

**STRATEGIC SCHOOL PROFILE 2010-11****Montville School District**

PAMELA W. AUBIN, Superintendent

Location: Old Colchester Road  
Oakdale,  
Connecticut

Telephone: (860) 848-1228

Website: [www.montvilleschools.org](http://www.montvilleschools.org)


---

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

---

**COMMUNITY DATA**

County: New London

Town Population in 2000: 18,546

1990-2000 Population Growth: 11.2%

Number of Public Schools: 5

Per Capita Income in 2000: \$22,357

Percent of Adults without a High School Diploma in 2000\*: 17.5%

Percent of Adults Who Were Not Fluent in English in 2000\*: 1.7%

District Enrollment as % of Estimated. Student Population: 96.3%

---

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

---

District Reference Group (DRG): F DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

---

**STUDENT ENROLLMENT**

Enrollment on October 1, 2010      2,657  
5-Year Enrollment Change      -8.0%

---

**DISTRICT GRADE RANGE**

Grade Range      PK - 12

**INDICATORS OF EDUCATIONAL NEED**

| Need Indicator  | Number in District | Percent  |      |       |
|---|--------------------|----------|------|-------|
|   |                    | District | DRG  | State |
| Students Eligible for Free/Reduced-Price Meals                            | 759                | 28.6     | 27.3 | 34.1  |
| K-12 Students Who Are Not Fluent in English                               | 103                | 4.0      | 1.9  | 5.6   |
| Students Identified as Gifted and/or Talented*                            | 313                | 11.8     | 2.9  | 4.0   |
| PK-12 Students Receiving Special Education Services in District           | 284                | 10.7     | 11.3 | 11.4  |
| Kindergarten Students who Attended Preschool, Nursery School or Headstart | 126                | 70.0     | 73.3 | 80.2  |
| Homeless  | 5                  | 0.2      | 0.2  | 0.3   |
| Juniors and Seniors Working 16 or More Hours Per Week                     | 33                 | 8.9      | 13.4 | 13.2  |

\*41.2 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

| Student Race/Ethnicity |        |         |
|------------------------|--------|---------|
| Race/Ethnicity         | Number | Percent |
| American Indian        | 56     | 2.1     |
| Asian American         | 217    | 8.2     |
| Black                  | 99     | 3.7     |
| Hispanic               | 199    | 7.5     |
| Pacific Islander       | 3      | 0.1     |
| White                  | 1,882  | 70.8    |
| Two or more races      | 201    | 7.6     |
| Total Minority         | 775    | 29.2    |

**Percent of Minority Professional Staff: 2.7%**

**Non-English Home Language:**

8.3% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 24.

---

### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

---

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Montville School District is dedicated to providing quality education to all students. The district believes that a vital part of providing students with quality education means having a wide variety of interactions with students and community members of diverse backgrounds. In order to accomplish this goal, the district participates in a wide range of regional, collaborative programs, which includes students from other school districts. Many of these programs involve students from Norwich and New London, the closest major urban school districts. The Board of Education continues to be involved in a grant with UCLA, Norwich Public Schools, New London Public Schools, and Stratford Public Schools to provide professional development for teachers to improve instruction for the district's English Language Learners. An ongoing goal of the Board of Education is to have employees mirror the diverse composition of the district. School-Parent organizations help to provide money to support cultural assemblies and trips for students. These assemblies and trips expose students to many different cultures as they study dance, music, language, food, and folktales. Fifty-seven (57) Montville elementary students attended the Multicultural Magnet School located in New London. A copy of the State Report ED 539: Reducing Racial, Ethnic, and Economic Isolation may be obtained on the district's website, [www.montvilleschools.org](http://www.montvilleschools.org).

