

STRATEGIC SCHOOL PROFILE 2007-08**Montville School District**

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Location: Old Colchester Road
Oakdale,
Connecticut

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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.

COMMUNITY DATA

County: New London	Per Capita Income in 2000: \$22,357
Town Population in 2000: 18,546	Percent of Adults without a High School Diploma in 2000*: 17.5%
1990-2000 Population Growth: 11.2%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.7%
Number of Public Schools: 5	District Enrollment as % of Estimated. Student Population: 95.8%

*To view the Adult Education Program Profiles online, go to 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, 2007 2,866
5-Year Enrollment Change -2.4%

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	459	16.0	20.0	28.7
K-12 Students Who Are Not Fluent in English	112	4.0	1.9	5.4
Students Identified as Gifted and/or Talented*	175	6.1	2.5	4.0
PK-12 Students Receiving Special Education Services in District	336	11.7	11.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	120	60.9	78.3	79.2
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	70	17.6	22.7	20.2

*50.3% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	95	3.3
Asian American	207	7.2
Black	147	5.1
Hispanic	176	6.1
White	2,241	78.2
Total Minority	625	21.8

Percent of Minority Professional Staff: 2.9%

Non-English Home Language: 6.8% 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 17.

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 is now involved with 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 increase the number of minority employees throughout 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-four (54) Montville elementary students attended the Multicultural Magnet School located in New London, while ten (10) students participated in the interdistrict charter school. In the past the districts eagerly participated in the Open Choice Program. 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.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	61.5	52.0	51.5
Writing	70.8	63.4	46.6
Mathematics	72.9	60.0	67.5
Grade 4 Reading	62.7	55.9	48.7
Writing	71.8	62.9	55.3
Mathematics	64.7	60.3	46.5
Grade 5 Reading	80.2	62.2	79.0
Writing	80.2	64.5	71.6
Mathematics	76.8	65.9	59.9
Science	64.6	54.9	46.3
Grade 6 Reading	69.5	66.3	34.5
Writing	61.5	61.9	36.3
Mathematics	69.0	66.4	38.7
Grade 7 Reading	70.7	71.1	30.3
Writing	64.6	62.0	41.9
Mathematics	56.5	63.0	23.9
Grade 8 Reading	55.3	64.8	19.5
Writing	55.3	63.4	25.2
Mathematics	49.6	60.8	21.4
Science	43.3	58.6	14.5

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.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

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 scoreable 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
Reading Across the Disciplines	40.1	45.5	35.4
Writing Across the Disciplines	69.3	57.9	55.4
Mathematics	56.6	50.1	50.0
Science	50.2	46.3	44.6

For more detailed CAPT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

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
	25.5	36.1	16.0

SAT [®] I: Reasoning Test Class of 2007		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		71.1	77.6	
Average Score	Mathematics	498	504	36.9
	Critical Reading	473	502	20.0
	Writing	479	503	21.5

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 with Equal or Less Desirable Rates
Graduation Rate, Class of 2007	96.1	92.6	48.5
Cumulative Four-Year Dropout Rate for Class of 2007	3.6	6.2	43.6
2006-07 Annual Dropout Rate for Grade 9 through 12	1.5	1.7	34.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	74.6	83.4
% Employed (Civilian Employment and in Armed Services)	21.3	12.3

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	185.88
Paraprofessional Instructional Assistants	32.35
Special Education	
Teachers and Instructors	36.70
Paraprofessional Instructional Assistants	45.25
Library/Media Specialists and Assistants	10.56
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	15.15
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	2.80
Counselors, Social Workers, and School Psychologists	13.25
School Nurses	6.65
Other Staff Providing Non-Instructional Services and Support	142.64

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	12.4	13.5	13.6
% with Master's Degree or Above	69.4	71.0	75.6

Average Class Size	District	DRG	State
Grade K	16.3	16.0	18.1
Grade 2	17.0	17.8	19.3
Grade 5	20.8	19.7	20.9
Grade 7	20.0	19.7	20.5
High School	18.5	18.8	18.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	995	996	987
Middle School	1,013	1,025	1,017
High School	958	1,004	1,006

*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*	3.4	3.8	3.4
Middle School	2.3	2.9	2.7
High School	2.6	2.7	2.7

