

STRATEGIC SCHOOL PROFILE 2008-09
Middle and Junior High School Edition

James H. Moran Middle School
Wallingford School District

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Location: 141 Hope Hill Road
Wallingford,
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: 6- 8

STUDENT ENROLLMENT
Enrollment on October 1, 2008: 836
5-Year Enrollment Change: -3.5%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	83	9.9	11.0	25.1
Students Who Are Not Fluent in English	12	1.4	2.4	3.7
Students with Disabilities	89	10.6	11.4	11.7
Students Identified as Gifted and/or Talented	184	22.0	24.5	7.6
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	531	95.0	94.5	92.1

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	185	181
Total Hours per Year	1,027	1,016

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.

Average Class Size	School	District	State
Grade 5	N/A	N/A	N/A
Grade 7	23.2	23.4	20.5

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	21.0	24.8	34.2
World Language	70.1	66.8	49.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art ¹	18	33
Computer Education	0	15
English Language Arts ¹	214	229
Family and Consumer Science ¹	18	13
Health ¹	18	24
Library/Media Skills	0	6
Mathematics ¹	170	152
Music	0	24
Physical Education ¹	55	53
Science ¹	170	144
Social Studies ¹	170	143
Technology Education ¹	18	23
World Languages ¹	73	77

¹Interdisciplinary approach

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 35.2% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

Lunch

An average of 25 minutes is provided for lunch during full school days.

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.4	2.4	3.7
% of Identified Gifted and/or Talented Students Who Received Services	65.8	67.4	69.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	98.9	97.7	76.8

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	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	3.3	3.3	2.6
% of Computers with Internet Access	100.0	100.0	99.4
% of Computers that are High or Moderate Power	100.0	100.0	97.0
# of Print Volumes Per Student*	20.1	18.9	21.0
# of Print Periodical Subscriptions	18	21	28

*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

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	55.50
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	8.00
Paraprofessional Instructional Assistants	10.50
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	2.50
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	4.23
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	18.50

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	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	13.7	14.2	14.0
% with Master's Degree or Above	78.1	84.3	75.8
Classroom Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	13.8	11.3	9.0
% Assigned to Same School the Previous Year	84.4	87.7	86.7

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 this school.

James H. Moran Middle School continues to pursue avenues that improve school-home communication and support. A Parent-Teacher Advisory Council (PTAC) meets 5 times per year. The PTAC includes equal representation of parents and teachers. It is a separate entity from our active Parent-Teacher Organization (PTO). The PTO has made some major financial contributions to benefit student learning. They continued towards the purchase of eight SMART boards in classrooms. The TRIAD, our school newsletter, to parents is sent home monthly. This year we began sending the TRIAD via e-mail. Report card and progress reporting is electronic and mailed home. Parents receive a minimum of eight mailings per year regarding individual student progress. That includes four report cards and four progress reports. Compensatory Education and Special Education provide additional progress reports. Besides the annual Parent's Night, two evening conference nights are scheduled in November and two more in March for individual parent conferences.

Teachers monitoring student progress can, as the need arises, refer students to the Child Study Team which meets twice every month. Parents are consulted and informed of the process and of any recommendations. Students who are failing a mid point in the year are referred for a PPT to develop support strategies between the home and the school.

All students are provided with a student assignment book with space for written communication from parents and teachers.

Communication with Hispanic parents who are not bilingual is critical. While this is a small group, a bilingual paraprofessional has proven valuable in helping to communicate with parents.

Students who score at Levels I and II on the CMT receive compensatory education services in Mathematics and Reading compensatory Education.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	30	3.6
Black	24	2.9
Hispanic	76	9.1
White	705	84.3
Total Minority	131	15.7

Percent of Minority Professional Staff: 0.0%

Open Choice: 15 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

Non-English Home Language: 1.6% 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 3.

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.

James H. Moran Middle School continues to enroll Project Choice students. 13 students attended this year. It is an established tradition for Project Choice students to attend Moran and then feed into the local high schools. A late bus, affords those students the opportunity to participate in after school activities and extra help sessions. The World Language Program offers exposure in two languages. Students were exposed to the Spanish and French cultures. Grade seven students wrote essays that were presented as part of a town wide Black History Month celebration. Grade eight students participated in a year long series of on line social studies projects. Students interacted with numerous students from other parts of the world including New Zealand, Australia and several areas in the United States.

Family and Consumer Science classes prepared foods for a local homeless shelter. Numerous meals were delivered over a ten-week period. A second project included students in sewing classes making special pillows for cancer patients at the local hospital. These pillows were for needy patients undergoing chemotherapy while the pillows provided support for women who had undergone a mastectomy. Family and Consumer Science classes hosted a Heritage Day where students prepare dishes reflecting their ethnicity.

