<sup>3</sup>: 2019-20

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$25,966,887	\$11,480	\$11,205
Support services - students	\$3,005,182	\$1,467	\$1,346
Support services - instruction	\$727,336	\$355	\$698
Support services - general administration	\$798,717	\$390	\$464
Support services - school based administration	\$2,077,240	\$1,014	\$1,037
Central and other support services	\$429,439	\$210	\$691
Operation and maintenance of plant	\$4,009,423	\$1,957	\$1,692
Student transportation services	\$1,766,118	\$844	\$1,159
Food services	\$37,229	\$18	\$21
Enterprise operations	\$490,040	\$239	\$151
<b>Total</b>	<b>\$39,307,610</b>	<b>\$17,377</b>	<b>\$17,838</b>

<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: 2019-20

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,755,960	37.8	29.6
Instructional Aide Salaries	\$1,651,519	16.6	11.1
Other Salaries	\$799,068	8.0	9.5
Employee Benefits	\$1,149,436	11.6	13.5
Purchased Services Other Than Transportation	\$498,225	5.0	5.4
Special Education Tuition	\$1,698,181	17.1	22.5
Supplies	\$76,465	0.8	0.5
Property Services	\$308,292	3.1	0.3
Purchased Services For Transportation	.	.	7.2
Equipment	\$8,567	0.1	0.2
All Other Expenditures	\$970	0.0	0.1
<b>Total</b>	<b>\$9,946,684</b>	<b>100.0</b>	<b>100.0</b>
Percent of Total Expenditures Used for Special Education		25.3	25.1

### Expenditures by Revenue Source<sup>4</sup>: 2019-20

	Percent of Total (%) Excluding School Construction
Local	63.2
State	33.7
Federal	2.5
Tuition & Other	0.5

<sup>4</sup> 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).

# District Profile and Performance Report for School Year 2020-21

## 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.

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

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

READING	NAEP 2019		NAEP 2013
	Grade 4	Grade 8	Grade 12
Connecticut	40	41	50
National Public	34	32	36
MATH	Grade 4	Grade 8	Grade 12
	Connecticut	45	39
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 performance on NAEP by student group, at [https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card\\_NAEP-2019.pdf](https://portal.ct.gov/-/media/SDE/Student-Assessment/NAEP/report-card_NAEP-2019.pdf)

#### Physical Fitness Tests: Students Reaching Health Standard

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no table is shown here. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

# District Profile and Performance Report for School Year 2020-21

## Montville School District

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

	2019-20	
	Cohort Count <sup>2</sup>	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	17	*
English Learners	*	*
Eligible for Free or Reduced-Price Meals	82	75.6
Students with Disabilities	37	51.4
District	159	84.9
State		88.8

<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 2019-20 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	69.5	51	33.1
Male	68.4	35	26.3
Black or African American	*	*	*
Hispanic or Latino	62.5	*	*
White	66.5	55	31.3
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	65.7	22	20.4
Students with Disabilities	58.7	0	0.0
District	68.8	86	29.9
State	85.0		36.0

<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

<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 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.

Copyright © 2021 ACT, Inc. [www.act.org](http://www.act.org)

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

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\* The data are suppressed to ensure confidentiality.

### College Entrance and Persistence

	Class of 2020	Class of 2019
	Entrance <sup>3</sup>	Persistence <sup>4</sup>
	Rate (%)	Rate (%)
Female	59.0	98.0
Male	42.3	81.6
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	44.9	91.7
English Learners	*	*
Eligible for Free or Reduced-Price Meals	43.9	86.8
Students with Disabilities	*	*
District	49.6	90.9
State	67.4	84.9

<sup>3</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>4</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 2020-21

## 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.

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, a modified table is shown below. All indicators that were not calculated for the 2020-21 school year (including overall Accountability Index) have been excluded and columns that referenced points have also been removed to avoid confusion. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

Indicator		Index/Rate	Target	State Average Index/Rate
Chronic Absenteeism	All Students	22.4%	<=5%	19.0%
	High Needs Students	33.1%	<=5%	30.2%
Preparation for CCR	% Taking Courses	91.0%	75%	80.6%
	% Passing Exams	29.9%	75%	36.0%
On-track to High School Graduation		92.7%	94%	84.5%
4-year Graduation All Students (2020 Cohort)		84.9%	94%	88.8%
6-year Graduation - High Needs Students (2018 Cohort)		90.6%	94%	85.2%
Postsecondary Entrance (Class of 2020)		49.6%	75%	67.4%
Arts Access		52.3%	60%	50.7%

*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 <sup>1</sup>	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev <sup>2</sup>	Is Gap an Outlier? <sup>2</sup>
Graduation Rate Gap	94.0%	90.6%	3.4%	9.8%	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.