---

## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

| Grade and CMT Subject Area | District | State | % of Districts in State with Equal or Lower Percent Meeting Goal | <p>These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.</p> <p>For more detailed CMT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p> |
|----------------------------|----------|-------|--|--|
| Grade 3 Reading            | 55.4     | 58.4  | 27.5   |  |
| Writing                    | 57.3     | 61.1  | 27.3   |  |
| Mathematics                | 63.4     | 63.0  | 37.9   |  |
| Grade 4 Reading            | 58.5     | 62.5  | 23.9   |  |
| Writing                    | 67.5     | 65.5  | 35.4   |  |
| Mathematics                | 70.6     | 67.0  | 39.6   |  |
| Grade 5 Reading            | 63.7     | 61.4  | 38.0   |  |
| Writing                    | 64.5     | 66.8  | 30.7   |  |
| Mathematics                | 69.8     | 72.5  | 31.9   |  |
| Science                    | 62.1     | 59.9  | 32.5   |  |
| Grade 6 Reading            | 81.1     | 76.0  | 43.5   |  |
| Writing                    | 69.7     | 65.2  | 49.4   |  |
| Mathematics                | 61.5     | 71.3  | 15.5   |  |
| Grade 7 Reading            | 73.3     | 77.8  | 22.3   |  |
| Writing                    | 52.0     | 58.9  | 24.1   |  |
| Mathematics                | 61.1     | 68.4  | 24.4   |  |
| Grade 8 Reading            | 76.8     | 74.7  | 35.0   |  |
| Writing                    | 67.9     | 64.8  | 38.2   |  |
| Mathematics                | 64.9     | 66.6  | 32.5   |  |
| Science                    | 70.6     | 63.1  | 42.0   |  |

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

| CAPT Subject Area              | District | State | % of Districts in State with Equal or Lower Percent Meeting Goal | <p>For more detailed CAPT results, go to <a href="http://www.ctreports.com">www.ctreports.com</a>.</p> <p>To see the NCLB Report Card for this school, go to <a href="http://www.sde.ct.gov">www.sde.ct.gov</a> and click on "No Child Left Behind."</p> |
|--------------------------------|----------|-------|--|--|
| Reading Across the Disciplines | 40.5     | 44.7  | 37.9   |  |
| Writing Across the Disciplines | 65.5     | 61.2  | 45.1   |  |
| Mathematics                    | 44.3     | 49.5  | 33.1   |  |
| Science                        | 52.6     | 47.0  | 49.6   |  |

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

| Physical Fitness: % of Students Reaching Health Standard on All Four Tests | District | State | % of Districts in State with Equal or Lower Percent Reaching Standard |
|--|----------|-------|---|
|  | 39.1     | 51.0  | 21.7  |

| SAT® I: Reasoning Test<br>Class of 2010 |                  | District | State | % of Districts in<br>State with Equal or<br>Lower Scores |
|---|------------------|----------|-------|--|
| % of Graduates Tested                   |                  | 60.1     | 70.6  |  |
| Average Score                           | Mathematics      | 510      | 510   | 51.1   |
|   | Critical Reading | 490      | 505   | 29.0   |
|   | Writing          | 496      | 510   | 32.8   |

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

| Graduation and Dropout Rates                       | District | State | % of Districts in State<br>with Equal or Less<br>Desirable Rates |
|--|----------|-------|--|
| Graduation Rate, Adjusted Cohort Rate 2010         | 88.2     | 81.8  | 48.9   |
| 2009-10 Annual Dropout Rate for Grade 9 through 12 | 1.7      | 2.8   | 29.5   |

| Activities of Graduates                                      | District | State |
|--|----------|-------|
| % Pursuing Higher Education (Degree and Non-Degree Programs) | 81.7     | 84.8  |
| % Employed (Civilian Employment and in Armed Services)       | 11.1     | 9.1   |

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

| Full-Time Equivalent Count of School Staff                                      |        |
|---|--------|
| General Education   |        |
| Teachers and Instructors  | 177.78 |
| Paraprofessional Instructional Assistants                                       | 25.59  |
| Special Education   |        |
| Teachers and Instructors  | 34.20  |
| Paraprofessional Instructional Assistants                                       | 47.53  |
| Library/Media Specialists and/or Assistants                                     | 9.56   |
| Staff Devoted to Adult Education  | 0.00   |
| Administrators, Coordinators, and Department Chairs                             |        |
| District Central Office   | 4.00   |
| School Level  | 12.95  |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 1.80   |
| Counselors, Social Workers, and School Psychologists                            | 13.25  |
| School Nurses   | 6.13   |
| Other Staff Providing Non-Instructional Services and Support                    | 138.36 |

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

| Teachers and Instructors                 | District | DRG  | State |
|--|----------|------|-------|
| Average Years of Experience in Education | 13.0     | 14.3 | 13.9  |
| % with Master's Degree or Above          | 80.5     | 76.3 | 79.0  |

| Average Class Size | District | DRG  | State |
|--------------------|----------|------|-------|
| Grade K            | 13.8     | 16.3 | 18.4  |
| Grade 2            | 17.4     | 18.8 | 19.9  |
| Grade 5            | 20.1     | 19.5 | 21.2  |
| Grade 7            | 21.3     | 19.8 | 20.6  |
| High School        | 19.1     | 17.8 | 19.3  |

| Hours of Instruction Per Year* | Dist  | DRG   | State |
|--------------------------------|-------|-------|-------|
| Elementary School              | 986   | 1,002 | 992   |
| Middle School                  | 1,025 | 1,019 | 1,017 |
| High School                    | 970   | 1,010 | 1,010 |

