

STRATEGIC SCHOOL PROFILE 2011-12

Middle and Junior High School Edition

James H. Moran Middle School**Wallingford School District**

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Location: 141 Hope Hill Road
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 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, 2011: 755
 5-Year Enrollment Change: -13.7%

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	90	11.9	14.3	30.0
Students Who Are Not Fluent in English	10	1.3	2.0	3.4
Students with Disabilities	85	11.3	13.2	12.0
Students Identified as Gifted and/or Talented	134	17.7	17.8	7.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	551	100.0	101.3	98.1

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	184	181
Total Hours per Year	1,058	1,024

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	25.7	23.4	20.3

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	29.6	30.4	37.2
World Language	70.0	69.9	49.9

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	14	37
Computer Education	14	18
English Language Arts **	223	226
Family and Consumer Science	14	12
Health	28	24
Library Media Skills	0	9
Mathematics **	162	159
Music	56	35
Physical Education	56	55
Science **	162	149
Social Studies **	162	147
Technology Education	14	24
World Languages	74	91

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 15.4% 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.

** Interdisciplinary approach

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	1.3	2.0	3.2
% of Identified Gifted and/or Talented Students Who Received Services	63.4	62.7	67.3
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	94.1	95.3	76.3

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all 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	2.8	3.0	2.2
% of Computers with Internet Access	100.0	100.0	98.8
% of Computers that are High or Moderate Power	100.0	100.0	97.2
# of Print Volumes Per Student*	26.5	21.9	21.6
# of Print Periodical Subscriptions	17	17	20

*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	51.50
Paraprofessional Instructional Assistants	2.00
Special Education: Teachers and Instructors	8.00
Paraprofessional Instructional Assistants	14.00
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	5.10
School Nurses	1.25
Other Staff Providing Non-Instructional Services and Support	15.20

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	15.6	16.0	14.2
% with Master's Degree or Above	88.3	90.4	79.3
Classroom Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	12.7	11.0	8.9
% Assigned to Same School the Previous Year	96.7	94.8	88.2

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 new means to bridge the gap between our school and the students' homes. One organization that does that is our Parent-Teacher Advisory Council (PTAC). This group meets 5-6 times during the school year. It has equal representation of parents and teachers and it also includes administration. In addition, we have our Parent-Teacher Organization (PTO). The Moran PTO meets monthly to find ways to support the school in our goals. The PTO does extensive fundraising to bring us such items as: computers, Smart Boards, classroom supplies, field trips and grade level events/rewards. The TRIAD, our school newsletter, is sent home electronically on a monthly basis to families. Families also receive academic reports through electronic and standard mail. These include interim reports as well as report cards. In September we held an Open House night for parents. This is an opportunity for parents to come into the school and meet their children's teachers. We also hold individual parent conferences in both November and March. Moran's teachers also communicate with home in a variety of mediums. Our teams and teachers utilize personalized web-sites, blogs, and YouTube sites. In addition they communicate through e-mail, social media sites, newsletters, podcasts, handouts, phone/face-to-face conferences, and standard mail. All students receive a student assignment book with space for written communication for parents and teachers.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	45	6.0
Black	17	2.3
Hispanic	80	10.6
Pacific Islander	0	0.0
White	613	81.2
Two or more races	0	0.0
Total Minority	142	18.8

Percent of Minority Professional Staff: 1.4%

Open Choice:

17 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:

1.3% 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 Open Choice students and we had 17 students attend this year. It is an established tradition for Open Choice students to attend Moran and then feed into the local high schools. A late bus affords these students the opportunity to participate in extra-curricular activities and extra help sessions. At the end of this year we were able to establish a Homework Club where these students could spend 2-3 days a week receiving extra help from a certified teacher. Our students, once again, participated in the town-wide Martin Luther King Jr. Day celebration through our annual essay contest. The Student Enrichment Program (STEP) took part in Connecticut Kids Fueling the Future, which brings students from multiple school districts together to promote cultural diversity while studying science. Grade eight students continued to participate in a yearlong series of on-line social studies projects where students interacted with students from other parts of the world including New Zealand, Australia, and several areas within the United States. This year we had a Youth Officer from our local police department present an assembly to all students on Cyber-Bullying. Additionally, our World Language Department offers exposure in the Spanish and French languages.

