

STRATEGIC SCHOOL PROFILE 2011-12**Montville School District**

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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

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: 96.1%

*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, 2011 2,561
5-Year Enrollment Change -12.4%

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	805	31.4	29.9	35.2
K-12 Students Who Are Not Fluent in English	101	4.0	2.1	5.6
Students Identified as Gifted and/or Talented*	203	8.0	2.4	4.0
PK-12 Students Receiving Special Education Services in District	282	11.0	11.5	11.5
Kindergarten Students who Attended Preschool, Nursery School or Headstart	108	78.8	76.5	79.8
Homeless	5	0.2	0.2	0.3
Juniors and Seniors Working 16 or More Hours Per Week	31	8.3	15.2	13.0

*46.1 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	51	2.0
Asian American	216	8.4
Black	97	3.8
Hispanic	202	7.9
Pacific Islander	3	0.1
White	1,785	69.7
Two or more races	207	8.1
Total Minority	776	30.3

Percent of Minority Professional Staff: 2.8%

Non-English Home Language:

9.0% 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 23.

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 that include 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-four (52) Montville elementary students attended the Regional Multicultural Magnet School located in New London. Additionally, three students attend the Dual Language Magnet School. 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, % 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 www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Grade 3 Reading	52.0	59.2	20.0	
Writing	72.0	62.7	59.4	
Mathematics	71.7	66.5	43.1	
Grade 4 Reading	57.9	64.1	20.0	
Writing	58.4	65.3	17.5	
Mathematics	64.8	68.0	25.0	
Grade 5 Reading	60.1	67.6	19.3	
Writing	58.1	68.1	17.3	
Mathematics	69.9	71.6	28.6	
Science	64.3	63.9	29.2	
Grade 6 Reading	79.2	74.1	44.0	
Writing	68.9	67.4	38.6	
Mathematics	71.0	69.3	36.1	
Grade 7 Reading	79.1	79.8	27.7	
Writing	64.8	65.6	32.9	
Mathematics	58.9	68.1	19.4	
Grade 8 Reading	67.2	76.8	14.5	
Writing	69.8	68.3	38.1	
Mathematics	62.1	67.2	27.0	
Science	69.6	61.9	43.8	

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 www.ctreports.com.</p> <p>To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."</p>
Reading Across the Disciplines	47.8	47.5	39.8	
Writing Across the Disciplines	62.7	63.0	35.1	
Mathematics	42.2	49.2	31.6	
Science	50.8	47.1	44.0	

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
	39.7	50.6	22.5

SAT® I: Reasoning Test Class of 2011		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		72.5	77.3	
Average Score	Mathematics	483	505	27.5
	Critical Reading	492	502	34.4
	Writing	496	506	33.6

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, Adjusted Cohort Rate 2011	84.9	82.7	35.3
2010-11 Annual Dropout Rate for Grade 9 through 12	1.5	2.6	34.8

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	86.0	84.5
% Employed (Civilian Employment and in Armed Services)	7.9	9.7

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	175.13
Paraprofessional Instructional Assistants	25.44
Special Education	
Teachers and Instructors	33.20
Paraprofessional Instructional Assistants	46.31
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	13.05
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	13.25
School Nurses	8.56
Other Staff Providing Non-Instructional Services and Support	135.11

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	14.0	14.4	13.9
% with Master's Degree or Above	82.3	79.1	79.6

Average Class Size	District	DRG	State
Grade K	15.2	16.0	18.5
Grade 2	16.8	17.9	19.7
Grade 5	20.0	21.0	21.6
Grade 7	20.4	19.1	20.3
High School	19.3	18.5	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	986	989	993
Middle School	1,025	1,028	1,024
High School	970	1,012	1,024

*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*	2.8	2.8	2.8
Middle School	2.5	2.6	2.2
High School	2.1	1.8	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2010-11

