

STRATEGIC SCHOOL PROFILE 2009-10

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, 2009: 839
 5-Year Enrollment Change: -3.6%

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	81	9.7	11.2	27.1
Students Who Are Not Fluent in English	11	1.3	1.7	3.7
Students with Disabilities	91	10.8	11.9	11.7
Students Identified as Gifted and/or Talented	153	18.2	22.5	7.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	535	96.7	96.8	93.7

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	184	181
Total Hours per Year	1,021	1,018

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	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	23.0	22.0	20.8	Mathematics	22.1	27.3	37.8
				World Language	60.9	65.0	48.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art **	18	36
Computer Education	0	20
English Language Arts **	214	236
Family and Consumer Science **	18	9
Health **	18	25
Library Media Skills	0	10
Mathematics **	170	152
Music	0	35
Physical Education **	55	58
Science **	170	145
Social Studies **	170	142
Technology Education **	18	26
World Languages ***	0	89

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 13.3% 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

* Elective hours also offered

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	1.7	3.6
% of Identified Gifted and/or Talented Students Who Received Services	70.6	66.9	68.9
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	98.9	98.9	77.9

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	3.3	3.2	2.5
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	95.4
# of Print Volumes Per Student*	21.6	19.8	21.3
# of Print Periodical Subscriptions	17	19	27

*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	11.00
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	5.30
School Nurses	1.00
Other Staff Providing Non-Instructional Services and Support	16.50

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	14.7	15.0	14.1
% with Master's Degree or Above	84.4	89.3	77.4
Classroom Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	11.7	11.4	9.0
% Assigned to Same School the Previous Year	92.2	93.5	89.8

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. The TRIAD, our monthly school newsletter, is sent home electronically. Our school website provides information regarding our staff and programs. Many teams communicate with parents via e-mail to keep parents apprised of team happenings. A Parent-Teacher Advisory Council (PTAC) meets 5 times per year and includes equal representation of parents and teachers. It is a separate entity from our active Parent-Teacher Organization (PTO) which makes major financial contributions to benefit student learning. Their fundraising efforts continue provide classroom technology, support student recognition programs and our 8th grade outing. After our Parent's Night in early September, parents receive a minimum of eight mailings per year regarding individual student progress. Students receiving Intervention and Special Education services receive additional progress reports. Additionally, two evening conference nights are scheduled in November and March for individual parent conferences. All students are provided with a student assignment book with space for written communication between parents and teachers. Communication with our Spanish speaking parents who are not bilingual is critical and while this is a small group, a bilingual paraprofessional has proven valuable in helping to communicate with parents.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	1	0.1
Asian American	41	4.9
Black	26	3.1
Hispanic	67	8.0
White	704	83.9
Total Minority	135	16.1

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:

1.3% 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 5.

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 20 students attend our school this year. It is an established tradition for 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 Student Enrichment Program (STEP) took part in Connecticut Kids Fueling the Future and Aqua Cultures. This program brings students from multiple school districts together to promote cultural diversity while studying science. The STEP program also initiated a generation exchange event with a local nursing care facility. At the classroom level, the World Language Program offers exposure to 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 where they interacted with numerous students from other parts of the world including New Zealand, Australia and several areas in the United States. Our Family and Consumer Science classes prepared foods for a local homeless shelter and meals were delivered over a ten-week period. A second project included students in sewing classes making quilts for cancer patients at the local hospital. Family and Consumer Science classes also hosted a Heritage Day where students prepare dishes reflecting their ethnicity.

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	38.9	39.7	51.4	30.4
Grade 8	45.0	40.7	50.6	46.3

*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	74.8	77.7	74.9	48.1
Writing	61.3	65.5	65.9	42.4
Mathematics	68.9	73.0	70.7	46.9
Grade 7 Reading	84.6	85.1	77.4	60.9
Writing	55.6	62.5	61.2	45.5
Mathematics	74.2	76.6	68.5	59.4
Grade 8 Reading	74.4	76.3	73.3	49.8
Writing	56.3	64.0	62.6	43.5
Mathematics	71.5	74.2	67.3	57.1
Science	78.6	76.0	62.8	74.7

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	96.7	97.1	96.7

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 2008-09 school year, 54 students were responsible for these incidents. These students represent 6.4% of the estimated number of students who attended this school at some point during the 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	5	0
Personally Threatening Behavior	6	0
Theft	0	0
Physical/Verbal Confrontation	21	0
Fighting/Battery	2	0
Property Damage	3	0
Weapons	1	0
Drugs/Alcohol/Tobacco	1	0
School Policy Violations	57	0
Total	96	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

As a whole school Moran Middle School scored well on the 2009 CMT. In Mathematics, students scored 95% proficient or higher and Reading scores were 90% at proficiency or higher. We made safe harbor with our Students with Disabilities subgroup as a result of hiring new staff and providing more targeted support for our special education students. Once again, CMT data was disaggregated by grade and by subgroups and disseminated to all staff and individual student reports were provided to teams. Teachers were also given specific strand information that identified strong and weak areas and used this information to create SMART goals in math, reading comprehension and writing. Teachers worked with curriculum partners within the school and across the district to create district common assessments to monitor student progress and ensure curricular viability. The district also purchased a data warehouse system and teachers received training on how access student data. Furthermore, a universal reading screen was given to students in the spring. Additionally, our former Child Study team process was revamped to respond to students in need of intervention. Finally, Moran administrators and curriculum leaders were trained in data driven decision making and met with teachers in the spring for an initial training. This detailed approach allowed for students to receive targeted tier 1, tier 2 and tier 3 support.

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 830 students. Our mission statement is proudly displayed at the main entrance of the school. Numerous activities provide for the holistic development of our students. At the classroom level, every team developed units of Interdisciplinary instruction. Students went on numerous field trips including the Norwalk Maritime Center, the Mark Twain House, the 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. Our Youth Service Bureau is very involved with providing information to our students in school. The Guidance Department sponsored a Career Expo where each grade eight student attended a minimum of three workshops specifically tailored to individual career interests. Students are involved with numerous extracurricular activities. Moran Video Press News, a student run news broadcast, is aired daily. 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. Grade eight students competed in a public speaking contest sponsored by the local Rotary Club. Eight interscholastic sports are offered throughout all three seasons; and the after school activities program provided three seven week cycles of various activities. 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 continued to do well in a Mock Trial and Lego Robotics competition.
