Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2023−24
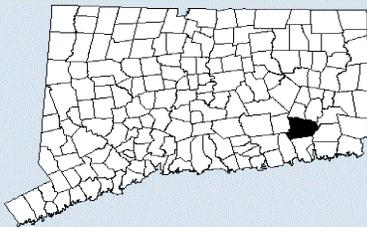
CONNECTICUT Education

Montville School District

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

District Information

Grade Range	PK-12
Number of Schools/Programs	8
Enrollment	2,021
Per Pupil Expenditures[1]	$20,037
Total Expenditures[1]	$43,800,752

[1] *Expenditure data reflect the 2022-23 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

Notes

Unless otherwise noted, all data are for 2023-24 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, 2023 Enrollment[2]

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	*	*	48.3
Male	1,065	52.7	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	124	6.1	5.2
Black or African American	93	4.6	12.5
Hispanic or Latino of any race	339	16.8	31.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	231	11.4	4.7
White	1,217	60.2	46.2
English Learners/Multilingual Learners	99	4.9	10.5
Eligible for Free or Reduced-Price Meals	916	45.3	44.0
Students with Disabilities[3]	430	21.3	17.9

[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	138	14.9	69	7.0
Male	*	*	137	12.4
Non-Binary	*	*	0	*
Black or African American	7	8.0	23	23.5
Hispanic or Latino of any race	69	21.4	35	9.8
White	160	13.6	108	8.6
English Learners/Multilingual Learners	17	16.7	9	8.6
Eligible for Free or Reduced-Price Meals	181	20.6	136	13.6
Students with Disabilities	103	24.8	82	16.5
District	278	14.2	206	9.8
State		17.7		7.0

Number of students qualified as truant under state statute: 255

Number of school-based arrests: 17

[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.

Educators

Full-Time Equivalent (FTE)[1] Staff

	FTE
General Education	
Teachers and Instructors	151.5
Paraprofessional Instructional Assistants	21.6
Special Education	
Teachers and Instructors	31.5
Paraprofessional Instructional Assistants	64.3
Administrators, Coordinators and Department Chairs	
District Central Office	4.0
School Level	11.2
Library/Media	
Specialists (Certified)	4.0
Support Staff	3.2
Instructional Specialists Who Support Teachers	12.5
Counselors, Social Workers and School Psychologists	18.0
School Nurses	7.7
Other Staff Providing Non-Instructional Services/Support	165.3

[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 Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	1	0.4	1.4
Black or African American	1	0.4	4.8
Hispanic or Latino of any race	5	2.1	5.1
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.4	0.3
White	227	96.6	88.3

Classroom Teacher Attendance: 2022-23

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	14.5	13.3

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School[2]

	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	*	*	*	*
Hispanic or Latino of any race	22	100.0	13	*
White	79	97.5	78	97.5
English Learners/Multilingual Learners	*	*	7	*
Eligible for Free or Reduced-Price Meals	45	97.8	45	100.0
Students with Disabilities	16	*	30	93.8
District	131	96.3	120	98.4
State		88.4		94.6

[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 Who Spend 80% or Greater Time with Nondisabled Peers[3]

	Count	Rate (%)
Autism	28	48.3
Emotional Disability	21	56.8
Intellectual Disability	*	*
Learning Disability	141	87.6
Other Health Impairment	89	84.0
Other Disabilities	*	*
Speech/Language Impairment	22	81.5
District	307	75.6
State		66.8

[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).