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2006-07

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 All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$20,366	\$6,908	\$7,153	\$6,567	\$7,159
Instructional Supplies and Equipment	\$1,138	\$386	\$262	\$282	\$266
Improvement of Instruction and Educational Media Services	\$958	\$325	\$443	\$246	\$429
Student Support Services	\$2,046	\$694	\$764	\$662	\$761
Administration and Support Services	\$3,115	\$1,057	\$1,256	\$1,231	\$1,271
Plant Operation and Maintenance	\$3,695	\$1,253	\$1,329	\$1,282	\$1,322
Transportation	\$1,898	\$611	\$605	\$632	\$601
Costs for Students Tuitioned Out	\$674	N/A	N/A	N/A	N/A
Other	\$476	\$162	\$147	\$166	\$145
Total	\$34,365	\$11,398	\$12,203	\$11,296	\$12,151
Additional Expenditures					
Land, Buildings, and Debt Service	\$12,946	\$4,391	\$1,875	\$2,587	\$1,882

Special Education Expenditures	
Total Expenditures	\$6,513,470
Percent of Total PK-12 Expenditures Used for Special Education	19.0%

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	47.7	49.2	2.1	1.0
Excluding School Construction	62.2	33.6	2.9	1.4

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, data from CMT and CAPT, and recommendations made by the New England Association of Schools and Colleges accreditation reports 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 materials are done on a districtwide basis. The district has embarked on a three-year professional development initiative where all staff members at the middle and elementary levels will receive the same training on differentiated instruction. When programs are adopted, all schools receive the same materials and professional development that ensures districtwide implementation.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	313
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.9%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	18	0.6	0.6	0.7
Learning Disability	76	2.7	3.8	4.0
Intellectual Disability	14	0.5	0.5	0.5
Emotional Disturbance	30	1.0	1.2	1.0
Speech Impairment	71	2.5	2.3	2.4
Other Health Impairment*	67	2.3	2.0	2.1
Other Disabilities**	37	1.3	0.8	0.9
Total	313	10.9	11.2	11.5

*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

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2006-07 with a Standard Diploma	95.2	77.2
2006-07 Annual Dropout Rate for Students Aged 14 to 21	5.4	2.8

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	23.7	20.4	66.2	62.1
	Writing	15.5	19.3	66.7	63.0
	Mathematics	19.5	22.6	64.2	62.7
	Science	11.4	22.2	52.5	56.8
CAPT	Reading Across the Disciplines	7.4	11.4	40.1	45.5
	Writing Across the Disciplines	22.2	16.3	69.3	57.9
	Mathematics	11.5	14.7	56.6	50.1
	Science	22.2	14.4	50.2	46.3

For more detailed CMT or CAPT results, go to www.ctreports.com. To see the NCLB Report Card for this school, go to 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	29.6
	% With Accommodations	70.4
CAPT	% Without Accommodations	41.2
	% With Accommodations	58.8
% Assessed Using Skills Checklist		11.6

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	4	1.3
Private Schools or Other Settings	11	3.5

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	212	67.7	70.9	71.6
40.1 to 79.0 Percent of Time	66	21.1	18.2	16.6
0.0 to 40.0 Percent of Time	35	11.2	10.9	11.8

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

Fourth Generation Connecticut Mastery Test results for 2008 indicate that Montville's students in grades 3-8 continue to make progress toward meeting the goal of having 100% of all students at or above the proficient level on the Connecticut Mastery Tests as set forth by the Federal legislation No Child Left Behind. Students continue to score above the State averages on all but three subtests of the Connecticut Mastery Test. In reading, the percentage of students at or above the proficient level ranges from a low of 71.0% in grade eight to a high of 91.4% in grade five. In mathematics, the percentage of students at or above the proficient level ranges from a low of 81.2% in grade seven to a high of 93.8% in grade three. In writing, the percentage of students at or above the proficient level ranges from a low of 78.6% in grade eight to a high of 96.4% in grade five. On the 2008 Third Generation CAPT, Montville students continue to score above the State averages on all subtests of the CAPT while ranking at the top of Montville's District Reference Group. In math, 84.6% of Montville students scored at or above the proficient level. In science, 85.7% of Montville students scored at or above the proficient level. In reading, 83.7% of Montville students scored at or above the proficient level. In writing, 90.8% of Montville students scored at or above the proficient level. The district has developed a strategic action plan tied to the Board of Education goal to raise the standards/opportunities for all students. Again this year, professional development for the staff is an ongoing process with the professional development focusing on literacy and building professional learning communities in the district. These research-based initiatives continue to have a positive effect on improving learning for all students who attend Montville Public Schools.
