

**STRATEGIC SCHOOL PROFILE 2012-13**

Elementary School K-6 Edition

**Mohegan School****Montville School District**Lorilyn V. Caron, Principal  
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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 or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**School Type: Traditional/Regular Education  
School Grade Range: K - 5**STUDENT ENROLLMENT**Enrollment on October 1, 2012: 366  
5-Year Enrollment Change: -9.9%**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	169	46.2	36.1	41.3
K-12 Students Who Are Not Fluent in English	47	12.8	5.5	8.1
Students with Disabilities	36	9.8	11.8	11.2
Students Identified as Gifted and/or Talented	9	2.5	2.3	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	35	57.4	68.4	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	294	96.4	96.0	95.5

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	986	999

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

**Type of Kindergarten:** This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	15.3	15.5	18.9
Grade 2	15.0	16.5	19.8
Grade 5	22.0	20.9	21.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	27	33
Computer Education	22	19
English Language Arts	497	429
Family and Consumer Science	0	0
Health	9	20
Library Media Skills	27	20
Mathematics	194	201
Music	27	35
Physical Education	27	43
Science	78	99
Social Studies	78	90
Technology Education	0	3
World Languages	0	15

**World Language**

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

**Lunch**

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

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	12.0	5.1	8.1
% of Identified Gifted and/or Talented Students Who Received Services	88.9	96.0	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	72.2	80.0	79.2

**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](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.3	2.3	2.7
% of Computers with Internet Access	100.0	100.0	98.1
% of Computers that are High or Moderate Power	100.0	100.0	93.5
# of Print Volumes Per Student*	61.4	59.1	29.7
# of Print Periodical Subscriptions	21	27	10

\*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.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>			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.
General Education:	Teachers and Instructors	23.30	
	Paraprofessional Instructional Assistants	6.29	
Special Education:	Teachers and Instructors	4.00	
	Paraprofessional Instructional Assistants	10.91	
Library/Media Specialists and/or Assistants		1.66	
Administrators, Coordinators, and Department Chairs		1.30	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.30	
Counselors, Social Workers, and School Psychologists		1.20	
School Nurses		1.80	
Other Staff Providing Non-Instructional Services and Support		13.91	

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	14.3	15.0	13.7
% with Master's Degree or Above	93.1	85.2	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	8.7	8.7	9.1
% Assigned to Same School the Previous Year	96.6	92.9	84.3

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

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

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

The relationship between families, faculty, and staff members at Mohegan Elementary School is vital to the success of our children. Communication continually changes to incorporate new technologies and 21st century skills. Using Global Connect and our school's website, families are kept abreast of programs and activities that take place at the school and district levels. Daily communication via email and telephone ensures that children are successful and that parents, teachers, and staff members are kept current regarding academic, social, and behavioral progress. The Mohegan Wrap-Up is a weekly electronic newsletter that keeps families informed of important school happenings. Each month a school representative submits information to Channel 22, the local television station. A Parent Advisory Group meets regularly with the administrator to promote dialogue, discuss policy changes, and other pertinent issues, as well as to listen to invited guests. The PTO holds monthly meetings for parents and staff members to get together and discuss schools issues. The Parent Teacher Organization and Fifth Grade Committee are crucial aspects of Mohegan Elementary School. They provide financial assistance for students to attend field trips, sponsor guest speakers such as authors and cultural performers, and sponsor programs such as the Amidons Folk Musicians, the Spring Family Fun Day/Touch-A-Truck event, the annual Lil' Shoppers' Shoppe, Veterans Day and Special Persons events, as well as Family Movie Nights. The Fifth Grade Committee works to raise money to pay for yearbooks, Class Night, T-Shirts, and a bus trip to the Science Museum of Hartford. Several opportunities exist for family volunteers. Parents help with Jump Rope for Heart, book fairs, basketball, and field day. Additional volunteer opportunities for parents include reading with students, working in classrooms with small groups of students, helping teachers with clerical responsibilities, and assisting with the after-school programs. A comprehensive program is offered to assist families with supporting positive reading experiences in the home setting. These after-school and evening programs teach family members how to enhance reading fluency and comprehension skills when reading with children. Mohegan students participate in the community Read to Ride Program. This program supports reading by choosing two students in each grade level to receive a bicycle, helmet, and bike lock.

**SCHOOL DIVERSITY**

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	9	2.5
Asian American	67	18.3
Black	12	3.3
Hispanic	29	7.9
Pacific Islander	0	0.0
White	202	55.2
Two or more races	47	12.8
Total Minority	164	44.8

Percent of Minority Professional Staff: 0.0%

**Non-English Home Language :**

21.9% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 6.