Language Arts classes read novels that focused on different cultures: history, African Civilizations, prejudice, racism and tolerance. Some titles included Maniac Magee, The Slave Dancer, The Cay and Roll of Thunder, The Contender, Night John, The Diary of Ann Frank and Daphne's Book. The Student Enrichment Program (STEP) took part in Connecticut Kids Fueling the Future. While the program focused on energy conservation, it brought students from multiple school districts together to promote cultural diversity. This year the STEP initiatives expanded into summer activities of Ct. Kids Fueling the Future and Aqua Cultures. The STEP program also initiated a generation exchange event with a local nursing care facility.

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	N/A	N/A	N/A	N/A
Grade 6	13.6	22.1	35.3	12.9
Grade 8	23.9	30.2	36.8	28.9

*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 4 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
Grade 5 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
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	68.5	70.6	68.9	45.2
Writing	59.6	59.6	62.2	46.1
Mathematics	70.1	73.1	68.8	51.5
Grade 7 Reading	78.9	80.0	74.9	56.9
Writing	63.8	68.3	62.9	52.6
Mathematics	71.8	72.8	66.0	63.6
Grade 8 Reading	72.6	73.6	68.4	55.4
Writing	72.7	72.2	66.5	57.3
Mathematics	76.0	72.0	64.5	66.3
Science	77.9	72.4	60.6	76.5

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.

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

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	96.4	96.5	96.2

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 2007-08 school year, 50 students were responsible for these incidents. These students represent 5.8% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to www.sde.ct.gov, click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	5	0
Personally Threatening Behavior	5	0
Theft	5	0
Physical/Verbal Confrontation	13	0
Fighting/Battery	3	0
Property Damage	0	0
Weapons	5	0
Drugs/Alcohol/Tobacco	2	0
School Policy Violations	41	1
Total	79	1

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

As a whole school Moran Middle School scored well on the 2008 CMT. Mathematics was at 93.5% at proficiency or better. In reading the score was 87%.

The Students with Disabilities subgroup did not make AYP. Consequently, it was necessary to devote additional focus on the Students with Disabilities Subgroup. This included the hiring of an additional Special Education teacher in grade seven.

CMT 2007 data was disaggregated by grade and by subgroups and disseminated to all staff. Detailed individual student reports were provided to teams. Teachers were provided with information on the strong and weaker areas achieved by students on the math, reading comprehension and writing objectives. Special education service providers used individual data for the Student with Disabilities subgroup.

Each special education teacher was scheduled to be fully dedicated to one team so as to be available on a full time basis for co teaching and other support services. Special education case managers kept the objectives of individual education plans aligned with the curriculum. Special education case managers along with their teams developed remediation plans for special education students who scored below proficiency.

Compensatory Education teachers received data on students at Level One [below basic] or Level Two [basic] on the CMT. They provided yearlong services to those students. Previously, staffing had been increased to four full time Compensatory Education teachers.

All three grades went to full implementation of the Connected Math Program.

SUPPLEMENTAL SCHOOL INFORMATION

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

James H. Moran Middle School remains a large middle school with enrollment of over 860 students. Our mission statement is proudly displayed at the main entrance of the school. Numerous activities provide for the holistic development of the student.

Moran Video Press News, a student run news broadcast, is aired daily. The after school activities program provided three seven week cycles of various activities. Students went on numerous field trips including the Norwalk Maritime Center, Mark Twain House, West Hartford Science Center, New Britain Rock Cats game, The Bronx Zoo, Nature's Classroom, and the Hartford Bushnell. The Narcotic Officers Enforcement Association presented an anti-drug program to grade eight students. Also, another program Inside-Out, was presented to all students with a message of anti-bullying and sound decision making. A second program on anti-bullying to all grade seven classes. A third similar program sponsored by the local Youth Service Bureau was presented to grade six classes. Grade eight students competed in a public speaking contest sponsored by the local Rotary Club. The Guidance Department sponsored a Career Expo where each grade eight student attended a minimum of three workshops specifically tailored to individual career interests.

Music and Theatre Arts continued this year with the production of Suessical, Jr. Instrumental and Choral assemblies drew over 150 students to perform in numerous concerts and competitions.

Every team developed units of Interdisciplinary instruction. Eight interscholastic sports are offered throughout all three seasons. The Wallingford Education Foundation provided funds this year for a special grade 8 writing project and for the implementation of a video production unit in the Student Enrichment Program (STEP). Students from STEP fared well in a Mock Trial competition and a Lego Robotics competition.
