

STRATEGIC SCHOOL PROFILE 2012-13

High School Edition

Montville High School**Montville School District**

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Location: Old Colchester Rd.
 Oakdale,
 Connecticut

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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 9 - 12

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 721
 5-Year Enrollment Change: -12.9%

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.

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	High Schools	
			% in DRG	% in State
Students Eligible for Free/Reduced-Price Meals	212	29.4	26.8	31.8
Students Who Are Not Fluent in English	22	3.1	0.7	3.8
Students Identified as Gifted and/or Talented	81	11.2	3.3	5.0
Students with Disabilities	67	9.3	11.3	11.3
Juniors and Seniors Working 16 or More Hours Per Week	36	10.6	15.1	12.7

PROGRAM AND INSTRUCTION

Average Class Size	School	DRG	State
Algebra I	16.3	16.6	17.6
Biology I	16.5	17.7	18.6
English, Grade 10	18.5	17.0	19.0
American History	18.7	18.1	19.8

Instructional Time	School	State High Schools
Total Days per Year	182	181
Total Hours per Year	970	1,027

State law requires that at least 180 days of school and 900 hours of instruction be offered to students in high school grades.

Lunch

An average of 30 minutes is provided for lunch during full school days.

% Juniors and Seniors Enrolled in a Course or Courses for College Credit	School	State
During the 2011-12 School Year	49.9	36.2

Minimum Graduation Credits
The state requires a minimum of 20 credits for graduation.

Total Number of Credits Required for Graduation	School	DRG	State
Required for Class of 2012	24.0	22.9	27.0

% of Class of 2012 Graduates who Took Higher Level Courses or Earned More Credits in Selected Subjects than Required by the State for Graduation	School	State
Algebra I or Equivalent	92.5	92.0
Chemistry	44.5	73.8
4 or More Credits in Mathematics	72.0	67.0
3 or More Credits in Science	96.5	88.3
4 or More Credits in Social Studies	52.0	58.3
Credit for Level 3 or Higher in a World Language	58.0	61.1
2 or More Credits in Vocational Education	61.0	57.1
2 or More Credits in the Arts	47.5	40.5

Class of 2012

This school required more than the state minimum number of credits for graduation in science, world language, physical education, health

Special Programs	School	High Schools	
		DRG	State
% of Students in Bilingual Education Program or Receiving English as a Second Language Services	3.1	0.7	3.6
% of Gifted and/or Talented Students Who Received Services	33.3	39.2	30.2
% of Special Education Students Who Spent Over 79% of Their Time with Their Non-Disabled Peers:	77.6	70.9	72.5

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	High Schools	
		DRG	State
# of Students Per Computer	1.9	1.7	2.1
% of Computers with Internet Access	100.0	99.6	98.6
% of Computers that are High or Moderate Power	100.0	100.0	99.0
# of Print Volumes Per Student*	29.7	23.3	16.0
# of Print Periodical Subscriptions	45	29	34

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

Interactive Distance Learning:

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interactions through two-way audio and video transmissions. Statewide, 42.4% of high schools in the state utilize interactive distance learning.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	57.43
	Paraprofessional Instructional Assistants	2.15
Special Education:	Teachers and Instructors	6.70
	Paraprofessional Instructional Assistants	7.60
Library/Media Specialists and/or Assistants		2.36
Administrators, Coordinators, and Department Chairs		5.85
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00
Counselors, Social Workers, and School Psychologists		4.25
School Nurses		1.05
Other Staff Providing Non-Instructional Services and Support		23.65

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

Teachers and Instructors	School	High Schools	
		DRG	State
Average Number of Years of Experience in Education	15.3	14.3	13.9
% with Master's Degree or Above	82.6	79.6	76.8
Teacher Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	8.0	9.0	8.6
% Assigned to Same School the Previous Year	94.2	87.9	87.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by the school.

A variety of communication tools are available to parents, teachers, and students to successfully explain school procedures, convey parental concerns, and support student achievement. Parents and students have access to a web based program (Aspen) allowing access to up-to-date information pertaining to assignments, grades, attendance, and discipline. The counseling department sponsors college planning and financial aid nights and has created an outstanding link on the school's website, which provides materials to inform students about topics necessary to ensure college or work place readiness after graduation. Montville High School uses the Naviance software program to assist parents and students with decisions made about their future goals. The school also sponsors back to school nights, where parents use a modified schedule to follow their child's daily routine. Parents may schedule meeting times to discuss their child's progress with all teachers, counselors, and administrators. Freshmen transition programs, curriculum nights, parent conferences, various clubs, ethnic programs, and athletic and music booster clubs provide positive interaction between the school and community. The eighth grade open house allows parents and students to make informed choices about the next four years of schooling. Using the school's mental health team, the administration and guidance counseling teams meet weekly to discuss school issues and at-risk students. The newly created building based support teams, comprised of four faculty teams, provide immediate intervention strategies to support and closely monitor any at-risk students. Constant communication among various school groups help to identify potential areas of concern, prompting conferences with students or calls home to parents. Also principal's coffee, the principal's advisory group, and the school governance council provide lines of communication and different strategies to increase parental involvement in their child's education.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	13	1.8
Asian American	72	10.0
Black	31	4.3
Hispanic	51	7.1
Pacific Islander	1	0.1
White	511	70.9
Two or more races	42	5.8
Total Minority	210	29.1

Percent of Minority Professional Staff :2.5

Non-English Home Language:

10.0 % of this school's students come from homes where English is not the primary language. The number of non-English home languages is 8

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.

