

STRATEGIC SCHOOL PROFILE 2010-11

Middle and Junior High School Edition

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

JOY K. WRIGHT, Principal
 ANN M. MANIKAS, Asst. Principal
 Telephone: (203) 741-2900
 Website: wallingford.ccsct.com/page.cfm?p=496

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, 2010: 814
 5-Year Enrollment Change: -6.4%

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	89	10.9	11.9	29.2
Students Who Are Not Fluent in English	14	1.7	2.0	3.5
Students with Disabilities	86	10.6	12.4	11.7
Students Identified as Gifted and/or Talented	143	17.6	20.1	7.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	538	96.9	96.8	93.5

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	180	181
Total Hours per Year	1,005	1,017

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	24.2	24.0	20.6	Mathematics	26.1	30.1	34.4
				World Language	65.5	70.5	48.4

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	242
Family and Consumer Science **	18	10
Health **	18	23
Library Media Skills	0	14
Mathematics **	170	158
Music	0	32
Physical Education **	55	55
Science **	170	145
Social Studies **	170	143
Technology Education **	18	24
World Languages ***	0	83

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 13.6% 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	1.7	2.0	3.4
% of Identified Gifted and/or Talented Students Who Received Services	65.7	61.2	67.4
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	96.5	98.4	77.7

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	3.0	3.1	2.4
% of Computers with Internet Access	100.0	100.0	98.9
% of Computers that are High or Moderate Power	100.0	100.0	96.6
# of Print Volumes Per Student*	22.3	20.5	21.3
# of Print Periodical Subscriptions	17	19	21

*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	54.50
Paraprofessional Instructional Assistants	0.00
Special Education: Teachers and Instructors	8.00
Paraprofessional Instructional Assistants	9.00
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	1.00
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	14.2
% with Master's Degree or Above	84.1	88.3	79.1
Classroom Teacher Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	10.6	9.8	10.1
% Assigned to Same School the Previous Year	95.2	94.2	87.7

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 home-school 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 Moran PTO supports students by providing resources and opportunities for students. They support these ventures through fundraisers and numerous events for students held throughout the year. PTO funds have bought computers, smart boards, classroom materials, and supported guest speakers and team events. The TRIAD, our school newsletter, is sent home electronically on a monthly basis to parents. Families also receive a minimum of eight mailings per year regarding individual student progress. This includes four report cards and four progress reports. Intervention and Special Education teachers provide additional progress reports. Besides our annual Parent's Night, there are individual parent conference opportunities scheduled in November and March. All students receive a student assignment book with space for written communication for parents and teachers. Communication with Hispanic parents who are not bilingual continues to be critical and we continue our efforts to provide oral and written communication in students' native language.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	45	5.5
Black	17	2.1
Hispanic	83	10.2
Pacific Islander	0	0.0
White	669	82.2
Two or more races	0	0.0
Total Minority	145	17.8

Percent of Minority Professional Staff: 1.4%

Open Choice:

18 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:

1.7% 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 4.

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 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 these students the opportunity to participate in after-school activities and extra help sessions. This year, through an ACES grant, we held an Anti-defamation League anti-bullying assembly program for our 7th and 8th grade students. Our students continued to participate in the town-wide Martin Luther King Day, Jr. 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 in the United States. Additionally, our World Language Program 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	35.6	35.0	51.2	23.9
Grade 8	32.6	33.2	50.8	21.5

*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	80.6	80.9	76.0	56.9
Writing	66.5	63.3	65.2	53.2
Mathematics	77.1	76.2	71.3	61.7
Grade 7 Reading	83.9	86.3	77.8	59.5
Writing	46.5	52.9	58.9	37.6
Mathematics	78.7	78.3	68.4	67.8
Grade 8 Reading	78.9	79.8	74.7	55.8
Writing	61.9	64.8	64.8	46.1
Mathematics	69.8	72.3	66.6	56.2
Science	76.2	75.1	63.1	66.0

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	95.9	96.1	95.6

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 2009-10 school year, 35 students were responsible for these incidents. These students represent 4.1% of the estimated number of students who attended this school at some point during the 2009-10 school year.

Truancy

During the 2009-10 school year, 4 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, 2009-10		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	5	1
Theft	0	0
Physical/Verbal Confrontation	6	0
Fighting/Battery	4	0
Property Damage	2	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	1
School Policy Violations	21	10
Total	40	12

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

As a whole school, Moran Middle School scored well on the 2010 CMT. In Mathematics, 94% of students scored proficient or higher and in Reading 89% of students scored proficient or higher. To address areas of need and to improve student achievement, staff received training in data driven decision-making and effective teaching strategies. Teachers wrote SMART goals and implemented targeted instruction for students. The schedule adjustment created time for teachers to meet in data teams within the school and across the district to collaborate on instruction and assessments to monitor student progress and ensure curricular viability. The staff continued to work on a plan that would provide appropriate 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 814 students. Our teaming model provides a caring, supportive, and academically rich environment for our students. Our teachers work together to provide numerous opportunities that extend learning through field trips to the Mark Twain House, the New Britain Rock Cats game, The Bronx Zoo, and Discovery Times Square. Students excelled outside of the class through their participation in essay contests sponsored by area organizations including the Wallingford Rotary Club. In partnership with the Department of Children and Families and the Wallingford Youth Office we provided parent and student workshops for our 8th and rising 5thgrade students on the topic of transitions. Our Youth Service Bureau continues to be involved with providing information to our students in the area of bullying and internet safety. The Guidance Department sponsored a Career Expo where each grade eight student attended a minimum of three workshops specifically tailored to individual career interests. Moran Video Press News, student run news broadcast, is aired daily. Music and Theater Arts continued to thrive this year with the production of "Guys and Dolls" and "Once on This Island." Our Instrumental and Choral program continued to grow and students participated in various concerts and competitions. The Wallingford Education Foundation provided funds for a SmartMusic program and technology for our Student Enrichment Program.
