

**STRATEGIC SCHOOL PROFILE 2011-12**

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](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
 School Grade Range: 7 - 8

**STUDENT ENROLLMENT**

Enrollment on October 1, 2011: 836  
 5-Year Enrollment Change: -15.7%\*  
 \*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	523	62.6	62.6	30.0
Students Who Are Not Fluent in English	33	3.9	3.9	3.4
Students with Disabilities	107	12.8	12.8	12.0
Students Identified as Gifted and/or Talented	93	11.1	11.1	7.3
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	399	98.3	98.3	98.1

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	183	181
Total Hours per Year	1,017	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	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	17.6	17.6	20.3	Mathematics	22.9	22.9	37.2
				World Language	81.5	81.5	49.9

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	24	37
Computer Education	0	18
English Language Arts	288	226
Family and Consumer Science	24	12
Health	15	24
Library Media Skills	0	9
Mathematics	144	159
Music	72	35
Physical Education	59	55
Science	144	149
Social Studies	144	147
Technology Education	24	24
World Languages	72	91

### World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 7 in this school. Statewide, 24% 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	3.9	3.9	3.2
% of Identified Gifted and/or Talented Students Who Received Services	0.0	N/A	67.3
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	77.6	77.6	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](http://www.iconn.org).

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.3	2.3	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*	18.7	18.7	21.6
# of Print Periodical Subscriptions	14	14	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**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	64.55
Paraprofessional Instructional Assistants	2.00
Special Education: Teachers and Instructors	7.25
Paraprofessional Instructional Assistants	16.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	6.00
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	26.40

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.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Middle/Jr. High Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	12.9	12.0	14.2
% with Master's Degree or Above	48.0	48.0	79.3
Classroom Teacher Attendance, 2010-11: Average # of Days Absent Due to Illness or Personal Time	9.3	9.3	8.9
% Assigned to Same School the Previous Year*	88.0	88.0	88.2

\*In 2011, 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.

A portion of the school's website is devoted to homework pages. Illing Middle School promotes home/school communication and support through its implementation of student-led conferences. This initiative continues to include a fall and spring conference cycle which fosters the involvement of 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 students were able to develop skills of self advocacy. In addition to the aforementioned, the Principal's Advisory subcommittee continued its support of student achievement by promoting parent involvement workshops that resulted in a focus on understanding adolescence and promoting healthy relationships. This committee also conducted research and helped to establish the implementation of a uniformed dress code for students, which was in place for one year. A second year of piloting this dress code is in place in an effort to work out specifics and complications that arise with any new initiative. Additional efforts to engage parents in home/school communication included parent workshops on various topics at PTSA meetings. Some topics included bullying prevention, understanding the middle level program, and middle to high school transition. Illing faculty, administrators, counselors, social workers, SRO, and local police worked collaboratively to engage families in family educational workshops focusing on bullying prevention and internet safety designed for middle school students. Lastly, the I.M.S. School Governance Council was established and bylaws written. In addition, parents and teachers created a school compact which will help direct the parent/teacher/student triad toward success and mutual understanding.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.6
Asian American	46	5.5
Black	181	21.7
Hispanic	215	25.7
Pacific Islander	0	0.0
White	349	41.7
Two or more races	40	4.8
Total Minority	487	58.3

**Percent of Minority Professional Staff:** 13.5%

**Non-English Home Language:**

13.8% 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 27.

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### EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

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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.

Illing Middle School has focused on reducing racial, ethnic and economic isolation in a myriad of ways. 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, Black History, and Women's History • Participation in the annual CAS student leadership conference held at Quinnipiac College. Illing faculty professional development focus on closing the achievement gap. Faculty analysis of benchmark and CMT data specific to the implications for closing the achievement gap. Faculty meeting series focused on data analysis by CMT subgroup performance. 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 bow. Monthly social and 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	33.4	33.4	49.8	21.8

\*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	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	68.2	67.9	79.8	27.6
Writing	56.9	56.1	65.6	37.1
Mathematics	50.4	49.7	68.1	28.3
Grade 8 Reading	68.6	68.2	76.8	35.1
Writing	59.0	58.3	68.3	35.0
Mathematics	51.5	50.8	67.2	33.5
Science	44.7	44.1	61.9	31.0

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](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://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	96.3	96.3	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, 136 students were responsible for these incidents. These students represent 14.9% 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, 160 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	1	0
Personally Threatening Behavior	32	7
Theft	5	5
Physical/Verbal Confrontation	36	6
Fighting/Battery	6	2
Property Damage	3	0
Weapons	3	1
Drugs/Alcohol/Tobacco	0	1
School Policy Violations	183	53
Total	269	75

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## SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

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The following narrative was submitted by this school.

The school improvement focus for 2011 –12 was on ensuring efficient use of resources and instructional time aligned with State standards. Additional improvement efforts focused on developing parent education programs that allow parents access to assessment and academic standards resulting in effective staff relationships with parents. To support these goals, an enrichment schedule was implemented that provided students with additional time for instruction in the arts, literacy and numeracy. Parents and students worked collaboratively through the student–led conference process to review assessment data and academic standards resulting in collaborative goals set for improving 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. Teacher professional development included a focus on improving reading comprehension in all content areas and closing the achievement gap, and school climate. Staff subcommittees were established to address specific academic and social needs. One new and vital committee, the Attendance Committee, met monthly and devised processes to identify truancy and implement possible solutions to assist students and families involved in this negative cycle. The following list embodies strategies to assist truancy issues at Illing Middle School: Rewards for students who demonstrate school attendance success. Incentive plans for students showing consistency in school attendance. Counseling with families and problem-solving solutions for the existing truancy. Parent meetings held with administration and/or guidance counselors. Home visits to students and families. Creative solutions derived from our district-wide MAPS (Manchester Agencies and Policies and Schools) Committee which would involve town specialists’ support. The SRBI Committee analyzed data and reported their findings to the staff to intervene with students who revealed academic needs. Tier I, II, and III instruction became commonplace and progress monitoring guided students’ instructional needs and ultimate successes. Ongoing efforts throughout the year continued to support a focus on developing literacy, writing, and numeracy skills through Silent Sustained Writing, Silent Sustained Reading, Read 180, and CMT focus class initiatives. Classroom strategies related to reading, writing, and mathematics were supported by department facilitators and 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 Principal’s Advisory Committee and collaboration with building-based committees.

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### SUPPLEMENTAL SCHOOL INFORMATION

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

Illing Middle School was awarded the Exemplary School Climate and Leadership Award by the Connecticut Association of Schools. Through the efforts of the Safe School Climate Committee and initiatives which capitalized on student talents in various academic and sporting arenas, Illing Middle School increased rigor in and out of the classroom. With regard to CMT achievement, students demonstrated moderate gains in multiple areas. ELL math students in seventh grade produced a 24-point gain as well as a 27-point gain in writing. In writing from seventh to eighth grade, there was a 15-point gain at/above goal, and reading in eighth grade increased six points. Below are some additional highlights of this past year’s CMT results:• Illing Grade 7 math- Asian students at 95% Mastery• Illing Grade 8 math – White students at 91.4% Mastery• Illing Grade 8 reading – White students at 89.4% Mastery

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