

STRATEGIC SCHOOL PROFILE 2008-09**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: 95.4%

*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, 2008 2,777
5-Year Enrollment Change -5.0%

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	587	21.1	22.6	30.3
K-12 Students Who Are Not Fluent in English	109	4.0	2.0	5.2
Students Identified as Gifted and/or Talented*	263	9.5	2.7	4.0
PK-12 Students Receiving Special Education Services in District	303	10.9	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	133	75.6	79.7	79.7
Homeless	1	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	56	14.0	20.0	19.0

*61.2% of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	100	3.6
Asian American	226	8.1
Black	147	5.3
Hispanic	172	6.2
White	2,132	76.8
Total Minority	645	23.2

Percent of Minority Professional Staff: 1.9%

Non-English Home Language: 7.5% 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 20.

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. The district has also reached out to the Mohegan Tribal Council and the Chinese community to strengthen their involvement in the schools.

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.

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	57.7	54.6	39.6
Writing	65.1	62.5	42.1
Mathematics	71.4	62.8	52.8
Grade 4 Reading	64.9	60.7	41.1
Writing	70.5	64.2	47.3
Mathematics	60.8	63.6	30.5
Grade 5 Reading	71.0	66.0	44.7
Writing	79.0	66.5	68.5
Mathematics	73.8	68.8	45.1
Science	60.5	58.1	35.8
Grade 6 Reading	73.9	68.9	38.0
Writing	63.4	62.2	39.9
Mathematics	72.7	68.8	39.3
Grade 7 Reading	73.5	74.9	31.8
Writing	66.1	62.9	42.0
Mathematics	63.3	66.0	29.3
Grade 8 Reading	63.2	68.4	25.8
Writing	68.4	66.5	33.5
Mathematics	59.4	64.5	25.2
Science	57.1	60.6	26.5

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	39.8	47.4	29.5
Writing Across the Disciplines	68.8	55.0	63.4
Mathematics	45.3	47.8	38.2
Science	46.7	42.8	45.8

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
	22.3	36.2	12.1

SAT [®] I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		60.1	74.5	
Average Score	Mathematics	494	507	32.6
	Critical Reading	479	503	21.7
	Writing	471	506	17.8

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 with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	94.5	92.1	47.3
Cumulative Four-Year Dropout Rate for Class of 2008	6.1	6.6	36.5
2007-08 Annual Dropout Rate for Grade 9 through 12	2.4	2.5	20.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	76.0	84.1
% Employed (Civilian Employment and in Armed Services)	17.8	11.0

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	183.18
Paraprofessional Instructional Assistants	23.35
Special Education	
Teachers and Instructors	35.70
Paraprofessional Instructional Assistants	48.03
Library/Media Specialists and/or Assistants	9.10
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	12.55
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.80
Counselors, Social Workers, and School Psychologists	13.25
School Nurses	6.90
Other Staff Providing Non-Instructional Services and Support	142.71

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	13.7	13.6
% with Master's Degree or Above	72.7	74.0	76.1

Average Class Size	District	DRG	State
Grade K	14.7	16.3	18.3
Grade 2	16.8	18.4	19.3
Grade 5	20.4	20.6	21.0
Grade 7	21.2	19.6	20.5
High School	20.6	19.1	19.3

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	986	999	988
Middle School	1,010	1,032	1,016
High School	970	999	1,007

*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	3.5	3.3
Middle School	2.1	2.5	2.6
High School	2.5	2.2	2.4

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2007-08

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	\$20,858	\$7,278	\$7,521	\$6,983	\$7,522
Instructional Supplies and Equipment	\$1,388	\$484	\$267	\$294	\$271
Improvement of Instruction and Educational Media Services	\$924	\$323	\$461	\$273	\$446
Student Support Services	\$2,146	\$749	\$808	\$695	\$806
Administration and Support Services	\$3,221	\$1,124	\$1,351	\$1,317	\$1,369
Plant Operation and Maintenance	\$3,902	\$1,362	\$1,382	\$1,310	\$1,377
Transportation	\$1,949	\$630	\$649	\$670	\$644
Costs for Students Tuitioned Out	\$840	N/A	N/A	N/A	N/A
Other	\$549	\$191	\$152	\$184	\$151
Total	\$35,778	\$12,178	\$12,869	\$11,955	\$12,805
Additional Expenditures					
Land, Buildings, and Debt Service	\$8,187	\$2,857	\$1,791	\$2,326	\$1,759

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$7,002,971	19.6	19.8	20.5

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	52.6	43.9	2.3	1.2
Excluding School Construction	59.8	35.9	2.8	1.5

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. The district has continued 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	287
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	10.3%

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	19	0.7	0.8	0.8
Learning Disability	73	2.6	3.7	3.9
Intellectual Disability	15	0.5	0.5	0.5
Emotional Disturbance	33	1.2	1.1	1.0
Speech Impairment	64	2.3	2.3	2.3
Other Health Impairment*	52	1.9	1.9	2.1
Other Disabilities**	31	1.1	0.9	0.9
Total	287	10.3	11.1	11.6

*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 2007-08 with a Standard Diploma	85.7	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

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	21.6	30.2	67.4	65.7
	Writing	19.8	19.5	68.8	64.1
	Mathematics	20.0	30.7	67.0	65.7
	Science	33.3	23.8	58.9	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	39.8	47.4
	Writing Across the Disciplines	N/A	N/A	68.8	55.0
	Mathematics	N/A	N/A	45.3	47.8
	Science	N/A	N/A	46.7	42.8

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	80.4
	% With Accommodations	19.6
CAPT	% Without Accommodations	75.0
	% With Accommodations	25.0
% Assessed Using Skills Checklist		15.6

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	3	1.0
Private Schools or Other Settings	14	4.9

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	187	65.2	74.5	72.7
40.1 to 79.0 Percent of Time	69	24.0	15.3	16.1
0.0 to 40.0 Percent of Time	31	10.8	10.3	11.2

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Montville Public Schools has embraced a Professional Learning Community model to impact student learning and achievement. Every teacher in the district is a member of a PLC. The level of implementation of the PLCs is different at each school but has been an area of emphasis for the district leadership team. The PLCs all use data to guide instruction and impact student learning. Additionally, literacy and numeracy have been a goal for the district. New curricula have been adopted and have been implemented at the elementary levels. With the combination of the PLCs and the focus on literacy and numeracy, the district has achieved AYP for all of its schools. Mohegan School and Tyl Middle School have achieved AYP through the Safe Harbor provision. Tyl made AYP for the first time in 5 years.

The district has been researching and implementing SRBI in all of its schools. As part of this initiative, all of the schools have been implementing Positive Behavioral Supports. PBS began as a result of Focused Monitoring by the State Department of Education. The initiative has been successful, and the schools are no longer being monitored as a part of Focused Monitoring.

The Montville Public Schools is proud of the efforts we have taken to improve the opportunities for our special needs students in the district. We have worked diligently to increase the number of inclusion classes for our students with disabilities in regular education classes. In order to facilitate a successful inclusion program, there have been numerous professional development activities to support this initiative.

The Montville School District has a strong base of parental support. Each school has an active parent organization and the Superintendent has 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 special services department is working with the CT Parent Advocacy Center. The district is entering its third year of this partnership by continuing FAST (Families and Schools Together) meetings and outreach programs.
