

Connecticut State Department of Education
**DISTRICT PROFILE AND PERFORMANCE REPORT
 FOR SCHOOL YEAR 2021–22**



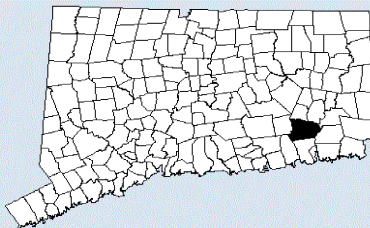
Montville School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	1,999
Per Pupil Expenditures ¹	\$18,935
Total Expenditures ¹	\$40,501,677

¹ Expenditure data reflect the 2020-21 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>

Contents

Students.....	1
Educators.....	2
Instruction and Resources.....	2
Performance and Accountability.....	4
Narratives.....	7

Notes

Unless otherwise noted, all data are for 2021-22 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. 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, 2021 Enrollment²

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	946	47.3	48.5
Male	1,046	52.3	51.5
Non-Binary	7	0.4	0.1
American Indian or Alaska Native	*	*	0.3
Asian	142	7.1	5.1
Black or African American	82	4.1	12.6
Hispanic or Latino of any race	292	14.6	29.0
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	229	11.5	4.3
White	1,239	62.0	48.6
English Learners/Multilingual Learners	89	4.5	8.8
Eligible for Free or Reduced-Price Meals	844	42.2	40.6
Students with Disabilities ³	381	19.1	16.7

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

³ 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 ⁴		Suspension/Expulsion ⁵	
	Count	Rate (%)	Count	Rate (%)
Female	*	*	*	*
Male	188	18.2	107	9.7
Non-Binary	*	*	*	*
Black or African American	15	17.9	*	*
Hispanic or Latino of any race	71	23.6	36	10.7
White	202	16.9	93	7.2
English Learners/Multilingual Learners	18	18.8	6	5.9
Eligible for Free or Reduced-Price Meals	195	24.7	97	10.4
Students with Disabilities	96	26.2	59	13.1
District	353	18.0	170	8.0
State		23.7		6.5

Number of students qualified as truant under state statute: 321

Number of school-based arrests: 7

⁴ 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.

⁵ 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 2021-22

Montville School District

Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	150.0
Paraprofessional Instructional Assistants	19.1
Special Education	
Teachers and Instructors	29.2
Paraprofessional Instructional Assistants	59.8
Administrators, Coordinators and Department Chairs	
District Central Office	3.0
School Level	9.6
Library/Media	
Specialists (Certified)	4.0
Support Staff	2.1
Instructional Specialists Who Support Teachers	9.2
Counselors, Social Workers and School Psychologists	15.5
School Nurses	7.8
Other Staff Providing Non-Instructional Services/Support	158.6

¹ 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

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.3
Black or African American	1	0.5	4.3
Hispanic or Latino of any race	5	2.3	4.6
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	3	1.4	0.2
White	212	95.9	89.2

Classroom Teacher Attendance: 2020-21

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	6.2	10.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School²

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	7	*
Hispanic or Latino of any race	12	*	17	*
White	59	95.2	86	94.5
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	35	94.6	56	91.8
Students with Disabilities	13	*	19	65.5
District	100	95.2	142	92.2
State		81.7		87.7

² 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 Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers³

	Count	Rate (%)
Autism	23	45.1
Emotional Disturbance	14	41.2
Intellectual Disability	*	*
Learning Disability	124	87.3
Other Health Impairment	68	81.9
Other Disabilities	*	*
Speech/Language Impairment	31	93.9
District	265	72.4
State		68.4

³ 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 2021-22

Montville School District

Students with Disabilities by Primary Disability¹

	District		State
	Count	Rate (%)	Rate (%)
Autism	54	2.5	2.3
Emotional Disturbance	34	1.6	1.1
Intellectual Disability	15	0.7	0.6
Learning Disability	142	6.6	6.1
Other Health Impairment	85	4.0	3.3
Other Disabilities	25	1.2	1.1
Speech/Language Impairment	36	1.7	1.9
All Disabilities	391	18.3	16.3

¹ 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 District²

	District		State
	Count	Rate (%)	Rate (%)
Public Schools in Other Districts	30	7.7	8.2
Private Schools or Other Settings	20	5.1	4.6

² 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 Expenditures³: 2020-21

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instruction	\$26,808,212	\$12,533	\$12,000
Support services - students	\$2,999,555	\$1,538	\$1,468
Support services - instruction	\$660,962	\$339	\$780
Support services - general administration	\$805,027	\$413	\$472
Support services - school based administration	\$2,041,707	\$1,047	\$1,103
Central and other support services	\$479,873	\$246	\$703
Operation and maintenance of plant	\$4,496,403	\$2,306	\$1,910
Student transportation services	\$1,576,035	\$788	\$1,287
Food services	\$96,905	\$50	\$28
Enterprise operations	\$536,999	\$275	\$170
Total	\$40,501,677	\$18,935	\$19,134

³ Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2020-21

	District		State
	Total (\$)	Percent of Total (%)	Percent of Total (%)
Teacher Salaries	\$3,795,892	38.9	29.7
Instructional Aide Salaries	\$1,383,789	14.2	10.8
Other Salaries	\$884,461	9.1	9.8
Employee Benefits	\$1,176,439	12.0	13.8
Purchased Services Other Than Transportation	\$549,770	5.6	5.7
Special Education Tuition	\$1,622,555	16.6	22.6
Supplies	\$86,399	0.9	0.6
Property Services	\$252,629	2.6	0.4
Purchased Services For Transportation	.	.	6.3
Equipment	\$13,250	0.1	0.2
All Other Expenditures	\$1,141	0.0	0.1
Total	\$9,766,326	100.0	100.0
Percent of Total Expenditures Used for Special Education		24.1	24.5

Expenditures by Revenue Source⁴: 2020-21

	Percent of Total (%) Excluding School Construction
Local	63.4
State	32.5
Federal	3.6
Tuition & Other	0.4

⁴ 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 2021-22

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.

	English Language Arts (ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	0	N/A
Asian	68	72.2	67	76.3	33	70.3
Black or African American	*	*	*	*	21	47.4
Hispanic or Latino of any race	153	60.6	152	52.6	65	55.2
Native Hawaiian or Other Pacific Islander	0	N/A	0	N/A	0	N/A
Two or More Races	137	63.2	136	56.1	61	59.2
White	618	67.6	617	61.4	285	63.4
English Learners/Multilingual Learners	77	59.3	76	61.4	32	53.1
Non-English Learners/Non-Multilingual Learners	951	66.4	948	59.7	433	62.1
Eligible for Free or Reduced-Price Meals	416	61.5	414	55.6	175	57.7
Not Eligible for Free or Reduced-Price Meals	612	68.7	610	62.8	290	63.7
Students with Disabilities	190	48.2	188	41.1	88	49.9
Students without Disabilities	838	69.8	836	64.1	377	64.1
High Needs	530	59.4	526	54.4	233	55.8
Non-High Needs	498	72.7	498	65.6	232	67.1
District	1,028	65.8	1,024	59.8	465	61.4

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

	NAEP 2022		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	35	35	50
National Public	32	29	36
MATH			
Connecticut	37	30	32
National Public	35	26	25

¹ 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-2022.pdf

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	89.6	84.9	82.1	65.3	575	80.9
Curl Up	78.5	83.3	75.3	61.3	575	74.8
Push Up	60.7	63.5	63.2	56.5	575	61.2
Mile Run/PACER	75.6	74.6	62.6	46.0	575	64.7
All Tests - District	52.6	56.3	50.0	35.5	575	48.9
All Tests - State	48.9	46.7	44.3	43.3		45.8

²The 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.

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

District Profile and Performance Report for School Year 2021-22

Montville School District

Cohort Graduation: Four-Year¹

	2020-21	
	Cohort Count ²	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	19	*
White	93	93.5
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	73	86.3
Students with Disabilities	18	*
District	149	91.9
State		89.6

¹ The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

² Cohort count includes all students in the cohort as of the end of the 2020-21 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness³

	Participation ⁴	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	94.5	78	60.9
Male	90.1	45	34.4
Non-Binary	N/A	N/A	N/A
Black or African American	*	6	*
Hispanic or Latino	84.4	9	28.1
White	93.5	80	52.3
English Learners/ Multilingual Learners	*	*	*
Eligible for Free or Reduced-Price Meals	88.8	32	32.7
Students with Disabilities	75.6	*	*
District	92.3	123	47.5
State	95.0		43.5

³ 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.

⁴ 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.

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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 2021	Class of 2020
	Entrance ⁵ Rate (%)	Persistence ⁶ Rate (%)
Female	70.9	72.2
Male	45.9	75.8
Non-Binary	*	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	53.8	68.2
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	50.0	72.4
Students with Disabilities	*	*
District	59.6	73.9
State	66.1	84.9

⁵ 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.

⁶ 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 2021-22

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.

