

STRATEGIC SCHOOL PROFILE 2012-13**Montville School District**

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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: 95.5%

*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**DISTRICT GRADE RANGE**

Enrollment on October 1, 2012 2,442
5-Year Enrollment Change -14.8%

Grade Range PK - 12

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	839	34.4	30.5	36.7
K-12 Students Who Are Not Fluent in English	86	3.6	2.0	5.8
Students Identified as Gifted and/or Talented*	144	5.9	2.2	3.8
PK-12 Students Receiving Special Education Services in District	290	11.9	12.0	11.9
Kindergarten Students who Attended Preschool, Nursery School or Headstart	117	68.4	72.5	79.3
Homeless	2	0.1	0.3	0.3
Juniors and Seniors Working 16 or More Hours Per Week	36	10.6	15.1	12.7

*59.0 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	43	1.8
Asian American	221	9.0
Black	74	3.0
Hispanic	211	8.6
Pacific Islander	3	0.1
White	1,666	68.2
Two or more races	224	9.2
Total Minority	776	31.8

Percent of Minority Professional Staff: 2.5%

Non-English Home Language:

9.5% 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 19.

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. All students are held to the same high standards, and the district pays careful attention to the achievement of students in racial, ethnic, and economic subgroups in efforts to reduce achievement gaps. Through our SRBI process, the needs of individual students are thoughtfully addressed and consistently monitored. 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 accommodate families of our ELL students, the district sends translated versions of all communications to homes and provides translators as needed at parent conferences and evening events. Parents are welcomed into our schools for programs like Raising Readers, American Education Week, individual parent/teacher conferences at all grade levels, and assemblies. School-Parent organizations meet monthly to discuss academic programs and other topics relevant to parent needs and interests. These organizations also 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-one (51) Montville elementary students attended the Regional Multicultural Magnet School located in New London. Additionally, six students attend the Dual Language Magnet School.

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	61.4	56.9	40.6
Writing	71.2	60.0	61.5
Mathematics	73.9	61.4	60.9
Grade 4 Reading	64.4	62.6	36.1
Writing	68.0	63.0	50.6
Mathematics	66.7	65.1	36.7
Grade 5 Reading	58.9	66.9	18.6
Writing	53.8	65.6	18.0
Mathematics	60.7	69.2	22.4
Science	57.1	62.3	23.0
Grade 6 Reading	73.9	73.3	35.9
Writing	56.6	65.1	21.8
Mathematics	60.1	67	26.8
Grade 7 Reading	83.6	78.9	46.2
Writing	68.8	64.9	43.7
Mathematics	63.4	65.4	32.3
Grade 8 Reading	77.0	76.2	31.0
Writing	71.4	67.2	40.3
Mathematics	61.0	65.0	27.7
Science	68.4	60.4	40.3

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	41.0	48.5	30.3
Writing Across the Disciplines	62.6	62.1	31.8
Mathematics	46.2	52.4	30.3
Science	55.4	48.8	48.1

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
	37.5	51.1	18.3

SAT® I: Reasoning Test Class of 2012		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		56.0	78.5	
Average Score	Mathematics	504	503	45.9
	Critical Reading	491	499	37.6
	Writing	496	504	36.1

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 2012	86.5	84.8	36.8
2011-12 Annual Dropout Rate for Grade 9 through 12	1.6	2.1	21.4

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	76.5	82.6
% Employed (Civilian Employment and in Armed Services)	16.0	9.8

RESOURCES AND EXPENDITURES

DISTRICT STAFF

Full-Time Equivalent Count of School Staff	
General Education	
Teachers and Instructors	167.43
Paraprofessional Instructional Assistants	22.47
Special Education	
Teachers and Instructors	31.20
Paraprofessional Instructional Assistants	45.65
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	13.35
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.90
Counselors, Social Workers, and School Psychologists	13.25
School Nurses	7.75
Other Staff Providing Non-Instructional Services and Support	136.98

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	15.0	14.4	13.9
% with Master's Degree or Above	83.3	81.1	79.8

Average Class Size	District	DRG	State
Grade K	15.5	16.7	18.9
Grade 2	16.5	18.3	19.8
Grade 5	20.9	20.8	21.3
Grade 7	20.6	18.3	20.2
High School	17.6	17.4	18.8

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	986	988	999
Middle School	1,025	1,037	1,029
High School	970	1,035	1,027

*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*	2.3	2.4	2.7
Middle School	2.1	2.5	2.1
High School	1.9	1.7	2.1

*Excludes schools with no grades above kindergarten.

