

STRATEGIC SCHOOL PROFILE 2009-10

Middle and Junior High School Edition

Kelly Middle School**Norwich School District**

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Location: 25 Mahan Drive
 Norwich,
 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: 631
 5-Year Enrollment Change: -8.4%

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	399	63.2	63.7	27.1
Students Who Are Not Fluent in English	58	9.2	10.1	3.7
Students with Disabilities	74	11.7	14.2	11.7
Students Identified as Gifted and/or Talented	0	0.0	0.0	7.8
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	380	89.6	87.7	93.7

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	181	181
Total Hours per Year	1,038	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
Grade 5	N/A	N/A	N/A
Grade 7	15.0	17.1	20.8

Enrollment in Selected High School Level Courses			
Percent of Grade 8 Students Taking	School	District	State
Mathematics	0.0	0.0	37.8
World Language	0.0	0.0	48.6

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	27	36
Computer Education **	27	20
English Language Arts **	368	236
Family and Consumer Science	0	9
Health	27	25
Library Media Skills	0	10
Mathematics	134	152
Music	27	35
Physical Education	67	58
Science	134	145
Social Studies	134	142
Technology Education	0	26
World Languages **	66	89

** Interdisciplinary approach

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 30 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	8.9	9.6	3.6
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	35.1	39.6	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	2.4	2.6	2.5
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	25.9	28.3	95.4
# of Print Volumes Per Student*	16.8	22.6	21.3
# of Print Periodical Subscriptions	14	13	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	43.50
Paraprofessional Instructional Assistants	2.60
Special Education: Teachers and Instructors	7.00
Paraprofessional Instructional Assistants	8.00
Library/Media Specialists and/or Assistants	1.00
Administrators, Coordinators, and Department Chairs	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	4.60
School Nurses	2.00
Other Staff Providing Non-Instructional Services and Support	17.90

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	13.9	14.0	14.1
% with Master's Degree or Above	84.3	81.3	77.4
Classroom Teacher Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	6.7	5.8	9.0
% Assigned to Same School the Previous Year	90.2	89.1	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.

Kelly Middle School communicates with the Norwich community and parents with regular parent meetings, the school website, staff email and the district telephone system-School Messenger. The monthly parent meetings are held in order to communicate the school's academic and social progress and the development of initiatives aimed at school improvement. In addition, topics such as the school climate, internet safety and the use of community social services providers are discussed. The Kelly Middle School website is maintained as a vehicle for communicating the school events as well as how parents may participate in the events. The website has links for parent involvement, upcoming events, student homework and study skills and school improvement information. The Kelly Middle School staff email is utilized for two-way communication and regularly checked by staff for prompt attention to parent concerns and questions. The School Messenger, the district telephone system, is utilized to announce upcoming events such as awards assemblies, closings and cancellations, dances and other celebrations and PBS events.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	22	3.5
Asian American	22	3.5
Black	165	26.1
Hispanic	139	22.0
White	283	44.8
Total Minority	348	55.2

Percent of Minority Professional Staff: 3.3%

Non-English Home Language:

20.9% 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 14.

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.

Kelly Middle School celebrates the economic, ethnic and racial backgrounds of its students. Students participate in grade level variety shows, where they enthusiastically share their talents in dance, drama, music and public speaking. The music curriculum exposes each student to cultural music such as Folk, Jazz, Popular American and the unique music of China, French Creole nations, India and Ireland. Kelly Middle School has an active after school attendance as over three hundred students participated in after school programs such as S.C.O.R.E. and ASPIRE, designed to develop student self-confidence, social skills and school connectedness. The Thames River Connection, a grant-based science program, provides the opportunity for Kelly students to become acquainted with Montville students as they develop partnerships in the research of Long Island Sound and its ecosystem. The Police Academy, an after school program organized by the School Resource Officer, brings together students with a wide range of experiences, interests and talents to engage in team building and leadership development as presented by the School Resource Officers. The aim of the Police Academy is to develop citizenship and community as well as familiarity with the police. ASPIRE, an after school program made possible by an extended day grant, brought more than two hundred students together throughout the year as they participated in various events and in clubs such as arts and crafts, dance, peer support groups, vocal performance and others.

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	26.7	29.9	51.4	12.6
Grade 8	42.0	40.9	50.6	41.4

*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	57.7	57.1	74.9	23.9
Writing	53.2	50.3	65.9	32.1
Mathematics	38.8	42.3	70.7	13.4
Grade 7 Reading	63.4	61.5	77.4	28.9
Writing	41.0	36.8	61.2	28.6
Mathematics	48.0	45.5	68.5	26.7
Grade 8 Reading	60.6	55.4	73.3	31.3
Writing	41.6	41.1	62.6	28.6
Mathematics	46.5	46.7	67.3	26.3
Science	46.4	44.7	62.8	33.1

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	97.5	97.2	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, 144 students were responsible for these incidents. These students represent 20.8% 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	4	0
Personally Threatening Behavior	40	0
Theft	6	0
Physical/Verbal Confrontation	23	0
Fighting/Battery	83	0
Property Damage	5	0
Weapons	3	0
Drugs/Alcohol/Tobacco	0	0
School Policy Violations	105	0
Total	269	0

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

Kelly Middle School's school improvement plan established explicit goals in the areas of literacy (reading and writing), numeracy (mathematics) and school climate (School wide Positive Behavior and Supports). The School wide data team, comprised of an administrator, teachers and support staff, examined data and disseminates its findings to the staff, who sit on instructional data teams. The instructional data teams collaboratively analyze learning data and determine appropriate teaching strategies with it. The literacy initiative begins with the placement of students, based on their CMT reading scores, in a reading enrichment class for thirty minutes per day where they learning reading comprehension strategies. School climate was affected by the implementation of School wide Positive Behavior Interventions and Supports. The school wide behavior expectations: pride, respect and responsible decision making, are taught and reinforced throughout the school year. Discipline data is managed by the SWIS system: data is regularly disaggregated and shared with the entire staff.

SUPPLEMENTAL SCHOOL INFORMATION

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

In order to increase our capacity for school improvement, we emphasize learning data for both students and staff. For students, we offer supports, such as the ACHIEVE program, where students increase comprehension by utilizing a computer-based reading program, individualized tutoring with teaching interns and the homework club after school. For teachers, we conduct regular professional development in classroom instructional strategies, differentiation and classroom management.
