

STRATEGIC SCHOOL PROFILE 2009-10**Montville School District**

JAMES A. CONNELLY, Superintendent

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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: 95.5%

*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, 2009 2,689
 5-Year Enrollment Change -6.9%

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	666	24.6	25.7	32.6
K-12 Students Who Are Not Fluent in English	102	3.9	2.0	5.4
Students Identified as Gifted and/or Talented*	334	12.3	3.1	4.1
PK-12 Students Receiving Special Education Services in District	273	10.1	11.0	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	116	71.2	77.7	80.5
Homeless	0	0.0	0.1	0.2
Juniors and Seniors Working 16 or More Hours Per Week	42	10.6	15.5	13.6

*60.8 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	94	3.5
Asian American	241	8.9
Black	151	5.6
Hispanic	161	6.1
White	2,042	75.8
Total Minority	647	24.1

Percent of Minority Professional Staff: 2.3%

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 21.

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-four (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.

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
Grade 3 Reading	54.3	57.0	30.7
Writing	62.2	58.3	45.4
Mathematics	75.5	62.4	66.3
Grade 4 Reading	60.5	59.9	35.2
Writing	70.7	63.6	47.5
Mathematics	69.9	67.0	40.9
Grade 5 Reading	61.3	61.8	32.1
Writing	68.5	68.2	33.1
Mathematics	66.8	72.4	22.9
Science	59.0	59.4	27.1
Grade 6 Reading	77.1	74.9	38.0
Writing	75.5	65.9	58.5
Mathematics	65.7	70.7	25.2
Grade 7 Reading	86.1	77.4	53.9
Writing	67.6	61.2	46.8
Mathematics	73.8	68.5	42.9
Grade 8 Reading	71.4	73.3	29.9
Writing	63.3	62.6	36.9
Mathematics	62.9	67.3	27.4
Science	73.9	62.8	51.0

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 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
Reading Across the Disciplines	33.2	45.9	25.0
Writing Across the Disciplines	54.7	59.6	32.3
Mathematics	39.3	48.7	28.0
Science	39.4	45.3	32.6

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
	32.2	50.7	11.0

SAT® I: Reasoning Test Class of 2009		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		56.4	68.5	
Average Score	Mathematics	496	508	34.9
	Critical Reading	490	503	31.8
	Writing	489	506	29.5

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 2009	96.9	91.3	68.5
2008-09 Annual Dropout Rate for Grade 9 through 12	1.1	3.0	53.7

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	81.9	84.5
% Employed (Civilian Employment and in Armed Services)	14.4	10.4

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	178.43
Paraprofessional Instructional Assistants	23.80
Special Education	
Teachers and Instructors	34.20
Paraprofessional Instructional Assistants	46.72
Library/Media Specialists and/or Assistants	7.78
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	4.00
School Level	13.25
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	142.53

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	14.0	13.8
% with Master's Degree or Above	79.1	76.3	77.8

Average Class Size	District	DRG	State
Grade K	14.8	16.0	18.5
Grade 2	15.8	18.5	19.7
Grade 5	22.6	20.5	21.1
Grade 7	19.6	19.5	20.8
High School	17.6	18.2	19.6

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	986	1,003	992
Middle School	1,010	1,033	1,018
High School	970	1,005	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*	3.3	3.2	3.2
Middle School	2.7	2.2	2.5
High School	2.4	2.1	2.3

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2008-09

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	\$21,143	\$7,614	\$7,819	\$7,280	\$7,829
Instructional Supplies and Equipment	\$1,137	\$410	\$274	\$278	\$279
Improvement of Instruction and Educational Media Services	\$829	\$299	\$474	\$290	\$459
Student Support Services	\$2,118	\$763	\$863	\$723	\$859
Administration and Support Services	\$3,199	\$1,152	\$1,405	\$1,415	\$1,426
Plant Operation and Maintenance	\$4,394	\$1,582	\$1,469	\$1,463	\$1,462
Transportation	\$2,274	\$727	\$701	\$705	\$694
Costs for Students Tuitioned Out	\$1,037	N/A	N/A	N/A	N/A
Other	\$510	\$183	\$163	\$182	\$162
Total	\$36,642	\$12,807	\$13,458	\$12,570	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$6,529	\$2,351	\$1,864	\$1,958	\$1,825

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$7,122,511	19.4	19.5	20.7

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	55.9	41.1	2.1	0.9
Excluding School Construction	59.7	36.7	2.5	1.0

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. Most recently, the elementary schools have adopted a new language art and math curriculum. Each school has been trained in the program and received all of the needed materials.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	263
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.7%

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	17	0.6	0.9	1.0
Learning Disability	69	2.6	3.6	3.9
Intellectual Disability	15	0.6	0.5	0.5
Emotional Disturbance	34	1.3	1.1	1.0
Speech Impairment	53	2.0	2.3	2.2
Other Health Impairment*	51	1.9	1.9	2.1
Other Disabilities**	24	0.9	0.8	0.9
Total	263	9.7	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 2008-09 with a Standard Diploma	71.4	81.0
2008-09 Annual Dropout Rate for Students Aged 14 to 21	0.0	4.1

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	25.4	31.6	68.6	67.5
	Writing	22.8	19.6	68.0	63.3
	Mathematics	21.9	32.9	69.0	68.1
	Science	24.4	23.7	66.7	61.1
CAPT	Reading Across the Disciplines	4.2	13.8	33.2	45.9
	Writing Across the Disciplines	8.7	16.8	54.7	59.6
	Mathematics	4.2	16.7	39.3	48.7
	Science	8.0	13.0	39.4	45.3

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	39.4
	% With Accommodations	60.6
CAPT	% Without Accommodations	0.0
	% With Accommodations	100.0
% Assessed Using Skills Checklist		22.3

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	5	1.9
Private Schools or Other Settings	13	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	71.1	75.9	73.4
40.1 to 79.0 Percent of Time	41	15.6	14.0	15.3
0.0 to 40.0 Percent of Time	35	13.3	10.1	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Montville Public School developed a District Improvement Plan in the 2009-2010 school year. The plan is the guide that will drive all district initiatives for the next four years. The plan was approved and adopted by the Montville Board of Education. As a result of the plan, all schools are now required to develop a school improvement plan, which is linked to 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 student data to drive instruction. Leonard J. Tyl Middle School has successfully been removed from the No Child Left Behind School in Need of Improvement list. They have accomplished this after being identified as "in need of improvement" for 5 years. Implementation of SRB 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. Student discipline has dramatically improved also. Professional development will continue in this area to support the implementation of PBS. The Montville School District has a strong base of parental support. Each school has an active parent organization and the Superintendent has a Community 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 fourth year of this partnership by continuing FAST (Families and Schools Together) meetings and outreach programs.