Students with Disabilities by Primary Disability[1]

	District Count	District Rate (%)	State Rate (%)
Autism	65	3.1	2.6
Emotional Disability	38	1.8	1.1
Intellectual Disability	11	0.5	0.6
Learning Disability	161	7.6	6.4
Other Health Impairment	106	5.0	3.5
Other Disabilities	28	1.3	1.2
Speech/Language Impairment	34	1.6	2.0
All Disabilities	443	20.8	17.3

[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 District[2]

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	28	6.3	8.0
Private Schools or Other Settings	36	8.1	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 Expenditures[3]: 2022-23

	Total ($)	Per Pupil District ($)	Per Pupil State ($)
Instruction	$28,895,827	$13,219	$12,942
Support services - students	$3,263,763	$1,636	$1,724
Support services - instruction	$602,973	$302	$905
Support services - general administration	$858,801	$430	$520
Support services - school based administration	$2,255,861	$1,131	$1,207
Central and other support services	$465,000	$233	$771
Operation and maintenance of plant	$4,208,932	$2,110	$2,101
Student transportation services	$2,581,381	$1,276	$1,582
Food services	.	.	$8
Enterprise operations	$668,214	$335	$213
Total	$43,800,752	$20,037	$21,143

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

Special Education Expenditures: 2022-23

	District Total ($)	District Percent of Total (%)	State Percent of Total (%)
Teacher Salaries	$3,863,893	31.0	27.6
Instructional Aide Salaries	$1,561,331	12.5	10.2
Other Salaries	$1,215,089	9.8	10.5
Employee Benefits	$1,429,131	11.5	13.2
Purchased Services Other Than Transportation	$529,701	4.3	6.4
Special Education Tuition	$3,097,930	24.9	22.2
Supplies	$123,731	1.0	0.7
Property Services	$581,842	4.7	0.4
Purchased Services For Transportation	$6,654	0.1	8.4
Equipment	$47,281	0.4	0.3
All Other Expenditures	$1,782	0.0	0.1
Total	$12,458,365	100.0	100.0
Percent of Total Expenditures Used for Special Education		28.4	25.0

Expenditures by Revenue Source[4]: 2022-23

	Percent of Total (%) Excluding School Construction
Local	63.4
State	30.7
Federal	5.3
Tuition & Other	0.7

[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).

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	*	*	*	*	*	*
Asian	73	71.2	73	77.0	27	71.4
Black or African American	45	55.6	43	53.3	19	*
Hispanic or Latino of any race	159	56.9	159	52.3	66	56.6
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	123	62.0	122	56.4	55	61.6
White	644	65.9	641	62.1	260	63.4
English Learners/Multilingual Learners	85	59.7	85	62.6	27	58.4
Non-English Learners/Non-Multilingual Learners	969	64.3	963	60.4	404	62.2
Eligible for Free or Reduced-Price Meals	460	59.4	455	56.1	181	58.0
Not Eligible for Free or Reduced-Price Meals	594	67.5	593	64.0	250	64.9
Students with Disabilities	201	44.0	197	40.4	75	45.6
Students without Disabilities	853	68.7	851	65.2	356	65.4
High Needs	561	57.2	556	54.0	217	56.7
Non-High Needs	493	71.6	492	68.0	214	67.3
District	1,054	64.0	1,048	60.6	431	62.0

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient[1]

	NAEP 2022		NAEP 2013
READING	Grade 4	Grade 8	Grade 12
Connecticut	35	35	50
National Public	32	29	36
MATH	Grade 4	Grade 8	Grade 12
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 Standard[2]

	Percent of Students by Grade[3] (%)				All Tested Grades	
	4	6	8	HS	Count	Rate (%)
Sit & Reach	68.8	91.1	83.4	86.9	572	82.7
Curl Up	76.8	82.9	80.8	95.6	572	83.9
Push Up	58.0	74.0	74.2	76.8	573	70.9
Mile Run/PACER	78.3	76.0	69.5	63.8	573	71.9
All Tests - District	38.4	61.6	53.0	55.6	570	52.3
All Tests - State	53.6	48.4	44.6	42.3		47.2

[2] 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.
[3] Only students assessed in all four areas are included in this calculation.

Cohort Graduation: Four-Year[1]

	2022-23	
	Cohort Count[2]	Rate (%)
Black or African American	*	*
Hispanic or Latino of any race	14	*
White	73	86.3
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	57	84.2
Students with Disabilities	21	76.2
District	120	86.7
State		88.4

[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 2022-23 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness[3]

	Count	Rate (%)
Female	60	53.6
Male	60	41.1
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino	14	40.0
White	76	47.2
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	27	29.7
Students with Disabilities	*	*
District	120	46.5
State		44.3

[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.