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	35.5	40.2	50.7	24.9
Grade 8	34.3	35.9	49.8	23.6

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

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	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	80.1	77.6	74.1	60.5
Writing	67.1	61.9	67.4	50.9
Mathematics	75.7	72.2	69.3	61.4
Grade 7 Reading	89.6	88.0	79.8	72.4
Writing	64.1	63.0	65.6	48.9
Mathematics	79.6	79.2	68.1	69.6
Grade 8 Reading	86.9	86.8	76.8	72.0
Writing	73.2	74.5	68.3	57.3
Mathematics	73.0	74.5	67.2	58.5
Science	73.6	75.6	61.9	65.7

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."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	97.1	96.4	95.9

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 2010-11 school year, 34 students were responsible for these incidents. These students represent 4.2% of the estimated number of students who attended this school at some point during the 2010-11 school year.

Truancy

During the 2010-11 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, 2010-11		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	2	0
Personally Threatening Behavior	7	0
Theft	0	0
Physical/Verbal Confrontation	6	6
Fighting/Battery	1	2
Property Damage	1	1
Weapons	1	0
Drugs/Alcohol/Tobacco	1	0
School Policy Violations	27	6
Total	46	15

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Wallingford Public Schools operates through a Strategic Plan that runs from 2011 – 2016. Within that plan, there are building level strategies that have been applied. This year we spent the majority of the year updating our Mathematics curriculum to match the Common Core State Standards that have been adopted in the State of Connecticut. This work involved all middle school mathematics teachers at all levels. Last year was our first year implementing the new curriculum so we are looking forward to see the gains our students make in the near future. Curricular updates were also made in other academic areas including English/Language Arts as well as our Developmental Guidance program. As a building, we are moving closer and closer to full implementation of the Common Core State Standards. On a building level, we created SMART goals to address areas of concern on the Connecticut Mastery Test (CMT). These SMART goals focused on the areas of Mathematics, Reading, and Writing. These SMART goals provided the foundation for our subject area data teams. The data team members used these SMART goals to guide their work and to help them focus on useful data. The data teams then used these SMART goals to guide their instruction. In the end, specific student strengths and weaknesses were taken into account when lessons were planned. Our Guidance Department began using a program called Naviance. This program helps students be better prepared for attending college and/or joining the workforce. Naviance provides students and families with a variety of tools designed to connect learning to life. Our Physical Education Department implemented a new fitness unit. The basis for adding this unit was their use of physical fitness testing data. Overall it was a year of extensive curricular growth.

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 fairly large middle school with enrollment of over 750 students. This year we continued our shift within our building to a traditional teaming model. We now have both the 6th and 7th grade as two separate teams of 6 teachers each. The teams include an English, Mathematics, Science, Social Studies, World Language, and Special Education teacher. Next year, our 8th grade teachers will also transition to this model. This model provides students with the optimum learning environment that supports both academic and social development. Our teachers work together to provide numerous opportunities that extend learning through field trips to the New Britain Rock Cats game, the Bronx Zoo, the Discovery Times Square museum, the Mark Twain House, as well as numerous internal assemblies which extend the student's learning beyond the traditional classroom. Our students excelled outside of the classroom through their participation in essay & oratorical contests and spelling bees sponsored by area organizations including the Wallingford Rotary Club. Our drama department put on two fantastic shows, Thursday Night Live and 13. Students from our Enrichment Program participated and won a Mock Trial competition in January. Our girls' basketball team had an excellent season winning their division and numerous tournaments. On the whole, the 2011 / 2012 school year was a success. It was filled with both academic and extra-curricular enrichment.