*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.*

### 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.

*NOTE: As a result of ongoing challenges related to the novel Coronavirus Disease 2019 (COVID-19), Connecticut's request for a waiver from implementing district/school accountability for the 2020-21 school year was approved. Therefore, no SIMR data are available. For additional information, please view Connecticut's waiver response at: <https://portal.ct.gov/-/media/SDE/Digest/2020-21/CommissionerMemoAccountabilityWaiver.pdf>*

#### Supporting Resources:

Two-page FAQ at [http://edsight.ct.gov/relatedreports/nextgenFAQ\\_revisedDec2018.pdf](http://edsight.ct.gov/relatedreports/nextgenFAQ_revisedDec2018.pdf)

Detailed Presentation at [https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System\\_Detailed%20Presentation\\_Jan\\_2020.pdf](https://edsight.ct.gov/relatedreports/Next%20Generation%20Accountability%20System_Detailed%20Presentation_Jan_2020.pdf)

Using Accountability Results to Guide Improvement at [https://edsight.ct.gov/relatedreports/Using\\_Accountability\\_Results\\_to\\_Guide\\_Improvement.pdf](https://edsight.ct.gov/relatedreports/Using_Accountability_Results_to_Guide_Improvement.pdf)

# District Profile and Performance Report for School Year 2020-21

## Montville School District

### Narratives

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

Montville is currently focusing on efforts to engage all stakeholders in reimagining our district. Stakeholders were surveyed three times during the 2020-2021 school year, and programs were revised based upon feedback. In the spring, surveys were sent to parents, students, and staff to refine our vision of a graduate, our definition of learning, those things we hold sacred, and those practices that we want to change. This reimagining work will result in a new improvement plan. Clearly defining and working toward a shared vision of student success along with a continued focus on equity for all students and social and emotional well-being will be at the forefront of this planning.

Without state student assessment data from 2019-2020, we have used district measures to gauge student progress and respond to emerging learning needs. The district worked extremely hard to support both in-person learning and remote learning. We operated in a hybrid model until April due to COVID-19 rates in our community, and we ran a separate remote learning program for families who opted not to participate in our in-person learning program. The district is now fully one-to-one, and steps were taken to ensure every home has access to the internet. Staff, students, and parents were supported as they developed skills in on-line learning and the use of devices for live classes, meetings with support staff, and completion of learning experiences. During hybrid and remote instruction, our parents partnered very effectively with teachers to support student learning, and we worked to ensure there was frequent communication between school and home. In response to student learning needs, we opened a tutoring center at the middle school and ran an extremely successful quarterly credit recovery program at the high school.

We continued to focus on promoting student attendance in both in-person and remote classes. We provided remote instruction to students who were ill or quarantined to facilitate student attendance even when students could not come to school. Though our social workers, administrators, and teachers were in frequent contact with students who were absent to express the importance of participation, our absenteeism did increase this year due to the pandemic.

Continuity of services for special education students an area of focus. Every special education student had an implementation plan which described ways services were delivered on remote days. Our service providers worked through Zoom to ensure high quality services were provided. We ran an enhanced summer program to help students gain skills for the upcoming school year. Elementary classes focused on academic and relationship skills through participation in high interest areas. The high school credit recovery program resulted in students earning over 100 academic credits. Middle and high school students combined to participate in a summer drama program.

We are very grateful for strong parent and community support. Though school visits were limited, parents were engaged through remote Open House Nights, Zoom parent forums and theatrical productions, and frequent remote meetings.

While the year was a difficult one, we are extremely proud of the work of our staff to keep schools open, provide a safe learning environment, engage students in creative and effective instruction, and meet students' SEL needs.

#### **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, attendance, and behavior data of students in racial, ethnic and economic subgroups in efforts to reduce achievement gaps and promote a climate of equity. Past state data has indicated that our elementary schools are more successful than most in the state in closing achievement gaps between high needs and non-high needs students. 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. These programs are intended to build relationships with, and foster awareness of, different cultures both within our Montville community and throughout the world.

Montville students continue to have the option of attending more diverse learning communities through attendance at a number of choice schools including the Regional Multicultural Magnet School, the Friendship School, Marine Science Magnet, Three Rivers Middle College, Hartford's Great Path Academy, New London Nathan Hale, New London Winthrop, New London Science and Tech Magnet High School, the Stem Magnet Middle School, and New London Arts Magnet School.

# District Profile and Performance Report for School Year 2020-21

## Montville School District

### **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. Additional funds were appropriated to ensure coordination of our ELA program across the three elementary schools, to provide equitable access to social workers by adding a fourth social worker, to enhance our SRBI program in mathematics, and to increase co-teaching services by adding a special education teacher at the middle school.

Title I, III, and IV funds, along with ESSER funds, are being used to provide resources based upon student and school need. The funds pay for reading consultants, math coaches, EL tutors, social w