Montville High School embraces student diversity. Every effort is made to provide many academic and social opportunities for students to interact with the faculty, community, and each other. In the classroom, programs range from advanced placement classes to intervention programs in reading, mathematics and study skills classes to cooperative classes that provide each student with as much individualized attention as necessary to successfully interact with peers, support student efforts, and minimize student frustration. The English Language Learners Program operates at a very high level supporting student achievement. Academically, Montville High School has met and exceeded all benchmarks for the last ten years. Socially, events such as the Olde Mystic Village International Food Festival, where MHS ELL students perform tradition folk dances, Foxwoods Resorts International Diversity Day, and the Chinese and American Cultural Moon Festival provide students with opportunities to showcase their culture and to interact with student and community groups. Annually, the Mohegan Tribe Scholarship Grant program provides money to faculty members interested in enhancing Native American History into the curriculum. The school's advisory program provides small group instruction and interaction between faculty advisors and diverse student bodies. Curriculum and associated programs have been developed to address grade level and diversity needs.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 10	42.3	51.4	35.7

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Advanced Placement Courses 2011-12	School	State High Schools
Number of Courses for which Students were Tested	9	11.1
% of Grade 12 Students Tested	14.4	28.6
% of Exams Scored 3 or More*	69.2	71.1

*A score of three or higher is generally required for earning college credit.

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

CAPT Subject Area	School	State	% of Schools in State with Equal or Lower Scores
Reading Across the Disciplines	41.9	48.5	45.9
Writing Across the Disciplines	63.5	62.1	48.5
Mathematics	47.2	52.4	45.9
Science	56.6	48.8	64.5

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

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

SAT® I: Reasoning Test Class of 2012	School	State	% of Schools in State with Equal or Lower Scores
Average Score: Mathematics	504	503	58.9
Critical Reading	491	499	52.6
Writing	496	504	50.5
% of Graduates Tested	56.0	78.5	N/A

Graduation and Dropout Rates	School	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Adjusted Cohort Rate 2012	89.0	84.8	40.8
2011-12 Annual Dropout Rate for Grade 9 through 12	0.9	2.1	38.5

Activities of Graduates	School	State	Student Attendance	School	State High Schools
% Pursuing Higher Education	76.5	82.6	% Present on October 1	94.5	94.3
% Employed, Civilian and Military	16.0	9.8			

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 363 students were responsible for these incidents. These students represent 46.2% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, 3 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	23	5
Theft	0	0
Physical/Verbal Confrontation	21	2
Fighting/Battery	12	3
Property Damage	5	1
Weapons	0	1
Drugs/Alcohol/Tobacco	11	7
School Policy Violations	557	14
Total	630	33

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narratives was submitted by this school.

The School Improvement Plan was developed by multiple stakeholders to provide a roadmap through the 2015 school year. The team identified four inter-related strands for improvement: Student Academic Performance; Professional Development, Professional Practice and Instructional Expertise; Leadership Expertise and Professional Practice; and Positive School Culture. The plan includes but is not limited to the following: aligning the high school curriculum to the Common Core Curriculum; creating student success plans and using the school's advisory program to integrate these plans. As part of our Montville Alternative Pathway to Success, at-risk students have been assigned to double blocked intervention classes in math and English is supported with reading strategies; professional learning communities have been created to discuss the areas of curriculum, instructional and assessment and student engagement; 21st century school wide academic learning expectations as well as social and civic expectations have been developed and implemented. PSAT and Advanced Placement Potential scores were used to encourage students to sign up for ECE and AP classes. The Star Assessment Program is being used to monitor freshmen, sophomores, and some juniors in their progress toward improving their reading and mathematics skills. Special education students are supported with math and reading intervention programs, co-taught classes, study skills opportunities, and small classes to better meet their needs. Finally, much time and energy has been devoted to the understanding and implementation of the new teacher and administrator evaluation models. Montville has chosen the Marzano Model for implementation.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The Montville High School faculty and students worked together to promote a safe and respectful environment. Work by the school climate committee and faculty created a climate more conducive to learning. Discipline issues declined by 49% during the 2012-2013 school year. Professional Learning Communities focused on student engagement strategies. The school year was devoted to strategies that promoted student-centered learning and strategies to increase student responsibility in the classroom. PLC groups regularly reported out at faculty meetings, providing best practice ideas for other faculty members to use. Departmental action plans were required from all department heads. The intent was to incorporate departmental initiatives into the School Improvement Plan so there would be better alignment of school-wide initiatives. All classrooms received SMART Boards. Professional development was provided to help integrate SMART Board technology into lesson planning. Within a very short period of time, the faculty did an excellent job of infusing this technology into the curriculum. Administrative and department head walkthroughs were increased to provide more opportunities to observe classroom teachers. Noteworthy faculty recognitions: Ms. Laura Greenstein published her second book and presented at the ASCD National Conference. Ms. Lynn Grills was recognized as a Montville Marvel for her work with Social Services of Montville. Ms. Christine Woodman attended training through the UConn ECE program for French 4. This is also her 4th year on (CPSS) Commission for Public Secondary Schools, a branch of NEASC. This was the third year that Ms. Vicky Clifford was selected as an Advanced Placement grader for Spanish World Language Tests.
