

STRATEGIC SCHOOL PROFILE 2008-09

Middle and Junior High School Edition

**Illing Middle School
Manchester School District**

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Location: 227 East Middle Turnpike
 Manchester,
 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: 7- 8

STUDENT ENROLLMENT

Enrollment on October 1, 2008: 871
 5-Year Enrollment Change: 1.0%*
 *Between 2003 and 2008, was redistricted, grades changed

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 | 400 | 45.9 | 45.9 | 25.1 |
| Students Who Are Not Fluent in English | 31 | 3.6 | 3.6 | 3.7 |
| Students with Disabilities | 105 | 12.1 | 12.1 | 11.7 |
| Students Identified as Gifted and/or Talented | 45 | 5.2 | 5.2 | 7.6 |
| Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year | 375 | 87.0 | 87.0 | 92.1 |

PROGRAM AND INSTRUCTION

| Instructional Time | School | State Middle/Jr. High Schools |
|----------------------|--------|-------------------------------|
| Total Days per Year | 183 | 181 |
| Total Hours per Year | 1,033 | 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 | 17.7 | 17.7 | 20.5 |

| Enrollment in Selected High School Level Courses | | | |
|--|--------|----------|-------|
| Percent of Grade 8 Students Taking | School | District | State |
| Mathematics | 21.3 | 21.3 | 34.2 |
| World Language | 96.3 | 96.3 | 49.0 |

| Required Hours of Instruction Per Year in Selected Subject Areas | | |
|--|--------|-------|
| Grade 8 | School | State |
| Art | 25 | 33 |
| Computer Education | 0 | 15 |
| English Language Arts | 295 | 229 |
| Family and Consumer Science | 25 | 13 |
| Health | 16 | 24 |
| Library/Media Skills | 0 | 6 |
| Mathematics | 148 | 152 |
| Music | 74 | 24 |
| Physical Education | 58 | 53 |
| Science | 148 | 144 |
| Social Studies | 148 | 143 |
| Technology Education | 25 | 23 |
| World Languages | 74 | 77 |

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 7 in this school. Statewide, 71.3% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

Lunch

An average of 22 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 | 3.6 | 3.6 | 3.7 |
| % of Identified Gifted and/or Talented Students Who Received Services | 0.0 | N/A | 69.9 |
| % of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers | 76.2 | 76.2 | 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 | 3.9 | 3.9 | 2.6 |
| % of Computers with Internet Access | 95.5 | 95.5 | 99.4 |
| % of Computers that are High or Moderate Power | 95.5 | 95.5 | 97.0 |
| # of Print Volumes Per Student* | 13.7 | 13.7 | 21.0 |
| # of Print Periodical Subscriptions | 13 | 13 | 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 | 73.80 |
| Paraprofessional Instructional Assistants | 1.00 |
| Special Education: Teachers and Instructors | 11.00 |
| Paraprofessional Instructional Assistants | 9.00 |
| Library/Media Specialists and/or Assistants | 3.00 |
| Administrators, Coordinators, and Department Chairs | 4.50 |
| Instructional Specialists Who Support Teachers (e.g., subject area specialists) | 1.00 |
| Counselors, Social Workers, and School Psychologists | 5.60 |
| School Nurses | 2.00 |
| Other Staff Providing Non-Instructional Services and Support | 29.20 |

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 | 12.6 | 12.6 | 14.0 |
| % with Master's Degree or Above | 51.2 | 51.2 | 75.8 |
| Classroom Teacher Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time | 10.5 | 10.5 | 9.0 |
| % Assigned to Same School the Previous Year* | 72.1 | 72.1 | 86.7 |

*In 2008, school was redistricted, grades changed

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.

Efforts to promote home and school communication and support included the implementation of student-led conferences. This initiative included a fall and spring conference cycle which involved parents in direct communication with their children about student work. These conferences included portfolio reviews of student work from each subject, student reflections, and student goal setting for academic achievement and behavior. Parents were also expected to set goals of support for their children. As a result of this initiative, over 600 conferences were held.

In addition to the aforementioned, the Illing Staff Advisory for Students of Color (ISOC) committee continued its support of student achievement, recognition, and parental engagement efforts. This committee continued its outreach activities in the form of "Meet and Greets" which resulted in increased participation of diverse parent groups.

Illing faculty, administrators, counselors, social workers, SRO, and local police representatives hosted a Month of the Young Adolescent (MOYA) program in October. This initiative focused on understanding the needs of adolescents through a series of family educational workshops. Families had the opportunity to participate in evening workshops focusing on organization, reducing adolescent stress, bullying prevention, internet safety, successful test taking strategies, strategies to communicate with adolescents, and a presentation on communicating with parents specifically designed for middle school students.

SCHOOL DIVERSITY

| Student Race/Ethnicity | | |
|------------------------|--------|---------|
| Race/Ethnicity | Number | Percent |
| American Indian | 6 | 0.7 |
| Asian American | 50 | 5.7 |
| Black | 203 | 23.3 |
| Hispanic | 182 | 20.9 |
| White | 430 | 49.4 |
| Total Minority | 441 | 50.6 |

Percent of Minority Professional Staff: 9.9%

Non-English Home Language: 3.6% 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 10.