DISTRICT EXPENDITURES AND REVENUES, 2011-12

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	\$22,263	\$8,666	\$8,570	\$8,246	\$8,570
Instructional Supplies and Equipment	\$1,584	\$617	\$252	\$310	\$257
Improvement of Instruction and Educational Media Services	\$769	\$299	\$475	\$275	\$471
Student Support Services	\$2,200	\$856	\$949	\$775	\$950
Administration and Support Services	\$3,244	\$1,263	\$1,526	\$1,611	\$1,547
Plant Operation and Maintenance	\$4,118	\$1,603	\$1,466	\$1,488	\$1,459
Transportation	\$2,424	\$890	\$775	\$811	\$765
Costs for Students Tuitioned Out	\$1,083	N/A	N/A	N/A	N/A
Other	\$509	\$198	\$170	\$175	\$170
Total	\$38,194	\$14,348	\$14,444	\$13,850	\$14,333
Additional Expenditures					
Land, Buildings, and Debt Service	\$2,040	\$794	\$1,405	\$1,495	\$1,398

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$7,669,969	20.1	20.6	21.8

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	62.4	33.6	3.8	0.2
Excluding School Construction	60.8	35.0	4.0	0.2

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 utilized to determine needs for staff, equipment, and supplies. Money for textbooks and supplies is allocated on a per pupil basis with special funds set aside for new 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	287
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	11.5%

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	31	1.2	1.3	1.3
Learning Disability	75	3.0	3.8	4.0
Intellectual Disability	10	0.4	0.5	0.4
Emotional Disturbance	28	1.1	1.3	1.0
Speech Impairment	59	2.4	2.1	2.0
Other Health Impairment*	60	2.4	2.3	2.4
Other Disabilities**	24	1.0	0.9	1.0
Total	287	11.5	12.1	12.1

*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 2011-12 with a Standard Diploma	55.3	64.4
2011-12 Annual Dropout Rate for Students Aged 14 to 21	6.8	3.2

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	26.2	34.5	70.2	69.2
	Writing	17.1	19.9	65.0	64.4
	Mathematics	15.9	29.0	64.3	65.5
	Science	13.7	21.3	62.8	61.3
CAPT	Reading Across the Disciplines	5.6	15.7	41.0	48.5
	Writing Across the Disciplines	11.8	16.7	62.6	62.1
	Mathematics	5.6	16.8	46.2	52.4
	Science	11.1	14.6	55.4	48.8

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	22.0
	% With Accommodations	78.0
CAPT	% Without Accommodations	22.7
	% With Accommodations	77.3
% Assessed Using Skills Checklist		14.3

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	12	4.2
Private Schools or Other Settings	13	4.5

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	207	72.1	73.7	72.0
40.1 to 79.0 Percent of Time	51	17.8	15.9	16.4
0.0 to 40.0 Percent of Time	29	10.1	10.4	11.6

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this district.

The Montville Public Schools continue to implement the five-year District Improvement Plan developed in the 2009 2010 school year. The Improvement Plan is revised annually 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 district initiatives. Each year, every school in the district adjusts its five-year School Improvement Plan that aligns with the goals of the District Plan, and the school principals report to the administrative team and the Board of Education about their plans and accomplishments. An important component 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 incorporate the Professional Learning Visit process into the new Teacher Evaluation Plan. Teachers are all expected to visit their peers and provide input about their classroom visits through the PLC process to help teachers achieve their performance and practice goals. Development of our state-approved Teacher and Administrator Evaluation plans was a major initiative for the 2012-2013 school year. The district decided to significantly modify the state SEED document and approved adoption of the Marzano protocols for evaluation of educator performance and practice and incorporation of peer visitations and the use of student surveys into the district's plan. Implementation of Scientific Research-Based Interventions (SRBI) continues to be a focus in all schools. The high school prepared for implementation of its Montville's Additional Pathways to Success (MAPS) program by creating remedial courses in math and reading and a career and community involvement course. Our grades 6-12 summer school program has been re-instituted to help address students' academic needs. In grades 2-8, Title 1 funds and After School Grant funds are utilized to create an extended school day to provide intervention services to students identified through assessment results. Selected students in grades 2-5 attend an extra four hours of instruction a week. This time is used to provide remedial math and reading instruction, assistance with homework completion, and participation in a physical activity. All of the schools continue to implement Positive Behavioral Supports (PBS), and PBS teams meet regularly. As a result, the number of discipline referrals in our secondary schools has been greatly improved. Revision of curriculum documents and benchmark assessments and the review and subsequent purchase of CCSS-aligned textbooks are a district-wide focus. The district strives to incorporate Common Core State Standards into all content area instruction and to align assessments with the Smarter Balanced Assessment initiative. Students are regularly exposed to performance tasks and utilize technology to develop and edit writing, perform research, and complete assessment tasks. 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 has expanded its use of its robust 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. Students can complete assessments, submit assignments, and view academic resources through the portal. This allows for families to be more involved in their child's educational program outside of the school day. A Board of Education initiative has resulted in regular use of our cable access television channel to broadcast district and school initiatives. These programs are also placed on the district website for greater access by the community. This year the Board of Education updated policies related to budget procedures, student discipline, search and seizure and the operation of booster clubs to benefit school initiatives. All of these policy changes directly align to the District Improvement Plan and related goal-work cited above. In addition the Board of Education reviewed and revised plans for school security and installed access-control systems at all schools.