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**EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION**

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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 Mohegan Elementary School community embraces and cultivates the understanding of various cultures. The district employs faculty and staff who assist with the communication between teachers and families, both in oral and written format. Mohegan School employs a full-time ELL teacher, along with part-time and full-time tutors to administer the LAS Links testing, assist students with language acquisition, and work with parents to ensure a smooth transition to school. Mohegan Elementary School continues to grow in terms of its diversity with an increasing number of languages spoken at home including: Mandarin, Cantonese, Tibetan, Spanish, and Arabic. To support the needs of our emergent English Language learners, individual and small group instruction is provided in both the general education and ELL classrooms. All teachers are trained to provide effective teaching methods to support our ELL students. The ELL staff meets with the new families of the ELL students to help with enrollment paperwork and procedures. The Global Connect telephone notification system is used to share information with families in English and Chinese. Fifth grade students continue to coordinate the school-wide collection of canned and non-perishable food items for needy families in town. The number of families qualifying for free or reduced meals increase each year, running close to 10% above the district level. Mohegan Elementary School faculty and staff support families during the holidays and participate in State and community programs to offer free dental screenings as well as winter gear to our students in need. The Mohegan community supports several national fundraising campaigns including: Pennies for Patients, Jump Rope for Heart, Breast Cancer Awareness, and the American Cancer Society.

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**STUDENT PERFORMANCE AND BEHAVIOR**

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	20.0	29.5	52.0	4.9
Grade 6	N/A	N/A	N/A	N/A

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

**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	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	51.6	61.4	56.9	41.7
Writing	60.9	71.2	60.0	49.0
Mathematics	62.5	73.9	61.4	49.2
Grade 4 Reading	50.8	64.4	62.6	30.0
Writing	59.7	68.0	63.0	42.2
Mathematics	60.7	66.7	65.1	41.9
Grade 5 Reading	54.7	58.9	66.9	31.7
Writing	50.7	53.8	65.6	27.3
Mathematics	64.6	60.7	69.2	43.0
Science	59.7	57.1	62.3	45.4
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

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](http://www.ctreports).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.3	96.5	96.5

**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, 10 students were responsible for these incidents. These students represent 2.6% 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, No 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	0	0
Personally Threatening Behavior	0	0
Theft	0	0
Physical/Verbal Confrontation	4	0
Fighting/Battery	4	1
Property Damage	0	0
Weapons	0	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	3	1
Total	11	2

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

This past summer, Mohegan Elementary School teachers participated in work designed to write and align the existing curriculum to meet the Common Core State Standards. Standards-based report cards are in place and offer families a break-down of specific skill proficiency levels. Progress reports are offered three times yearly to students who experience academic difficulty, and conferences are held for all children. Teachers use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to assess students. Performance on reading skills is measured and progress is monitored when students fall short of grade level benchmarks. Scientifically research-based (SRBI) programs are used to support students who require re-teaching or remediation. During the 2012-13 school year, Mohegan Elementary School's academic focus was on student discourse. Recognizing the importance of working collaboratively, teachers explicitly taught children how to work with one another to discuss and solve problems. Peer observations and walkthroughs gave teachers an opportunity to see first-hand how student discourse was being implemented. An area pinpointed by the School Improvement Team was the low student performance on the Presidential Physical Fitness assessments. A Walk Around Mohegan program was established to encourage daily physical activity. Daily, teachers led their classes around the school to earn miles and the miles were recorded on color-coded shoe prints and displayed "around" Mohegan School. Additionally, students participated in the All Children Exercising Simultaneously and the Mohegan Mile Makers programs. Flexible groupings, weekly enrichment, and interventions ensure academic achievement for all students at Mohegan Elementary School. Flexible groupings at each grade level promote the philosophy that we are all responsible for the success of each child. Forming these groups involves the continuous analysis of assessment data to pinpoint areas in need of support and enrichment. Scientifically Research Based Interventions (SRBI) meetings take place every three weeks to examine student performance in the areas of language arts, English Language Learning, and Speech and Language or mathematics, Occupational Therapy, and behavior. The SRBI format allows for teachers to regularly collaborate and make instructional decisions based on student data and need. Each week, enrichment activities are provided by special area teachers. The teachers work together in grade level and content level Professional Learning Communities to create project based lessons that enrich the general education curriculum.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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

The 2012 - 2013 school year saw the continuation of a declining enrollment at Mohegan Elementary School. Final enrollment was reported at 363 students. During the school year, thirty-nine new students enrolled and forty-eight students withdrew. The school continued to see growth in the number of English Language Learners as well as the number of students who qualified for free and reduced meals. Several extra-curricular programs were offered to the students throughout the year. These included academic enrichment and remediation programs, reading initiatives, Math Olympiads, boys and girls basketball teams, D.A.R.E., teacher-run clubs, and a school store. To build a sense of community, students in grades four and five apply for and are given jobs at school. Examples of student jobs include: hallway and bus monitors, morning announcers, kindergarten helpers, library and PE assistants, and calling the buses at the end of each day. Mohegan Elementary School supports a Positive Behavior Incentives and Support (PBIS) model. All students practice the school expectations of respecting self, others, the school, and making safe choices. As they demonstrate these positive behaviors, students are rewarded with wolf paw tickets. When a class receives 100 tickets, a glittering wolf paw is awarded and proudly displayed in the hallways. Students also receive paw charms to string on a necklace.

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