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

| Students Per Academic Computer | Dist | DRG | State |
|--------------------------------|------|-----|-------|
| Elementary School*             | 3.3  | 3.0 | 3.1   |
| Middle School                  | 2.7  | 2.4 | 2.4   |
| High School                    | 2.2  | 2.1 | 2.2   |

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

| Expenditures<br>All figures are unaudited.                | Total<br>(in 1000s) | Expenditures Per Pupil |                    |                 |                 |
|---|---------------------|------------------------|--------------------|-----------------|-----------------|
|   |                     | District               | PK-12<br>Districts | DRG             | State           |
| Instructional Staff and Services                          | \$21,687            | \$8,065                | \$8,232            | \$7,870         | \$8,237         |
| Instructional Supplies and Equipment                      | \$1,242             | \$462                  | \$299              | \$275           | \$300           |
| Improvement of Instruction and Educational Media Services | \$759               | \$282                  | \$477              | \$265           | \$463           |
| Student Support Services                                  | \$2,255             | \$839                  | \$875              | \$744           | \$872           |
| Administration and Support Services                       | \$3,377             | \$1,256                | \$1,433            | \$1,396         | \$1,459         |
| Plant Operation and Maintenance                           | \$4,479             | \$1,666                | \$1,421            | \$1,434         | \$1,410         |
| Transportation  | \$2,319             | \$785                  | \$701              | \$710           | \$692           |
| Costs for Students Tuitioned Out                          | \$902               | N/A                    | N/A                | N/A             | N/A             |
| Other   | \$522               | \$194                  | \$161              | \$168           | \$159           |
| <b>Total</b>  | <b>\$37,543</b>     | <b>\$13,534</b>        | <b>\$13,878</b>    | <b>\$13,047</b> | <b>\$13,780</b> |
| <b>Additional Expenditures</b>                            |                     |                        |                    |                 |                 |
| Land, Buildings, and Debt Service                         | \$4,302             | \$1,600                | \$1,622            | \$1,470         | \$1,616         |

| Special Education Expenditures | District Total | Percent of PK-12 Expenditures Used for Special Education |      |       |
|--------------------------------|----------------|--|------|-------|
|                                |                | District   | DRG  | State |
|                                | \$7,238,114    | 19.3   | 20.0 | 21.5  |

**Revenue Sources, % of Expenditures from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

| District Expenditures         | Local Revenue | State Revenue | Federal Revenue | Tuition & Other |
|-------------------------------|---------------|---------------|-----------------|-----------------|
| Including School Construction | 59.1          | 32.6          | 7.5             | 0.7             |
| Excluding School Construction | 60.0          | 30.8          | 8.4             | 0.8             |

---

**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


---

Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Board of Education's process for determining the distribution of district resources ensures that each school within the district receives an equitable allocation of these resources. In the fall, all schools are asked to submit a list of personnel, equipment, and capital improvements that should be included in the budget for the following year. Schools are asked to carefully examine data on their strategic school profile and from CMT and CAPT data to help determine the need for resources. Enrollment projections for the following year are also used to determine needs. Money for textbooks and supplies is allocated on a per pupil basis with special funds set aside for special programs. If budget cuts necessitate the reduction of equipment or other resources, all schools are asked to prioritize requests and make necessary reductions. At the elementary level, the adoption of new programs and curriculum material are done on a districtwide basis.

---

**SPECIAL EDUCATION**


---



---

|  |       |
|--|-------|
| Number of K-12 Students with Disabilities for Whom the District is Financially Responsible           | 275   |
| Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities | 10.2% |

---

| <b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b> |              |                         |                    |                      |
|---|--------------|-------------------------|--------------------|----------------------|
| <b>Disability</b>   | <b>Count</b> | <b>District Percent</b> | <b>DRG Percent</b> | <b>State Percent</b> |
| Autism  | 27           | 1.0                     | 1.1                | 1.1                  |
| Learning Disability   | 70           | 2.6                     | 3.6                | 3.9                  |
| Intellectual Disability   | 14           | 0.5                     | 0.5                | 0.4                  |
| Emotional Disturbance   | 31           | 1.2                     | 1.1                | 1.0                  |
| Speech Impairment   | 59           | 2.2                     | 2.2                | 2.2                  |
| Other Health Impairment*  | 49           | 1.8                     | 2.0                | 2.1                  |
| Other Disabilities**  | 25           | 0.9                     | 0.9                | 0.9                  |
| <b>Total</b>  | <b>275</b>   | <b>10.2</b>             | <b>11.4</b>        | <b>11.6</b>          |