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	\$22,593	\$8,484	\$8,464	\$8,070	\$8,469
Instructional Supplies and Equipment	\$1,319	\$495	\$267	\$275	\$271
Improvement of Instruction and Educational Media Services	\$772	\$290	\$487	\$242	\$482
Student Support Services	\$2,187	\$821	\$901	\$745	\$901
Administration and Support Services	\$3,255	\$1,222	\$1,468	\$1,555	\$1,490
Plant Operation and Maintenance	\$4,120	\$1,547	\$1,471	\$1,466	\$1,463
Transportation	\$2,116	\$750	\$735	\$731	\$724
Costs for Students Tuitioned Out	\$952	N/A	N/A	N/A	N/A
Other	\$574	\$216	\$165	\$168	\$165
Total	\$37,888	\$13,762	\$14,238	\$13,431	\$14,140
Additional Expenditures					
Land, Buildings, and Debt Service	\$3,197	\$1,200	\$1,290	\$1,440	\$1,331

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$7,742,830	20.4	20.0	21.7

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	55.4	35.8	7.8	1.1
Excluding School Construction	59.8	30.6	8.4	1.1

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	281
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.8%

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	33	1.3	1.2	1.2
Learning Disability	76	2.9	3.7	3.9
Intellectual Disability	10	0.4	0.4	0.4
Emotional Disturbance	28	1.1	1.2	1.0
Speech Impairment	51	2.0	2.1	2.1
Other Health Impairment*	55	2.1	2.1	2.2
Other Disabilities**	28	1.1	0.9	1.0
Total	281	10.8	11.6	11.7

*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 2010-11 with a Standard Diploma	70.8	62.4
2010-11 Annual Dropout Rate for Students Aged 14 to 21	6.4	5.1

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	25.6	36.0	66.4	70.4
	Writing	13.2	21.5	65.3	66.3
	Mathematics	23.3	31.8	66.4	68.4
	Science	36.7	23.0	67.0	62.9
CAPT	Reading Across the Disciplines	N/A	N/A	47.8	47.5
	Writing Across the Disciplines	15.0	18.2	62.7	63.0
	Mathematics	N/A	N/A	42.2	49.2
	Science	N/A	N/A	50.8	47.1

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	51.3
	% With Accommodations	48.7
CAPT	% Without Accommodations	52.2
	% With Accommodations	47.8
% Assessed Using Skills Checklist		11.4

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	12	4.3
Private Schools or Other Settings	14	5.0

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	198	70.5	74.3	72.1
40.1 to 79.0 Percent of Time	47	16.7	15.6	16.3
0.0 to 40.0 Percent of Time	36	12.8	10.0	11.7

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Montville Public Schools continue to implement the District Improvement Plan developed in the 2009 2010 school year. The Improvement Plan is revised each year to reflect goals that have been accomplished and to evaluate other goals and make plans for their implementation. The plan is the guide that drives all district initiatives. Each year, every school in the district creates a School Improvement Plan that aligns with the goals of the District Plan, and the school principals report out to the administrative team about their plans and accomplishments. 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. The district has a strong focus on using data generated from state and district assessments to guide the work of the PLCs. A major initiative in the last year was to train teachers in the Professional Learning Visits (PLVs). To date, we have trained 45 teachers in this protocol. Teachers that are trained are given release time to visit other teacher's classes with the goal of improving their own practice. 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), and PBS teams have been trained at each school. As a result, the climate in our schools has been greatly improved. Additionally, at Leonard J. Tyl Middle School and Montville High School, we 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. The Montville School District has a strong base of parental support, and each school has an active parent organization. In an effort to improve parent teacher communication, the district acquired a new student data management system, Aspen. Montville High School and Leonard J. Tyl Middle School parents and students are provided portal access to view grades, attendance and other student information. This allows for parents to be more involved in their child's educational program. This year the Board of Education updated their attendance and truancy policies. All of the schools then worked with Central Office Administration to align their schools' policy with the Board's policy. All of the schools work very closely to monitor student attendance and meet with families to keep students on track. The D.A.R.E. Officer and School Resource Officer provide assistance to the principals with any truancy issues.
