

**STRATEGIC SCHOOL PROFILE 2012-13**

Middle and Junior High School Edition

**Illing Middle School  
Manchester School District**

David A. Welch, Principal  
 Ann M. Fuini, Asst. Principal  
 Keith L. Martin, Asst. Principal  
 Telephone: 860-647-3400  
 Website: [illingschool.ci.manchester.ct.us/](http://illingschool.ci.manchester.ct.us/)

Location: 227 East Middle Tpke.  
 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, 2012: 796  
 5-Year Enrollment Change: -13.0%

**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	465	58.4	58.4	30.9
Students Who Are Not Fluent in English	35	4.4	4.4	3.4
Students with Disabilities	128	16.1	16.1	12.4
Students Identified as Gifted and/or Talented	75	9.4	9.4	7.0
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	412	97.4	97.4	97.0

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	183	181
Total Hours per Year	1,019	1,029

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	15.5	15.5	20.2	Mathematics	17.3	17.3	33.9
				World Language	92.4	92.4	46.5

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	22	37
Computer Education	0	18
English Language Arts	266	231
Family and Consumer Science	22	10
Health	15	24
Library Media Skills	0	10
Mathematics	147	164
Music	67	36
Physical Education	53	58
Science	147	151
Social Studies	147	147
Technology Education	22	23
World Languages	67	96

### World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 7 in this school. Statewide, 23.5% of elementary and middle schools that serve Grade 7 start world language instruction by this grade.

### Lunch

An average of 20 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	4.4	4.4	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	84.4	84.4	75.8

### 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	2.4	2.4	2.1
% of Computers with Internet Access	100.0	100.0	99.3
% of Computers that are High or Moderate Power	100.0	100.0	97.5
# of Print Volumes Per Student*	21.9	21.9	22.2
# of Print Periodical Subscriptions	14	14	19

\*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	68.75
Paraprofessional Instructional Assistants	5.00
Special Education: Teachers and Instructors	9.25
Paraprofessional Instructional Assistants	15.00
Library/Media Specialists and/or Assistants	3.00
Administrators, Coordinators, and Department Chairs	3.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	3.00
Counselors, Social Workers, and School Psychologists	6.20
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	29.00

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	12.6	12.0	14.3
% with Master's Degree or Above	51.9	51.9	80.3
Classroom Teacher Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	9.5	9.5	9.3
% Assigned to Same School the Previous Year	84.0	84.0	87.4

**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-involved 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. 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 two years. A third year of piloting this dress code was in place with a goal of including other district schools (grades) to incorporate a dress code 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. There is a PTSA link on our school website as well. The PTSA also has been incredibly involved in re-decorating and revitalizing the appearance of our building facility inside and out. 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 two years ago and continues to be active and progressive. Parents and teachers created a school compact which will help direct the parent/teacher/student triad toward success and mutual understanding. Also, a I.M.S. School Governance brochure was created, published, and is accessible on our school website for other parents to become involved in the life of our school and its continues improvement.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.5
Asian American	52	6.5
Black	181	22.7
Hispanic	189	23.7
Pacific Islander	0	0.0
White	338	42.5
Two or more races	32	4.0
Total Minority	458	57.5

**Percent of Minority Professional Staff:** 14.4%

**Non-English Home Language:**

13.1% 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 23.

### 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.

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, Women's History and Participation in the annual CAS student leadership conference held at Quinnipiac College; Illing faculty professional development focus on closing the achievement gap infusing culturally-relevant lessons across the curriculum. The following are examples of Illing's efforts to close the achievement gap and build a climate of caring and acceptance: Analysis of NWEA benchmark data specific to the implications for closing the achievement gap; faculty meeting series focused on data analysis by subgroup performance on assessment data; students coming from grade 6 feeder-school assigned to heterogeneously mixed teams; specific interdisciplinary units focusing on the civil rights era and the cultures and contributions of different ethnicities to American culture as it are known today; young men and young women's leadership initiative which involves students of color highlighted in leadership roles (this past year was awarded a Martin Luther King, Jr. Achievement Award); student participation in team family history potluck dinners and middle school science bowl and monthly social & sporting events for students (i.e. dances, games, field trips, and student dramatic productions).

### 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	37.0	37.0	50.6	27.8

\*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	69.8	69.4	78.9	33.1
Writing	54.4	53.8	64.9	36.2
Mathematics	48.4	48.1	65.4	31.3
Grade 8 Reading	68.7	67.4	76.2	35.9
Writing	57.8	56.0	67.2	34.8
Mathematics	48.2	47.1	65.0	29.2
Science	45.2	44.1	60.4	33.7

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](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	94.6	94.6	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 2011-12 school year, 150 students were responsible for these incidents. These students represent 17.7% of the estimated number of students who attended this school at some point during the 2011-12 school year.

### Truancy

During the 2011-12 school year, 110 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, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	2	2
Sexually Related Behavior	0	0
Personally Threatening Behavior	32	5
Theft	2	0
Physical/Verbal Confrontation	54	20
Fighting/Battery	10	1
Property Damage	1	0
Weapons	0	1
Drugs/Alcohol/Tobacco	3	0
School Policy Violations	259	34
Total	363	63

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

The school improvement plan for 2012 –13 focused on ensuring efficient use of resources and instructional time aligned with State standards. Additional improvement efforts is currently dedicated to developing parent education programs that allow parents access to assessment and academic standards resulting in effective staff relationships with parents. In an effort to support these goals, an enrichment schedule was implemented that provided students with additional time for instruction in the arts as well as support classes for literacy and numeracy. Parents and students worked collaboratively through the student-collaborative 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 teachers' lesson designs and instruction improves. It should be noted that teacher professional development included a focus on improving reading comprehension in all content areas and closing the achievement gap initiatives. Additional professional development activities continued to focus on school climate in support of assisting with student achievement improvements. Staff subcommittees were established to address specific academic and social needs. New and vital committees were formed this year: Professional Development Committee, School Data Team, Discipline Oversight Committee, and G.A.S.P.N. (Guidance, Administration, Social Workers, Psychologists, Nurses) all implemented in concert to create a more positive, productive, and academically-sound environment. Lastly, 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, and Read 180, and Math Interventions focus class initiatives. Experiences were designed to support student achievement as we interface with the rigor of the new Common Core. Character development was supported through ongoing student (team) 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 supports.

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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 prides itself with making positive and meaningful connections with students and parents. Our S.T.A.R.S.' PBIS program interfaces with Bennet Academy (the district's sixth grade school) and students earn recognitions which are promoted and announced on a daily basis through hallway notices and announcements over the morning broadcasts. In addition, a mentoring program was developed which included over twenty staff members acting as a big brother/sister for an Illing student in need. Also, a program called Illing Connections (I.C.) was created as a quasi-Advisor/Advisee process. This is held each morning and students in their homebase are provided an opportunity to interact, collaborate, and discuss more social morays which affect them. This contributes to the team esprit all staff continues to nurture. These programs are unique and elevate a positive and productive school climate as revealed through the parent/student survey which was completed in the fall and spring. The staff is immersed in the restorative discipline process which requires more creative and logical approaches to addressing students who engage in problematic or negative behaviors. Thus, students "learn" to apply corrective measures as opposed to merely "earn" punitive consequences for missteps in school. Students, parents, and staff continue to remark on the drastic, positive changes in climate which have occurred even in one year's time.

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