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.

Efforts to reduce racial, ethnic and economic isolation at Illing have been ongoing throughout the 2008-09 school year. The following initiatives involving our students and faculty highlight our focus on embracing inclusion and promoting practices of acceptance:

- Team and school-wide celebrations of Hispanic Heritage Month
 - Participants in the annual CAS student leadership conference held at Quinnipiac College
 - Illing Staff Advisory for Students of Color (ISOC)-Parent, student, and community outreach
 - “Courageous Conversations” about race and the implications for closing the achievement gap
 - Data Driven Decision Making (DDDM) a faculty professional development series designed to help faculty use data to support academic achievement for all students with emphasis on subgroups
 - Students coming from grade 6 feeder school assigned to heterogeneously mixed teams
 - Team interdisciplinary units focusing on the civil rights era and the cultures and contributions of different ethnicities to American culture as it is known today.
 - Young men and young women’s leadership initiative
 - Student participation in team family history potluck dinners and middle school science bowl
 - Monthly social & sporting events for students i.e. dances, games, field trips, and student dramatic productions
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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 | N/A | N/A | N/A | N/A |
| Grade 6 | N/A | N/A | N/A | N/A |
| Grade 8 | 15.3 | 15.3 | 36.8 | 15.9 |

*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 | 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 7 Reading | 67.3 | 66.4 | 74.9 | 36.4 |
| Writing | 52.2 | 51.4 | 62.9 | 34.4 |
| Mathematics | 50.9 | 50.3 | 66.0 | 31.6 |
| Grade 8 Reading | 55.9 | 54.8 | 68.4 | 29.8 |
| Writing | 56.7 | 55.1 | 66.5 | 36.5 |
| Mathematics | 40.1 | 38.9 | 64.5 | 24.0 |
| Science | 45.1 | 43.9 | 60.6 | 32.7 |

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 | 95.6 | 95.6 | 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, 234 students were responsible for these incidents. These students represent 24.9% 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 | 0 | 0 |
| Personally Threatening Behavior | 14 | 0 |
| Theft | 6 | 0 |
| Physical/Verbal Confrontation | 81 | 2 |
| Fighting/Battery | 2 | 0 |
| Property Damage | 8 | 0 |
| Weapons | 4 | 0 |
| Drugs/Alcohol/Tobacco | 1 | 0 |
| School Policy Violations | 443 | 19 |
| Total | 559 | 21 |

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Efforts to promote school improvement started with a comprehensive school plan for 2008 –09 that focused on student achievement, professional development, classroom strategies, character development, and family/community support. In an effort to support student achievement, periodic benchmark assessments were implemented throughout the year for reading, writing, and mathematics. Through the analysis of this data, the expectation was that teacher lesson design and instruction improve. It should be noted that specific efforts were made to work with subgroups through flexible grouping and opportunities for enrichment for all students.

Professional development for teachers included a focus on closing the achievement gap. Specifically, the faculty focused on Data Driven Decision Making (DDDM). In addition to this experience, the work of the Courageous Conversations initiative continued which helped in our efforts toward closing the achievement gap. Additional professional development activities focused on school climate in support of raising student achievement. Ongoing efforts throughout the year continued to support a focus on developing literacy, writing, and math skills through Silent Sustained Writing and Silent Sustained Reading initiatives.

Classroom strategies related to reading, writing, and mathematics were supported by department facilitators. Experiences were designed to support student achievement on the CMT. Character development was supported through ongoing student town meetings and the establishment of the Positive Behavior Support (PBS) school climate process. Efforts to support family and community support was achieved through the continued work of ISOC initiatives referenced in the home and school communication narrative.

SUPPLEMENTAL SCHOOL INFORMATION

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

Illing Middle School is proud of additional accomplishments of our students and faculty throughout the year. Specifically, the following activities, initiatives, and recognitions contributed to developing well-rounded students: Music Festival participation and multiple 1st place awards. Bird banding activities. Induction of students into the National Junior Honor Society, Enrichment opportunities for all students to include ballroom dancing, chess, cooking, and individual interest projects, Comprehensive music program to include performance choirs, orchestra, jazz band, concert band, and performance ensembles Student/faculty theatrical guild resulting in theatrical workshops and a musical production 8th grade trip to Washington D.C.. Multiple student interdisciplinary units to include guest speakers Continued implementation of the Positive Behavior Supports system. Use of student intervention plans for increasing student achievement and behavioral expectations. Staff professional development in inclusionary practices & data driven decision making. Multiple Parent workshops offered during the Month of the Young Adolescent (MOYA) to promote understanding adolescence and raising student achievement. Availability of Larson's Math Lab designed to support CMT performance. French and Spanish classes available to students. Scribbles & Scripts- a student literary magazine. Implementation of Student-Led Conferences