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 2023	Class of 2022
	Entrance[5]	Persistence[6]
	Rate (%)	Rate (%)
Female	69.0	96.1
Male	55.6	83.3
Non-Binary	N/A	N/A
Black or African American	*	*
Hispanic or Latino of any race	*	*
White	55.9	98.0
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	50.9	82.9
Students with Disabilities	*	*
District	62.5	90.8
State	68.4	87.2

[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

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	64.0	75	42.6	50	85.3	63.9
	High Needs Students	57.2	75	38.2	50	76.3	54.1
Math Performance Index	All Students	60.6	75	40.4	50	80.7	60.2
	High Needs Students	54.0	75	36.0	50	72.0	49.5
Science Performance Index	All Students	62.0	75	41.3	50	82.6	61.8
	High Needs Students	56.7	75	37.8	50	75.6	51.4
ELA Academic Growth	All Students	54.1%	100%	54.1	100	54.1	58.7%
	High Needs Students	51.0%	100%	51.0	100	51.0	54.2%
Math Academic Growth	All Students	53.1%	100%	53.1	100	53.1	61.4%
	High Needs Students	50.3%	100%	50.3	100	50.3	55.1%
Progress Toward English Proficiency	Literacy	72.4%	100%	36.2	50	72.4	58.9%
	Oral	62.2%	100%	31.1	50	62.2	55.2%
Chronic Absenteeism	All Students	14.2%	<=5%	31.6	50	63.3	17.7%
	High Needs Students	20.2%	<=5%	19.6	50	39.3	25.5%
Preparation for CCR	% Taking Courses	97.3%	75%	50.0	50	100.0	91.5%
	% Meeting Benchmark	46.5%	75%	31.0	50	62.0	44.3%
On-track to High School Graduation		93.3%	94%	49.6	50	99.2	84.5%
4-year Graduation All Students (2023 Cohort)		86.7%	94%	92.2	100	92.2	88.4%
6-year Graduation - High Needs Students (2021 Cohort)		89.0%	94%	94.7	100	94.7	86.6%
Postsecondary Entrance (Class of 2023)		62.5%	75%	83.3	100	83.3	68.4%
Physical Fitness (estimated part rate) and (fitness rate)		95.3% | 52.3%	75%	34.9	50	69.7	93.6% | 47.2%
Arts Access		58.1%	60%	48.4	50	96.9	55.0%
Accountability Index				**1047.5**	**1450**	**72.2**	

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	71.6	57.2	14.4	16.9	
Math Performance Index Gap	68.0	54.0	14.0	18.2	
Science Performance Index Gap	67.3	56.7	10.6	17.9	
Graduation Rate Gap	94.0%	89.0%	5.0%	9.9%	N

[1]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.
[2]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 (%)[3]
ELA	All Students	99.4
	High Needs Students	98.8
Math	All Students	99.0
	High Needs Students	98.3
Science	All Students	98.9
	High Needs Students	98.2

[3]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: 53.0   **State: 49.7**

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

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 2023-2024 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 continued tier 2 and 3 math supports at the elementary level and 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. State data indicates that our elementary schools are more successful than most in the state in closing achievement gaps between high needs and non-high needs students, and last year two of our three elementary schools were recognized as CSDE Schools of Distinction for their success in promoting the growth of our 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, Friendship School, Marine Science Magnet, Three Rivers Middle College, New London Nathan Hale, New London Winthrop, New London Stem Magnet Middle and High School, East Conn, and New London Arts Magnet School.

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. Funds have been carefully appropriated to ensure coordination of our ELA and math programs across the three elementary schools, to provide equitable access to social workers, to enhance our SRBI services K-12, and to meet the needs of our growing special education population. Title I, II, III, and IV and IDEA funds are also used to provide resources based upon student and school need.