Indicator		Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	65.8	75	43.9	50	87.8	64.2
	High Needs Students	59.4	75	39.6	50	79.2	54.2
Math Performance Index	All Students	59.8	75	39.9	50	79.8	58.6
	High Needs Students	54.4	75	36.3	50	72.5	47.7
Science Performance Index	All Students	61.4	75	41.0	50	81.9	61.4
	High Needs Students	55.8	75	37.2	50	74.4	51.3
ELA Academic Growth	All Students	54.9%	100%	54.9	100	54.9	60.4%
	High Needs Students	51.3%	100%	51.3	100	51.3	56.2%
Math Academic Growth	All Students	60.4%	100%	60.4	100	60.4	65.2%
	High Needs Students	58.6%	100%	58.6	100	58.6	59.1%
Progress Toward English Proficiency	Literacy	69.9%	100%	35.0	50	69.9	64.9%
	Oral	68.2%	100%	34.1	50	68.2	57.4%
Chronic Absenteeism	All Students	18.0%	<=5%	24.1	50	48.1	23.7%
	High Needs Students	24.2%	<=5%	11.6	50	23.2	34.0%
Preparation for CCR	% Taking Courses	93.4%	75%	50.0	50	100.0	84.8%
	% Meeting Benchmark	47.5%	75%	31.7	50	63.3	43.5%
On-track to High School Graduation		87.7%	94%	46.7	50	93.3	82.7%
4-year Graduation All Students (2021 Cohort)		91.9%	94%	97.8	100	97.8	89.6%
6-year Graduation - High Needs Students (2019 Cohort)		87.2%	94%	92.8	100	92.8	85.2%
Postsecondary Entrance (Class of 2021)		59.6%	75%	79.5	100	79.5	66.1%
Physical Fitness (estimated part rate) and (fitness rate)		91.4% 48.9%	75%	32.6	50	65.2	94.0% 45.8%
Arts Access		50.6%	60%	42.2	50	84.4	52.4%
Accountability Index				1040.9	1450	71.8	

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 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	72.7	59.4	13.2	16.6	
Math Performance Index Gap	65.6	54.4	11.2	18.2	
Science Performance Index Gap	67.1	55.8	11.3	17.4	
Graduation Rate Gap	94.0%	87.2%	6.8%	10.2%	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.

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 (%) ³
ELA	All Students	98.6
	High Needs Students	97.8
Math	All Students	98.4
	High Needs Students	97.4
Science	All Students	97.2
	High Needs Students	96.8

³Minimum 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: * **State: 49.7**

District Profile and Performance Report for School Year 2021-22

Montville School District

Narratives

School District Improvement Plans and Parental Outreach Activities

At Montville Public Schools all students are engaged in purposeful and challenging learning experiences that are responsive to individual differences. As a community we share accountability for student success and social and emotional well-being. Through strong relationships with students, parents and the community, we promote civic responsibility, development of personal identity, and respect for diversity. By providing an environment where it is safe to take risks, students learn to take pride in who they are and what they accomplish. The Montville Public Schools will deliver on the promise of high achievement for all students and eliminate opportunity gaps to ensure every graduate is a critical, creative, and collaborative problem-solver ready for life, learning and work in a global society.

We strive to develop graduates who are empathetic, perseverant, inclusive, and self-aware and who have the skills to navigate complex tasks as communicators, information consumers, problem solvers, and independent learners. In Montville, we believe that meaningful, deep learning leads to a new understanding, a creative expression, the performance of a skill, or the solution to a problem and requires: motivation sparked by curiosity and the desire to learn more; community support and a blend of independent and collaborative work; consistent practice through exploration, discovery, making sense of experiences, and play; persevering through trial and error over time; student autonomy activated because learners find value and relevance in what is learned; personal growth, reflection and pride in accomplishment.

In the 2021-2022 school year, focus was placed on three district-wide strategies to support the district's vision and goals for learning. First, there was a focus on student and staff wellness through promotion of a positive school climate and a culture that is responsive to and supportive of the needs of students and staff. Priority was placed on providing social, emotional and mental health supports. Strategies to improve student attendance were the focus of monthly meetings at every school. Second, there was a focus on deep learning of the district's overarching skills and dispositions for all students by ensuring appropriate allocation of instructional time, promoting the belief that all students can achieve at high levels, ensuring high quality tier 1 curriculum based on rigorous application of skills, improving the effectiveness of programs and services for high needs students, and ensuring instruction was aligned with the district's definition of deep learning. We increased tier 2 and 3 math supports at the elementary level and created student support centers staffed with peer and adult tutors at the secondary level. Third, there was a focus on building deep relationships and creating a sense of psychological and physical safety for all members of our community by modeling empathy and equity in all interactions, ensuring every student has a voice and feels a connection to peers and an adult mentor, increasing parent community and stakeholder involvement, and utilizing parent conferences as opportunities to develop partnerships with parents centered around mutual goals for student growth and to promote parent satisfaction. Outreach to parents by teachers, administrators, and support staff was at the forefront of our efforts.

Efforts to Reduce Racial, Ethnic and Economic Isolation

Montville Public School District is dedicated to providing a high 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. Our district-wide Equity, Social Justice, and Inclusion Committee, led by the Assistant Superintendent, strives to promote DEI initiatives and to identify and address concerns. Students play an active roll on this committee.

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 (35 students), Friendship School (4 students), Marine Science Magnet (10 students), Three Rivers Middle College (8 students), New London Nathan Hale (22 students), New London Winthrop (27 students), New London Stem Magnet Middle and High School (12 students), East Conn (2 students) and New London Arts Magnet School (5 students).

District Profile and Performance Report for School Year 2021-22

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.