

**STRATEGIC SCHOOL PROFILE 2012-13**

Elementary School K-6 Edition

**Dr. Charles E. Murphy School**

Montville School District

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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 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: 364  
5-Year Enrollment Change: -13.1%**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	136	37.4	36.1	41.3
K-12 Students Who Are Not Fluent in English	6	1.6	5.5	8.1
Students with Disabilities	43	11.8	11.8	11.2
Students Identified as Gifted and/or Talented	5	1.4	2.3	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	46	71.9	68.4	79.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	287	95.7	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	16.0	15.5	18.9
Grade 2	16.0	16.5	19.8
Grade 5	23.0	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	1.6	5.1	8.1
% of Identified Gifted and/or Talented Students Who Received Services	100.0	96.0	79.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	79.1	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	2.4	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*	51.3	59.1	29.7
# of Print Periodical Subscriptions	24	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>		
General Education:	Teachers and Instructors	21.80
	Paraprofessional Instructional Assistants	5.96
Special Education:	Teachers and Instructors	4.00
	Paraprofessional Instructional Assistants	5.94
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)		0.00
Counselors, Social Workers, and School Psychologists		1.20
School Nurses		1.05
Other Staff Providing Non-Instructional Services and Support		12.96

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.

<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	13.3	15.0	13.7
% with Master's Degree or Above	82.1	85.2	81.8
Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	8.1	8.7	9.1
% Assigned to Same School the Previous Year	89.3	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.

**Online Homework Information:** A portion of the school website is devoted to homepages.

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

Many efforts are made to inform and include families in an attempt to foster a strong relationship between the staff at Charles E. Murphy and the families we serve. Several methods are used to communicate with families. Parent/teacher conferences are scheduled in November, and then as requested by either parent or teacher throughout the school year. Teachers utilize email, phone calls, and the Digital Backpack (paperless communication tools). Student handbooks are distributed annually. The principal writes a biweekly newsletter entitled, Mrs. E's Extras, which highlights school events and timely parent topics. Murphy School's Parent Advisory Council, a representative group of parents and grandparents, meet with the principal several times throughout the school year to be informed of school-wide initiatives, trends, and significant school happenings. The Parent Teacher Organization (PTO) actively supports academic and social goals and fosters a strong sense of community. Parent and grandparent volunteers are essential to providing the caliber of experiences on which we pride ourselves. Volunteers assist with laminating, creating and dismantling bulletin boards, preparing materials, and working in the media center, as well as chaperoning field trips and providing engaging instruction as guest speakers. This year's PTO accomplishments included: the Murphy Fall Carnival, the Holiday Bazaar, Basket Raffle, Ice Cream Social, a March Madness Basketball Tournament, and an array of after school clubs. The PTO provided recognition to those who volunteered in the school as well. One of Murphy's most revered traditions is the Veterans Day Breakfast. Many local veterans and their family members join us at this event. Fifth grade students share essays and poems, serve breakfast, and sing a tribute in recognition of the veterans' service. We also enjoyed the Montville Loves to Read Day welcoming over a dozen community members who shared their time and talents with each of our classes. The love of reading was further celebrated by our school-wide Reading Hall of Fame Incentive Program, this year with a baseball theme. Students read from many genres and were recognized with certificates and ribbons which lined the hallways. The committee hosted a Family Literacy night. Over 300 people attended to enjoy presentations by author Jon Butler, storytelling, a baseball themed sing-a-long, a poetry contest, crafts, and a visit from C.T. the tiger from the CT Tigers baseball team in Norwich. Several families with young children were welcomed to the school either through our Preschool Story Hours and/or invited to a summer school experience that prepared them for the expectations of full day kindergarten.

### SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	1.6
Asian American	9	2.5
Black	2	0.5
Hispanic	37	10.2
Pacific Islander	1	0.3
White	262	72.0
Two or more races	47	12.9
Total Minority	102	28.0

Percent of Minority Professional Staff: 0.0%

**Non-English Home Language :**

2.7% 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 2.

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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.

Decreasing the impact of economic disadvantage and capitalizing on diversity are ever present goals at Dr. Charles E. Murphy School. Teacher's lesson design and curricular materials, particularly selections from the Imagine It! series, provide multiple opportunities to experience cultural nuances. A social and academic skills for success curriculum, Second Step, has been implemented in grades K-5 by the school psychologist, who brings lessons to classrooms. Student's educational experiences are enriched with visits from the Coast Guard Academy and Garde Arts Theater for instrumental performances. The National Marionette Theater provided students in-school educational experiences. Respect and Kindness are pillars of the school's Character Education Program. As a means to create an atmosphere of acceptance, Kindness Day was celebrated. Staff and students exchanged kind notes and leis, and these goals were reinforced when students were treated to a motivational, anti-bullying presentation by David Jack. During National Braille Awareness Week, students listened to discussions lead by a visually-impaired student from the high school and then they engaged in Braille activities. Evidence of the staff's commitment to providing awareness of varying cultures and ethnic backgrounds can be seen in bulletin board displays, showcases, musical performances, storytelling, and classroom discussions. In a response to our growing population of students receiving free and reduced meals, lunch is now being offered to students on shortened days as well as regular days.