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

| <b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b> | <b>District</b> | <b>State</b> |
|--|-----------------|--------------|
| % Who Graduated in 2009-10 with a Standard Diploma   | 70.4            | 62.5         |
| 2009-10 Annual Dropout Rate for Students Aged 14 to 21   | 0.0             | 3.9          |

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

| State Assessment |                                | Students with Disabilities |       | All Students |       |
|------------------|--------------------------------|----------------------------|-------|--------------|-------|
|                  |                                | District                   | State | District     | State |
| CMT              | Reading                        | 21.8                       | 33.0  | 68.4         | 68.6  |
|                  | Writing                        | 11.7                       | 19.3  | 63.1         | 63.7  |
|                  | Mathematics                    | 14.1                       | 33.4  | 65.2         | 68.2  |
|                  | Science                        | 23.3                       | 21.2  | 66.4         | 61.5  |
| CAPT             | Reading Across the Disciplines | 5.0                        | 14.1  | 40.5         | 44.7  |
|                  | Writing Across the Disciplines | 4.3                        | 17.3  | 65.5         | 61.2  |
|                  | Mathematics                    | N/A                        | N/A   | 44.3         | 49.5  |
|                  | Science                        | 4.8                        | 13.1  | 52.6         | 47.0  |

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

### Participation in State Assessments of Students with Disabilities Attending District Schools

|                                   |                          |      |
|-----------------------------------|--------------------------|------|
| CMT                               | % Without Accommodations | 35.4 |
|                                   | % With Accommodations    | 64.6 |
| CAPT                              | % Without Accommodations | 48.3 |
|                                   | % With Accommodations    | 51.7 |
| % Assessed Using Skills Checklist |                          | 14.7 |

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

### K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools

| Placement                         | Count | Percent |
|-----------------------------------|-------|---------|
| Public Schools in Other Districts | 10    | 3.6     |
| Private Schools or Other Settings | 11    | 4.0     |

### Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers

| Time Spent with Non-Disabled Peers | Count of Students | Percent of Students |      |       |
|------------------------------------|-------------------|---------------------|------|-------|
|                                    |                   | District            | DRG  | State |
| 79.1 to 100 Percent of Time        | 208               | 75.6                | 76.5 | 74.1  |
| 40.1 to 79.0 Percent of Time       | 40                | 14.5                | 13.9 | 14.9  |
| 0.0 to 40.0 Percent of Time        | 27                | 9.8                 | 9.6  | 11.0  |

---

**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

---

The following narrative was submitted by this district.

The Montville Public School continue to implement the District Improvement Plan developed in the 2009-2010 school year. The plan is the guide that drives all district initiatives. Each year the District Improvement Team meets to determine our needs for the for the next four years. As a result of the plan, all schools are now required to develop a school improvement plan, which is aligned with the district plan. A copy of the District Improvement Plan can be located on the district's website. A major part of the District Improvement Plan is the utilization of Professional Learning Communities (PLCs). Every teacher in Montville is a member of a PLC. We have worked hard at standardization of the work of each PLC and have a focus on using student data to drive instruction. In addition to the work of the PLC's, teachers are now participating in Professional Learning visits. These are designed to have teachers improve practice by observing other teacher's classes. Implementation of Scientific Research-Based Interventions (SRBI) has been a focus in all schools. As part of this initiative, all of the schools have been implementing Positive Behavioral Supports. PBS teams have been trained at each school. As a result, the climate in our schools has been greatly improved. Additionally, Leonard J. Tyl Middle School and Montville High School have adopted Rachel's Challenge this past year. Rachel's Challenge is a program that supports the PBIS initiative and asks students to be committed to acts of kindness to all of their peers. As a result of the efforts in this area, discipline in our schools has greatly improved. The Montville School District has a strong base of parental support. Each school has an active parent organization and a Parent Advisory Council that meets regularly. All of these groups have a voice in all that happens in Montville. Potential change to the district programs is often shared with these groups prior to the change for their input. Parents have also been active in hiring of building and central office administrators. In an effort to increase collaboration and communication, the district has begun to open a parent portal on our district website. The parent portal allows students and parents to view grades, attendance, and other student information. This allows for parents to be more involved in their child's educational program. Parents can readily access information about the district and schools through the newly revised and enhanced website.

---