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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	23.1	29.5	52.0	6.5
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	62.1	61.4	56.9	56.1
Writing	72.4	71.2	60.0	71.6
Mathematics	79.3	73.9	61.4	78.0
Grade 4 Reading	61.1	64.4	62.6	45.7
Writing	73.2	68.0	63.0	66.5
Mathematics	63.0	66.7	65.1	44.7
Grade 5 Reading	58.6	58.9	66.9	36.6
Writing	41.9	53.8	65.6	19.3
Mathematics	55.0	60.7	69.2	29.5
Science	46.8	57.1	62.3	29.9
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	95.1	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, 12 students were responsible for these incidents. These students represent 3.2% 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, 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	1	0
Theft	0	2
Physical/Verbal Confrontation	3	0
Fighting/Battery	3	0
Property Damage	0	0
Weapons	2	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	1	0
Total	10	2

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

Academic excellence in a healthy, safe, and secure environment remains a principle goal at Murphy School. Teachers are consistently monitoring student progress and adjusting programs through the Data Team process. Professional Learning Communities (PLCs) meet bi-weekly to analyze data including school benchmarks, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) results, and Connecticut Mastery Test (CMT) scores to plan appropriate instruction and share strategies. Scientifically Research Based Interventions (SRBI) frameworks are used to monitor curriculum implementation and individual student progress. Every six weeks, grade level teams and specialists meet to analyze data and prepare appropriate instruction. Workshop time provides immediate remediation or extension, as student needs warrant. Intervention programs are offered by classroom teachers or reading paraprofessionals. An Enrichment Program is in place and provided to students who are in need of expanded learning. This opportunity occurs during the workshop time, and fourth and fifth grade students meet twice a week with special area teachers as well. The School Wide Data Team meets monthly to look at school-wide instructional trends, challenges, and successes, while teacher teams improve their professional practice as a benefit of Professional Learning Visits. Implementing Common Core Standards was an area of professional development for our teachers who learned strategies to deepen reading comprehension and make students interactive with their learning through discourse. The Positive Behavior Intervention Supports (PBIS) Team has continued to grow and improve. Student run quarterly Town Meetings recognize evidence of character and educate students on future goals. A Check In/Check Out program was instituted for students exhibiting behavioral issues. Students who are recommended for this program visit a consistent adult who reviews a few personal goals once in the morning and then again at the end of the day. In a continued effort to develop a culture of readers, several initiatives were spearheaded by the Reading Incentive Committee. Students who completed their summer reading were acknowledged at the Murphy Summer Reading Awards Ceremony and given a Magical Passport to mini-golf and Giant games. Our Reading Hall of Fame initiative began in the winter. Students who completed the requirements to enter the Reading Hall of Fame were also treated to carnival games in a Reading Hall of Fame Celebration and qualified for the Read to Ride program, which raffled one bicycle to each girl and boy, per grade level.

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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.

At Dr. Charles E. Murphy School, we strive for experiences that address not only academic success, but social, physical, and emotional growth as well. Teachers took many opportunities to instill in students the value of helping others while developing strong citizens. An Empty Bowl project occurred in October in conjunction with World Hunger Day. Students in grade 3 created bowls for sale, while staff provided a lunch for each other; all to raise money to help Murphy families in need. Students in grades 2-5 raised \$8,170 for Jump Rope for Heart, while improving their physical fitness. The Murphy family showed its spirit as the first annual Murphy's Mad Dash was attended by over 400 people. This event, in combination with Spirit Week and our Recess Relay, netted \$9,000 to donate to the American Cancer Society. In addition, second grade students held a record breaking food drive to support the Montville Food Bank. They collected 2,000 canned goods. First and second graders enjoyed the annual Shoe Tying Olympics. The Math Olympiad program challenged students with higher level math concepts each week. Fifth graders participated in the D.A.R.E. Program, aimed at educating students about the risks involved with alcohol, tobacco, and drug use, and learned how to make good choices and resist peer pressure. Six grade 5 students attended the CT Association of Schools Student Leadership Conference where they participated in sessions aimed at cultivating leadership skill. Two fifth grade students were honored at the Connecticut Celebration of the Arts and recognized for their musical and artistic talents. Both winter and spring concerts were performed, the spring one being complimented by the Art Show.

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